

Letter to the Student

Dear Student,

Welcome to **i-world**!

i-world is a modern, dynamic course that gives you a truly blended approach to learning. It integrates online activities with classroom materials to provide you with the 21st century skills necessary for the world outside the classroom. **i-world** will help you communicate effectively in all modern-day social, family, academic, and work situations.

In your *Student's Book*, you will find:

- A broad variety of authentic content and topics to help develop your language.
- Communicative activities that you can relate to your own experience.
- A focus on modern-day issues that helps you compare ideas.
- Continuous opportunities for project work and cooperative learning.

About your *Student's Book*:

Your *Student's Book* has ten units. Each unit is divided into three sections:

- *My World* introduces you to the topic of the unit.
- *Views* relates to people's personal experiences about the topic.
- *Out and About* provides cultural information from around the world related to the topic.

Each section contains reading, listening, speaking, and writing activities to help you develop all four skills. The units end with a review page (*The World in Your Hands*) for practice of language and vocabulary and a group *Project*.

At the back of your book, you will find *Pairwork* activities that are relevant to certain units, a *Grammar Reference*, and an *Irregular Verbs* list.

We at University of Dayton Publishing sincerely believe that **i-world** will provide you with a solid foundation in English and enable you to progress in a positive way.

Get ready to explore the world with **i-world**.

UDP access Your gateway to a digital world!

Our new virtual learning environment will provide you with all the interactive practice you need. On **UDP access**, you will find:

Interactive activities for practice and consolidation.





An Online Reader with comprehension activities.

Videos of communicative situations.

Links to *World Book Online Encyclopedia* and interactive tasks.

Don't forget— **UDP access** is also where you can find our *Online Worksite* for even more practice!

Look for and click on these icons in your *Digital Book*:

-  Online Reader
-  Online practice activities
-  Videos
-  World Book Online Encyclopedia links

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2 Friends Around the World p. 18	Possessives <i>My/Your</i> <i>To be</i> 1st and 3rd Person <i>To be</i> 2nd Person (Questions and Short Answers)	Sports Days of the week	Online profiles Online posts A schedule and an announcement
3 Global World p. 30	Simple Present <i>to be</i> 3rd Person (Questions and Short Answers) Simple Present <i>to be</i> (Plurals) Question Words	Countries and nationalities Colors	Articles Interview
4 My Favorites p. 42	Likes and Dislikes Likes and Dislikes (3rd Person Singular) Possessive Adjectives	School subjects Clothes	Articles
5 Here and There p. 54	Simple Present <i>I, You</i> Simple Present (3rd Person Singular) Simple Present (<i>We, They</i>)	Daily routines Telling the time	Articles An interview
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10 My Friends p. 114	Review of Personal Information Simple Present Review Present Continuous Review	Personal information Free time activities My community	An intranet site A quiz A web page

	Listening	Speaking	Writing	Project
	Conversations	Introductions Greetings Information exchange Pronunciation: Numbers 1–10	A comic strip Vocabulary records	 A Phrasebook
	A video call An interview A conversation	A poll Information exchange A registration Pronunciation: Numbers 11–20	A web profile A post An e-mail	 A New Friends Website
	A game show An interview A quiz	Games A quiz Pronunciation: The alphabet	A celebrity profile An interview A description	 A Country Poster
	Survey results Conversations	A survey A conversation Information gaps Pronunciation: /i/ vs /i:/	A magazine article An online opinion	 A Class Presentation
	Interviews	Conversations An interview Pronunciation: Plurals /s/ vs /iz/	Descriptions An article	 A Routines Comic Strip
	A radio program A class A conversation	A description Information exchange A survey Pronunciation: Word stress	A quiz A comic strip A description	 A Family Scrapbook
	A conversation Tourist information	Descriptions Directions Pronunciation: The schwa	A website section A flyer An ad	 A Tourist Map
	Conversations Ordering food	Information gaps A conversation A role-play Pronunciation: /ʌ/ vs /u:/	A food label A quiz	 A Weekend Eating Plan
	Interviews A radio ad Conversations	A project presentation A conversation Requests Pronunciation: /b/ vs /v/	A report A description Rules	 An Exhibition
	A conversation A survey A video call	Conversations Information gaps Pronunciation: The schwa review	A camper profile A pen pal profile An e-mail	 A Yearbook

1 Hello!

Value Politeness Politeness costs nothing 

1 Mark (✓) the things you do when you meet different people.

	Friends	Family	Teachers
a. Shake hands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Kiss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Bow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Say hello	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Rub noses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Compare your answers with other students.



My World

Reading > Welcome!

Identifying Texts

Before you read, identify the type of text. Is it an information notice? A calendar? An advertisement? This helps you to understand the text.

- Look at the text and underline what it is.
 - A class register
 - An information notice
 - A name badge
- Read and complete the text with the words in the box.

Session Registration school punctual
- Mark the sentences *T* (true) or *F* (false).
 - The text is for students and parents. ____
 - Sally Craig is a student. ____
 - The concert is at night. ____
 - The evening activity is for students. ____

Welcome to Dayton School!



1st Day Schedule

Morning

- 8 a.m. _____
 9 a.m. General assembly
 10 a.m. Tour of the 2) _____ with principal Sally Craig

Afternoon

- 12 p.m. Lunch
 1 p.m. Library visit
 2 p.m. Join a club!
 3 p.m. Concert

Evening

- 6 p.m. Parents' Welcome 3) _____
 (in the library)

Night

- 8 p.m. Tea and coffee (in the cafeteria)

Remember

- Be 4) _____!
 Be polite!
 Ask for help!

Have a great day!

Vocabulary > Times of Day 

1 Look at the clocks and complete the expressions with the words in the box.

night morning afternoon evening



a. in the _____



b. at _____



c. in the _____



d. in the _____

2 Look at the text on page 6 again and underline the correct options to complete the sentences.

a. The school tour is...

- 1) in the morning.
- 2) in the afternoon.
- 3) at night.

b. The library visit is...

- 1) in the morning.
- 2) in the afternoon.
- 3) in the evening.

c. Tea and coffee is...

- 1) in the morning.
- 2) in the evening.
- 3) at night.

d. The Parents' Welcome Session is...

- 1) in the morning.
- 2) in the afternoon.
- 3) in the evening.

Speaking > Saying Hello

1 Write a name badge. Look at the examples.



2 Walk around the classroom. Greet your classmates.

Hello Jan! Hi Brian! Hey Rob!

Listening > Polite Conversations

1 Label the pictures with events from the welcome poster on page 6.




a. _____



b. _____



c. _____

2 Listen  to the conversations and number the events in the pictures in the order you hear them.

3 Listen again and match the people to the phrases.

- a. Claire Bishop ___ Good morning, students.
- b. Mr. Davis ___ Nice to meet you.
- c. Ms. Craig ___ What's your name?

1 Read the examples from *Track 2*. Mark the phrases *G* (greeting and responding) or *B* (saying good-bye).

- Good morning. ____
- See you later! ____
- Nice to meet you. ____
- Hello! ____
- How are you? ____
- Good evening. ____
- Bye! ____
- Fine thanks, and you? ____
- Good-bye! ____

See Grammar Reference, page 130.

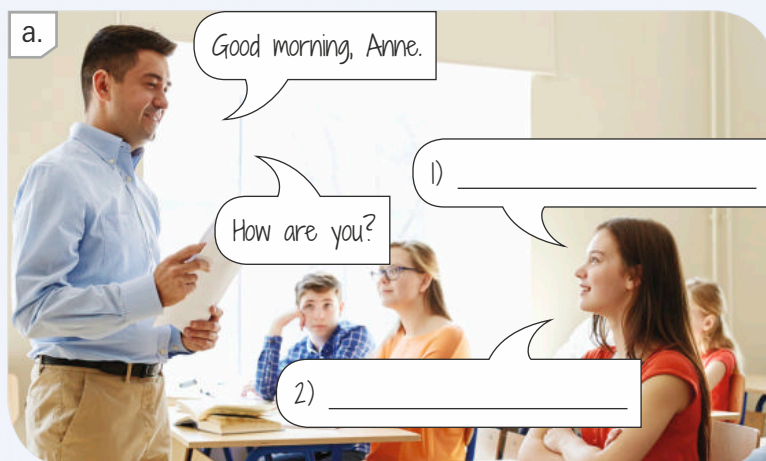
2 Match the phrases with the responses.



- a. Good-bye.
- b. Good morning.
- c. How are you?
- d. What's your name?
- ___ Fine thanks, and you?
- ___ Hello!
- ___ Claire Bishop.
- ___ See you later!

3 Number the parts of the conversation in order.

- ___ Fine thanks, and you?
- ___ Fine, thanks. See you later, OK?
- 1 Good morning, Mr. Smith.
- ___ Hello, Tom.
- ___ How are you?
- ___ Yes, great. Bye! See you in class.

4 Complete the dialogues with the missing phrases.



Speaking > Greet your classmates!  

> Write your name and a time on a piece of paper. Walk around the class and greet students according to the time on their papers.

Useful Language

- What's your name?
- Good morning, Irene!
- Good evening, Joe!
- How are you?
- Fine thanks, and you?

 World Facts

 Practice math skills.

Listening > Phone Numbers

Using Context

Before you listen, look at the pictures and think about the context.

1 Work in pairs. Look at the picture and discuss the questions.

- Where are the people?
- What are they doing?



2 Listen ³ to the conversations and match the people with the activity they do.

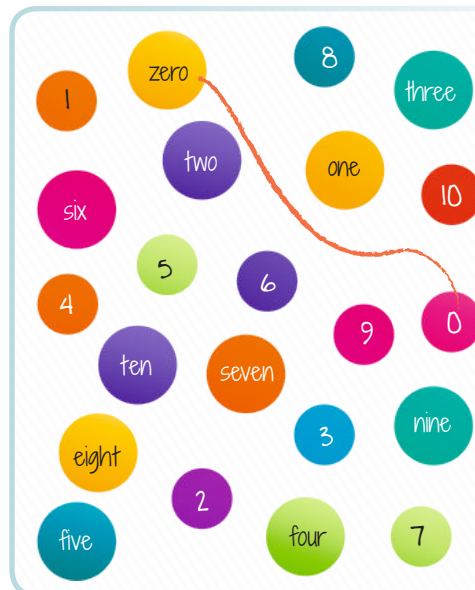
- Mark and James
- Janine and Sophia



3 Listen again and underline the correct options.

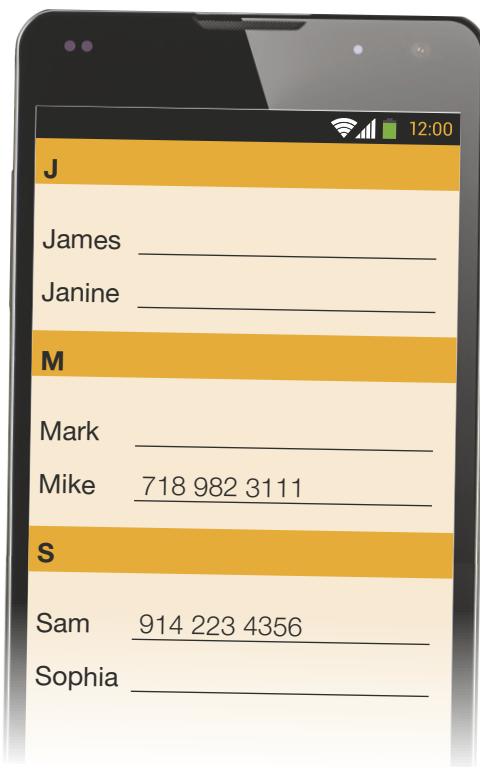
- Mark and James's conversation is...
 - in the morning.
 - in the evening.
 - at night.
- Mark and James exchange...
 - names.
 - phones.
 - numbers.
- Janine and Sophia's conversation is...
 - in the morning.
 - in the afternoon.
 - in the evening.
- The basketball game is at...
 - 2 p.m.
 - 3 p.m.
 - 4 p.m.

1 Match the numerals to the words.



2 Listen ⁴ and repeat the numbers.

3 Listen ⁵ and write the phone numbers in the contact list.



4 Work in pairs. Practice saying the phone numbers on the contact list.

Speaking > Exchanging Numbers

- > Walk around the class and find the phone numbers of five other students.
What's your phone number?

Reading > Late for Class

1 Work in pairs. Look at the comic strip and underline where the people are.

a. At home

b. At school

c. At home and at school



2 Read the comic strip and complete the class register.

3 Complete the sentences about the comic strip.

- The teacher's name is _____.
- The teacher is checking a _____.
- Andrea sits down with _____.
- Andrea needs to borrow a _____.

Grammar > Classroom Language (1) 

1 Read the examples from the comic strip. Mark the sentences *R* (polite requests) or *I* (instructions).

May I come in? ____

Sit down. ____

Take out your books. ____

Listen for your name. ____

May I borrow a book? ____

See Grammar Reference, page 130.

2 Work in pairs. Read the examples again and identify the word we use to form a polite request.

3 Complete the instructions.

Come Sit Raise Close Open Stand



a. _____ up.



b. _____ your book.



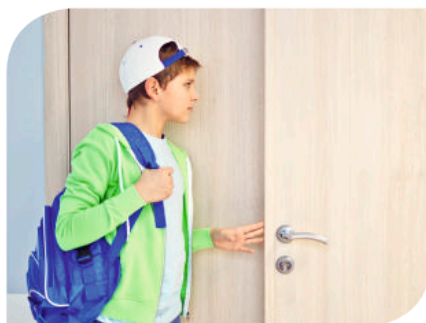
c. _____ the door.



d. _____ down.



e. _____ your hand.



f. _____ in.

4 Change the instructions to polite requests.

a. Come in. May I come in?

b. Sit down. _____

c. Stand up. _____

d. Open the window. _____

5 Unscramble the polite requests.

a. go/I/to the/May/bathroom
_____?

b. dictionary/I/use/May/a
_____?

c. I/May/pen/a/borrow
_____?

d. the/I/May/door/close
_____?

6 Work in pairs. Practice giving instructions and making polite requests.

Sam, close the door!

OK.


Jen, may I borrow your phone?

Sure. Of course!

Writing > A Comic Strip

> Work in groups. Create your own comic strip. Use the comic on page 10 as a guide. Include instructions and polite requests.

 **World People**

  Discover the history of school.

Out and About

Reading > Using a Dictionary

1 Label the types of dictionaries.

- a. A bilingual dictionary b. An English dictionary

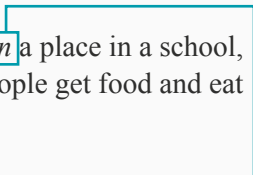


bathroom



bathroom /'bæθ,rʊ:m/ *n* a room with a sink and toilet

cafeteria /,kæfə'tɪrɪjə/ *n* a place in a school, hospital, etc., where people get food and eat it at a table



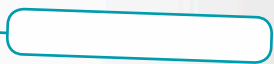
classroom /'klæs,rʊ:m/ *n* a room in a school for classes

library /'laɪ,bɾeri/ *n* a place where people can borrow books



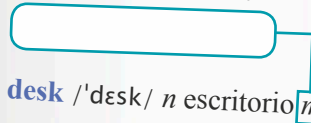
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bag



bag /'bæg/ *n* **bolsa** *f*, **mochila** *f*

chair /'tʃeə/ *n* **silla** *f*



desk /'desk/ *n* **escritorio** *m*

eraser /'reɪsə/ *n* **goma** *f* (de borrar)

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2 Read the dictionary entries and label the parts of the texts.

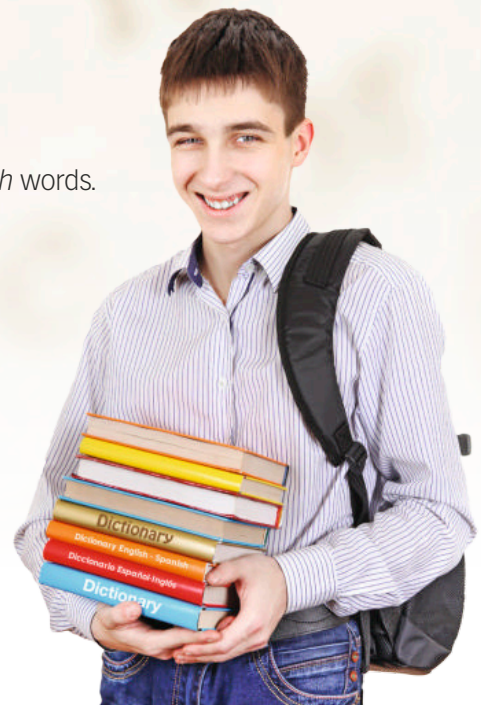
translation pronunciation definition gender type of word

3 Underline the correct options.

- The dictionaries show masculine and feminine forms with *English/Spanish* words.
- The dictionaries show pronunciation with *English/Spanish* words.
- The words on these dictionary pages are *nouns/adjectives*.
- You borrow books from a *cafeteria/library*.

4 Work in pairs. Say what types of dictionaries you use.

- English
- English–Spanish
- Online
- Picture



Vocabulary > Around School  

1 Use the words from the dictionary pages to label the pictures.

















2 Categorize the words in the table.

Objects at school	Places at school

Writing > Recording Vocabulary

- In your notebook, write two new dictionary entries for each category in the table.
- Work in pairs. Check your entries.

Listening > Classroom Objects

- Work in pairs. Look at the picture and answer the questions.
 - Where are the students?
 - What can you see in the picture?



2 Listen  and complete the translations.

match underline write

- _____ : relacionar
- _____ : escribir
- _____ : subrayar

3 Listen again and match the students with the items they ask about.

- Raquel ___ underline
- Daniel ___ match
- Gabriela ___ write

4 Work in pairs. Find examples of the words in your book.

Grammar > Classroom Language (2) 

1 Read the extracts. Mark (✓) the sentences that ask for information.

- What does "match" mean? ____
 How do you say *escribir* in English? ____
 Can you repeat that? ____
 I don't understand. ____

See Grammar Reference, page 130.

2 Match the two parts of the sentences.

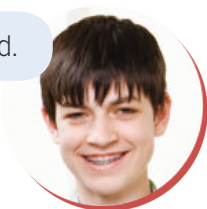
- a. What does... ____ repeat that, please?
 b. How do you say... ____ *diccionario* in English?
 c. Can you... ____ "notebook" mean?
 d. Sorry, I... ____ don't understand.

3 Complete the mini-dialogues.

a. How _____ you _____ *pizarrón* in English?



Whiteboard.



Everyone stand up.

b. _____ repeat that, please?



Stand up!



Turn to page 19.

c. I don't _____.



d. What _____ "notebook" _____?

It means *cuaderno*.

Thank you.



4 Number the parts of the dialogue in order.

- ____ Can you repeat that? I don't understand.
 ____ I _____ How do you say *escribir* in English?
 ____ Sure. Write.
 ____ Write.
 ____ Write. Thanks.

5 Write the questions to complete the dialogues.

- a. A: _____

 B: It means *silla*.
 b. A: _____

 B: You say "library."
 c. A: Open the door, please.
 B: I don't understand. _____

 A: Open the door, please.

6 Find three words you do not understand in this unit. Ask your classmates what they mean.

Speaking > A Quiz 

1 Write five questions about the names of different things in the classroom.

- How do you say *mochila* in English?
 What does "book" mean?

2 Work in pairs. Ask and answer in turns. Win one point for each correct answer.

 **World Countries**

  Practice hieroglyphic writing.

The World in Your Hands

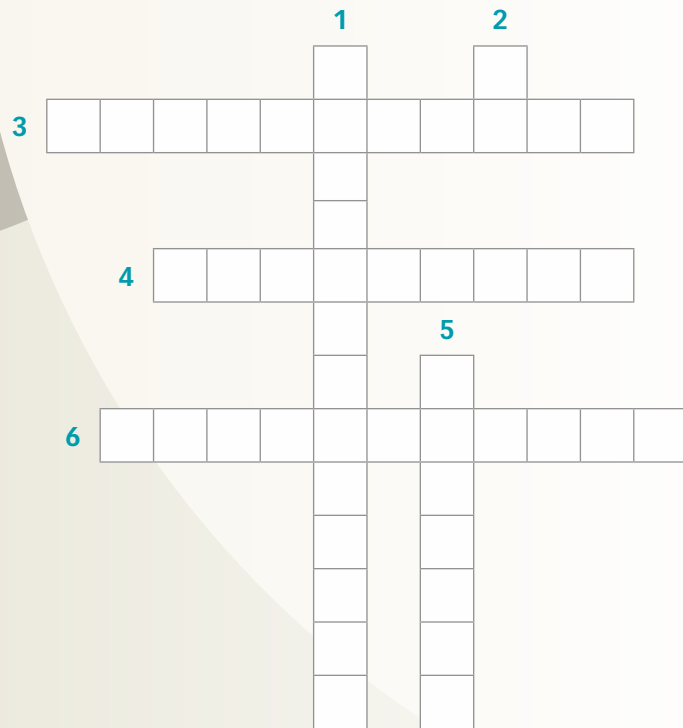
1 Complete the crossword.

Across →

- 3 A greeting at 8 a.m.
- 4 The answer is "Fine, thanks."
The question is...
- 6 A greeting at 6 p.m.

Down ↓

- 1 A greeting at 3 p.m.
- 2 Hello (informal).
- 5 ... to our school.



2 Underline the correct responses.

- a. Good evening, Mrs. Harvey.
 - 1) See you later! 2) Good night. 3) Hello!
- b. How are you?
 - 1) Hi! 2) Thank you. 3) Fine, and you?
- c. Welcome to Dayton School.
 - 1) Thank you. 2) See you later! 3) And you?
- d. Good-bye.
 - 1) Good evening. 2) See you later! 3) Welcome!
- e. Good evening. I'm Mr. Smith, the principal.
 - 1) Bye! 2) What's your name? 3) Nice to meet you.

3 Work in pairs. Play the math game.

- Write three math problems with numbers 1 to 10.
 $2 + 3 + 4 - 7$
- Give the problems to your partner to answer aloud.

4 Write polite requests for the situations. Use the prompts.



window

a. _____



window

b. _____



bathroom

c. _____

5 Answer the questions.

- a. How do you say *cuaderno* in English?

- b. What does "whiteboard" mean?

- c. How do you say *lápiz* in English?

- d. What does "underline" mean?

6 Use your notebook to make a list of polite phrases and when you use them.

Project ▼ A Phrasebook

> Mark (✓) what you use when you learn English.

- a. a dictionary
- b. pens
- c. a computer
- d. a smartphone
- e. songs
- f. a course book
- g. a notebook

▼ Analyze



- Mark the parts of English that are easy and difficult for you. It is important to record and concentrate on difficult parts.

	😊 easy ☹️ difficult
Pronunciation	
Grammar	
Vocabulary	

- Work in pairs. Look at the four phrasebooks and answer the questions.
 - What information do they contain?
 - How are they similar?
 - How are they different?

▼ Evaluate

- Choose a phrasebook that is interesting for you. Evaluate it.

5 =  | = 

Phrasebook: _____

Is the phrasebook clear?
5 4 3 2 1

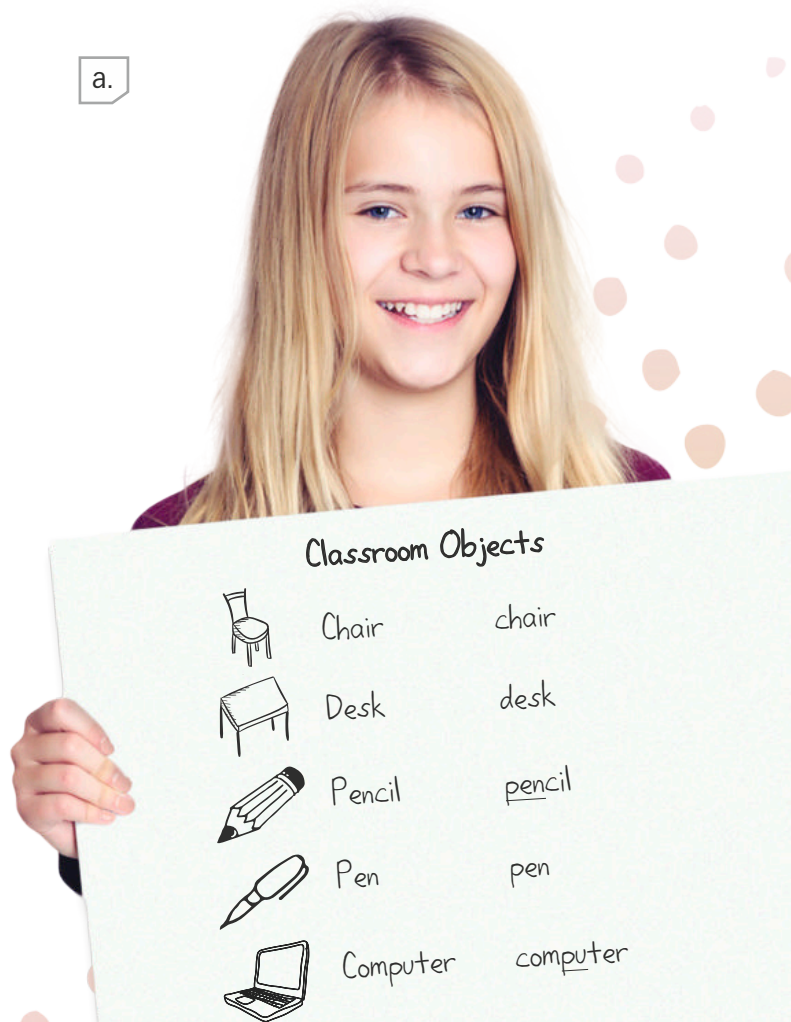
Are the phrases useful?
5 4 3 2 1

Is the phrasebook practical?
5 4 3 2 1

Is all the information present?
5 4 3 2 1

- Work in groups to discuss how to improve the phrasebooks.

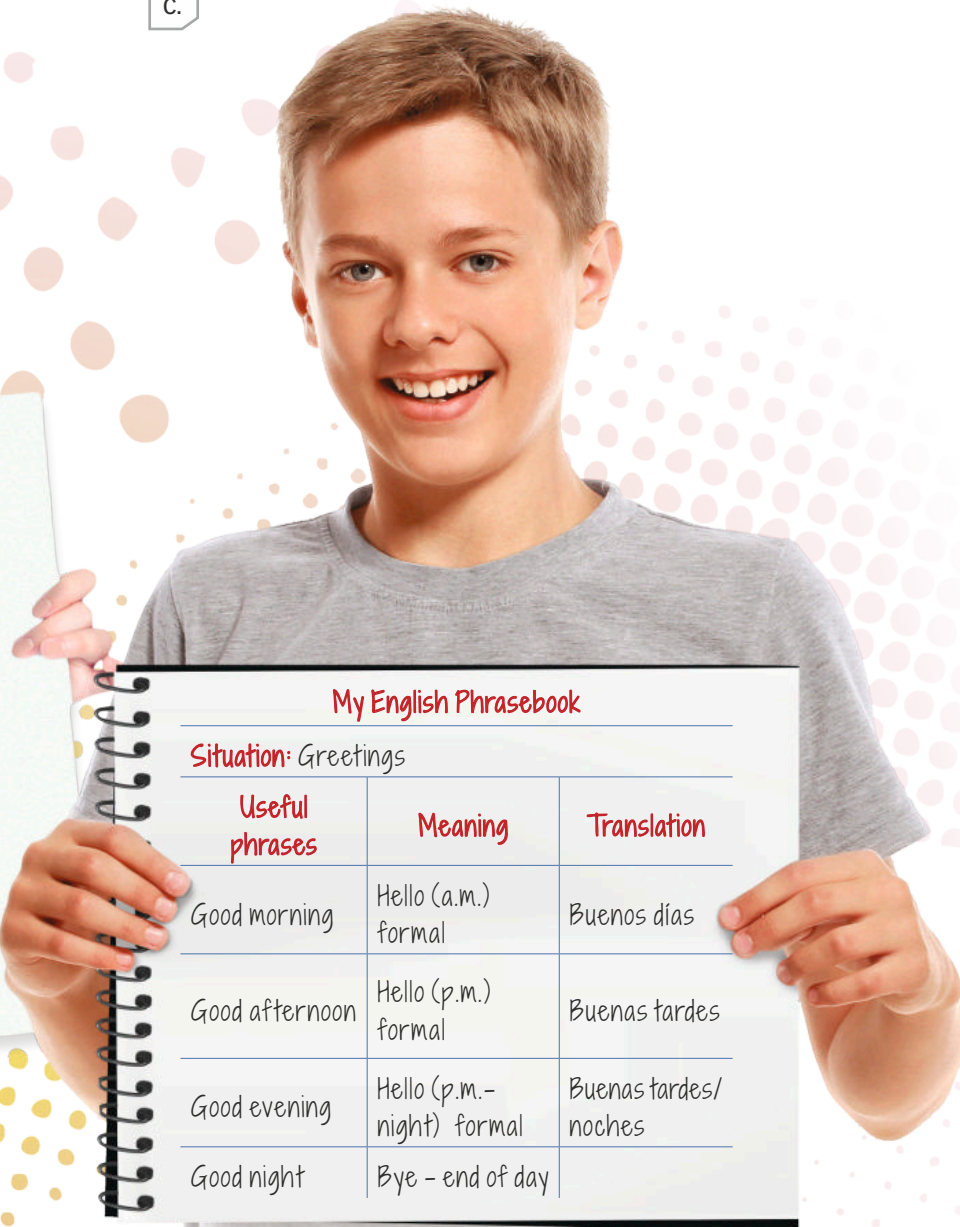
a.



b.



c.

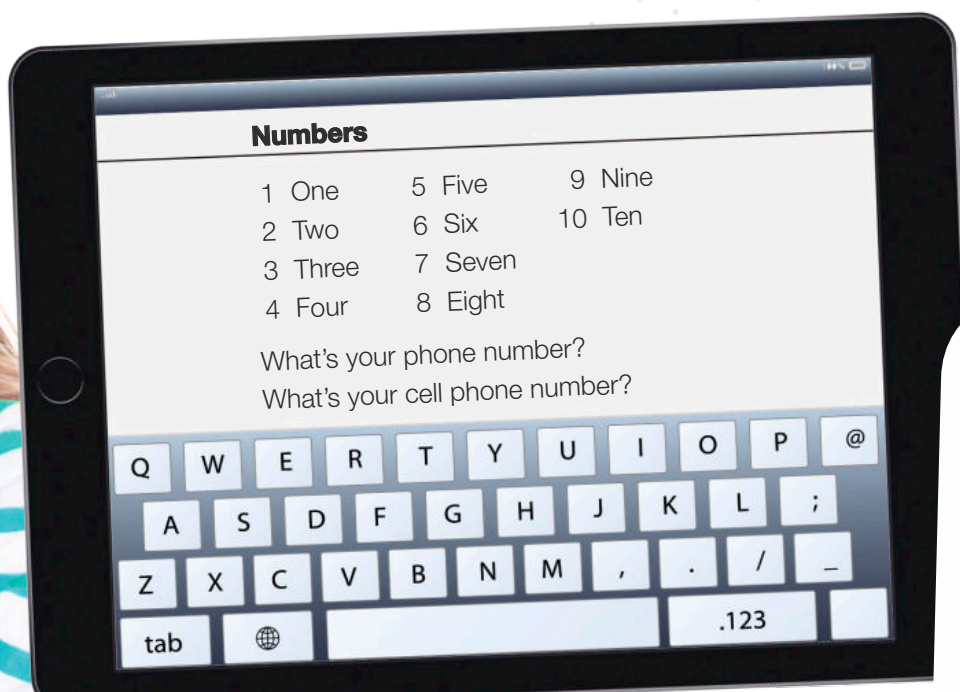


My English Phrasebook

Situation: Greetings

Useful phrases	Meaning	Translation
Good morning	Hello (a.m.) formal	Buenos días
Good afternoon	Hello (p.m.) formal	Buenas tardes
Good evening	Hello (p.m.- night) formal	Buenas tardes/ noches
Good night	Bye - end of day	

d.



Numbers

1 One	5 Five	9 Nine
2 Two	6 Six	10 Ten
3 Three	7 Seven	
4 Four	8 Eight	

What's your phone number?
What's your cell phone number?

Prepare

- Create a phrasebook to record vocabulary and phrases. Follow the steps.

Step 1: Decide on the technology for the phrasebook: notebook, smartphone, tablet (audio, video, written), etc.

Step 2: Decide how to organize the phrasebook: translation, notes, illustrations, phrases, pronunciation, verb tables, etc.

Write a First Draft

- Plan and write the vocabulary and phrases of your phrasebook.

Edit Your Work

- In groups, evaluate each other's work. Make suggestions for improvements.

Write a Final Draft

- Write a final version of your phrasebook.

Create a Product

- Organize the sections of the phrasebook in a logical order (alphabetical, thematic, course book order, etc.).
- Make final changes.

Present

- Present your phrasebook to the class.
- Remember: add new phrases to your phrasebook during the year!



World School



Create your own e-book!

2 Friends Around the World

Value Privacy Privacy protects us when we interact with the world 

1 Mark (✓) what you do online.

- | | Yes | No |
|---|--------------------------|--------------------------|
| a. Give your real name. | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Use a password with only letters. | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Use a password with letters and numbers. | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Give your home address. | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Give your phone number. | <input type="checkbox"/> | <input type="checkbox"/> |

2 Compare in groups. Say which things are not safe to do.



GLOBAL FRIENDS



HOME | FAQ | SITEMAP | CONTACT

A great place to make friends with other teens around the world!

Join now!
It's fun and safe!

What you can do



1)



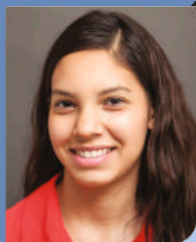
Post photos



Video chat



2)



PROFILE

Username: VickiB
Age: 14



3)

Place: Chicago
Sport: Basketball
Person: Pau Gasol

Hi! My name's Vicki. I'm 14. I'm from Chicago. My favorite sport is basketball and the Chicago Bulls are my favorite team. Pau Gasol is great!

Click to

4)



PROFILE

Username: CarlPY
Age: 15

😊 Favorites

Place: Texas
Sport: Football
Person: Selena Gomez

Hello! My name's Carl. I'm 15. I'm from Dallas, Texas. My favorite sport is football. The Dallas Cowboys are my favorite team. My favorite person is Selena Gomez. She's from Texas too.

Click to contact



PROFILE

Username: PamCam
Age: 14

😊 Favorites

Place: Paris, France
Sport: Tennis
Person: Serena Williams

Hi there! My name is Pamela. I'm 14. I'm from London, but my favorite place is Paris in France. It's beautiful. My favorite sport is tennis. Serena Williams is my favorite sports person. She's incredible. Who's your favorite?

Click to contact



About Us

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Reading > Global Friends

Using Images

Before you read, look at the images in a text (photos, icons, etc.). They help you understand the language.

1 Look at the web page and complete it with the words in the box.

contact message
favorites games

- 2 Read the web page and mark the sentences *T* (true) or *F* (false).
- Global Friends is for adults. ____
 - It is possible to post photos on Global Friends. ____
 - Profiles on Global Friends include e-mail addresses. ____
 - Profiles on Global Friends include telephone numbers. ____

- 3 Look at the web page again and underline the correct options to complete the sentences.
- Vicki is from *Dallas/Chicago/London*.
 - Vicki's favorite team is the *Dallas Cowboys/Chicago Bulls/LA Lakers*.
 - Carl's favorite sport is *basketball/tennis/football*.
 - Selena Gomez is from *New York/Florida/Texas*.
 - Pamela is from *Paris/London/Texas*.
 - Basketball/Football/Tennis* is Pamela's favorite sport.

- 4 Work in groups. Find information about other students.
- Do you have a username? What is it?
 - Which social networks do you use?
 - What private information is on these networks?

basketball tennis swimming baseball
soccer football volleyball athletics



1 Label the pictures.

2 Write the names of six sportspeople in your notebook.

3 Work in pairs. Classify the names according to their sport.

Writing > A Web Profile

> Complete the web profile for yourself.

PROFILE

Username: _____ Age: _____

Favorites



Place: _____ Person: _____

Sport: _____

Hi there! My name is _____. I'm _____.
I'm from _____. My favorite sport is _____ and _____ is my favorite team.
My favorite person is _____. What's your favorite sport? Who's your favorite person?

Click to contact 

Listening > A Video Call

- Work in pairs. Say possible greetings to start a video call.
- Listen  to the start of a conversation. Decide if the boy and girl are friends.
- Listen  to the conversation and complete the chart.

	Favorite sport	Favorite person
Nikki		
Jack		

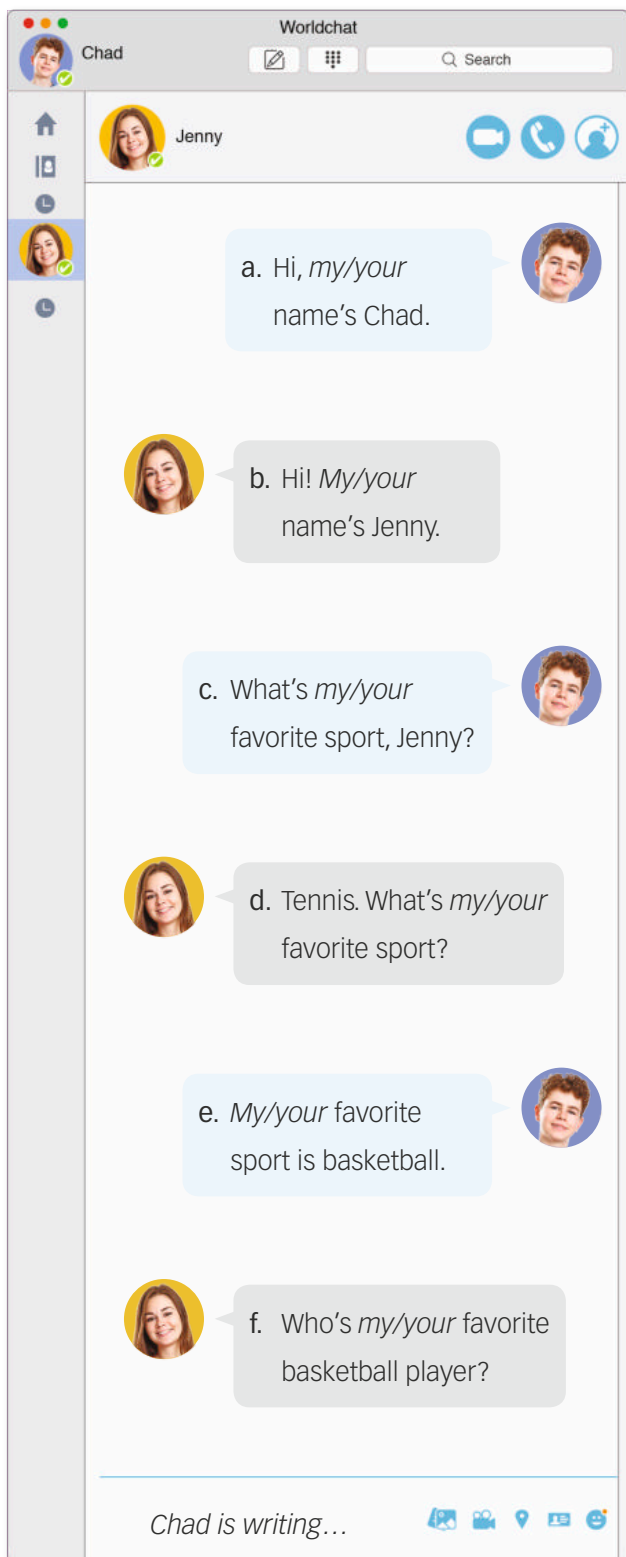
1 Read the extracts and circle the correct options.

What's your favorite sport?
My favorite sport is swimming.

See Grammar Reference, page 130.

- a. *My/Your* refers to the speaker.
- b. *My/Your* refers to other person.

2 Underline the correct options.



Worldchat

Chad

Jenny

a. Hi, *my/your* name's Chad.

b. Hi! *My/your* name's Jenny.

c. What's *my/your* favorite sport, Jenny?

d. Tennis. What's *my/your* favorite sport?

e. *My/your* favorite sport is basketball.

f. Who's *my/your* favorite basketball player?

Chad is writing...

3 Complete the chat.



Hello Tom! 1) _____ are you?

2) _____ Abby! I'm fine. You?

Fine! Hey Tom, what's 3) _____ favorite sport?

4) _____ favorite sport is swimming.

5) _____ favorite sport is swimming too! I go swimming every weekend.

Great! Can I go swimming with you?

4 Work in pairs. Ask and answer questions about favorite sports and sportspeople.

Speaking > Class Poll 

1 Write the questions you need to ask for a class poll on sports.

Name: 1) What's your name?

Favorite sport: 2) _____

Favorite sportsperson: 3) _____

Favorite team: 4) _____

2 Walk around the class. Ask and answer the questions. Write the answers in your notebook.

3 Compare the information and find the most popular sports, sportspeople, and teams.



Radio 99.9

Presents the hit boy band

The Zone

On *Meet The Fans*

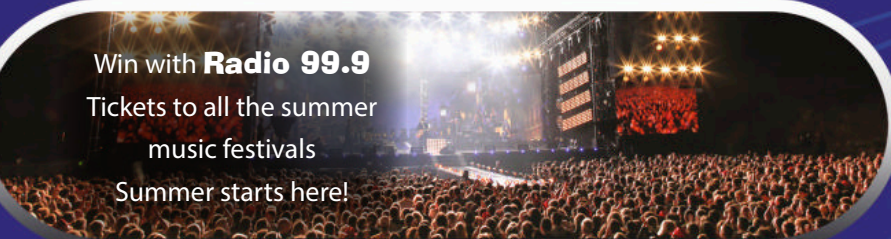
Sunday, 9 p.m.



Win with **Radio 99.9**

Tickets to all the summer music festivals

Summer starts here!



Mornings with Mandy!
Monday to Friday
6–9 a.m.

Night Music
with Tom and Leticia
Monday to Friday
7–10 p.m.

Views

Listening > Meet the Fans

Listening for Specific Information

When you listen for specific information, do not try to understand everything. Concentrate on the information you need.

1 Work in pairs. Look at the web page and discuss the questions.

- a. What is the name of the band?
- b. What is the name of the radio station?
- c. What time is the morning program?

2 Listen to part 1 of an interview and underline the correct options.

- a. The phone number for "Meet the Fans" is 456 278 1319/1329.
- b. John is from *Boston/New York*.
- c. Logan is from *Boston/Miami*.
- d. Jed is from *Miami/New York*.

3 Listen to part 2 of the interview. Match the sentence halves.

- a. Miguel is... _____ from Madrid.
- b. Logan's favorite song is... _____ surfing.
- c. John's favorite song is... _____ from Sao Paulo.
- d. Jed's favorite sport is... _____ soccer.
- e. Paula's favorite sport is... _____ "Your Eyes."
- f. Paula is... _____ "I am."

4 Work in pairs. Guess the famous singer or band.

- Write three facts about your favorite singer or band.
- Read them aloud for your partner to guess.

Pronunciation > Numbers 11–20



1 Write the correct number next to each word.

- a. thirteen 13
- b. eighteen _____
- c. eleven _____
- d. fifteen _____
- e. twenty _____
- f. sixteen _____
- g. twelve _____
- h. fourteen _____
- i. seventeen _____
- j. nineteen _____

2 Listen and repeat the numbers.

3 Listen to part of the interview again and write the ages.

- a. Jed: _____
- b. Logan: _____
- c. John: _____

Speaking > Ages

> Walk around the class and find out the names and ages of students in your class.

What's your name?
I'm Farah Cook.
How old are you?
I'm fifteen.

1 Read the posts and write the correct names in the replies.

LOGIN e-mail JOIN

The Zone NEWS TOUR MUSIC ABOUT GALLERY COMMUNITY STORE

a. Hello Logan,
My name is Lucy. I'm 16 years old and I'm from Sydney, Australia. I am in New York on vacation with my family. Please... please.... please send me a ticket for your concert!
Lucy
PS: I think John is great, he is a fantastic singer and Jed is cool, he's really talented, but you are my favorite person in the band!

b. Hi Jed!
My name is Maria. I'm 14 years old. I'm from Santiago in Chile. Paula is my best friend. She is 14 too. She's your number one fan! Please send two signed photos. ❤️
Maria

c. Dear The Zone,
My name is Prashant and I am from India. I am 15 years old. Your band is really big here in India. Please send me your tour dates.
Thank you,
Prashant Shah

1 Thanks _____ for your lovely letter. I'm really happy you are a fan! Please send us a private message with your address to send you and Paula our signed photo!
Love,
Jed

2 Dear _____,
We love India! You can find our tour dates in the section *Tour* here on the website.
See you soon!
The Zone

3 Hi _____,
Thanks for your post. I'm happy I am your favorite. Australia is a beautiful country. Please check your e-mail. There is a ticket to our show in your inbox!
Enjoy it!
Logan

2 Read the posts again and answer the questions.

- How old is Lucy? _____
- Where is Maria from? _____
- Is Paula a fan of The Zone? _____
- What does Prashant want? _____

3 Work in groups. Tell the group what you prefer. Decide what is most popular.

- An autographed photo of your favorite singer
- A ticket to a concert
- Meet your favorite singer personally

Grammar > To be 1st and 3rd Person Singular

1 Read the extracts and underline the forms of *to be*.

I'm 16 years old.
I am in New York.
 John is great.
 He is a fantastic singer.
 He's really talented.
 Paula is my best friend.
 She is 14 too.
 She's your number one fan.

See Grammar Reference, page 130.

2 Underline the correct options to complete the sentences.

- a. "He" refers to a boy/girl.
- b. "She" refers to a boy/girl.
- c. After "I" we use *am/is*.
- d. After "he" or "she," we use *am/is*.

3 Write the contractions.

- a. I am I'm
- b. He is _____
- c. She is _____

4 Complete the sentences with the words in the box.

She He's is She's He

a.

Who 1) _____ your best friend?

James. 2) _____ in my math class. 3) _____ is 14 years old.

b.

Hey Christine! Who is your new friend?

Her name is Tamara. 1) _____ is new here. 2) _____ from Seattle.

5 Use the prompts to write sentences.

a. My favorite singer/Lorde. She/New Zealand. She/great!

b. My favorite rock band/U2. The singer/Bono. He/Dublin.

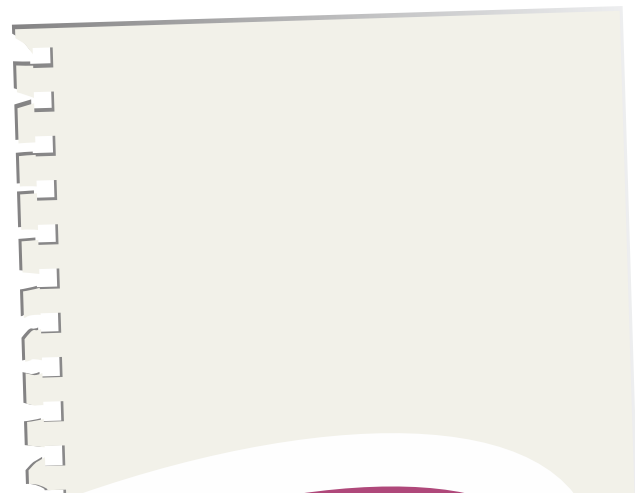
c. My favorite pop star/Katy Perry. She/the US. She/very popular.

d. My favorite R&B artist/Bruno Mars. He/singer-songwriter. He/producer too.

Writing > A Post

> Write a post for your favorite singer or band's website. Include:

- A greeting
- Your name and your friend's name
- Your ages
- Where you are from
- A request (a ticket, a photo, etc.) from you and your friend



World People

Make profiles of famous people.

Out and About

Reading > Free Time

- Work in pairs. Look at the texts and answer the questions.
 - What are the types of texts?
 - Who are the texts for?
 - Is there a community center in your area? What activities can people do there?
- Read the texts again. Mark the sentences *T* (true) or *F* (false).
 - Art classes are on Monday and Saturday afternoon. ____
 - Sculpture classes are on Tuesday and Thursday. ____
 - Sunday is family picnic. ____
 - Yoga class is on Monday and Friday. ____
 - Family Movie Night is on Sunday. ____

- Read the texts and complete the sentences.
 - The schedule is for the _____ Community Center.
 - Photography class offers a special _____.
 - You need to e-mail to _____ for classes.
 - You can _____ to ask for information.
- Work in pairs. Tell your partner which classes are interesting to you.

Larkston Community Center Schedule of Classes

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning	Singing 	Tai Chi 	Yoga 	Tai Chi 		Singing  Singing 	
						Ceramics 	
Afternoon	Yoga 	Art 	Singing 	Art 		Modern Dance 	
		Judo 		Judo 		Photography 	
Evening	Modern Dance 	Sculpture 	Modern Dance 	Sculpture 	Photography 		Family Movie Night 


To register for classes, e-mail center@larkston.org
For information and questions, call 212 756 3691

Larkston Community Center Photography Class

Friday evenings or
Saturday afternoons

*Register now and join our special trip to the Dale National Park!

Vocabulary > Days of the Week 

1 Listen  and write the days of the week in the correct order in your notebook.

Thursday Monday Saturday Sunday
Wednesday Tuesday Friday

2 Close your book. In pairs, try to remember the days of the week in order.

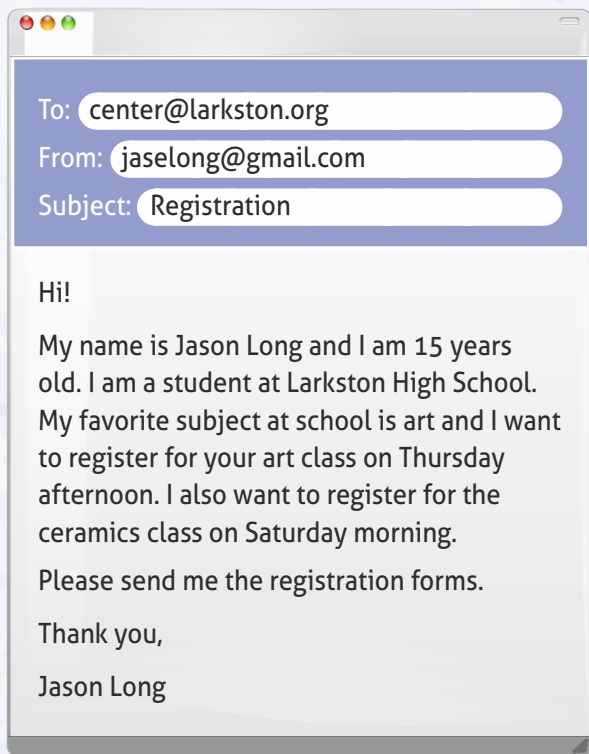
3 Write your after-school and weekend schedule in your notebook.

4 Work in groups. Tell the group what you do after school and on weekends.

Soccer is on Tuesday and Thursday afternoon.

Writing > Expressing Interest

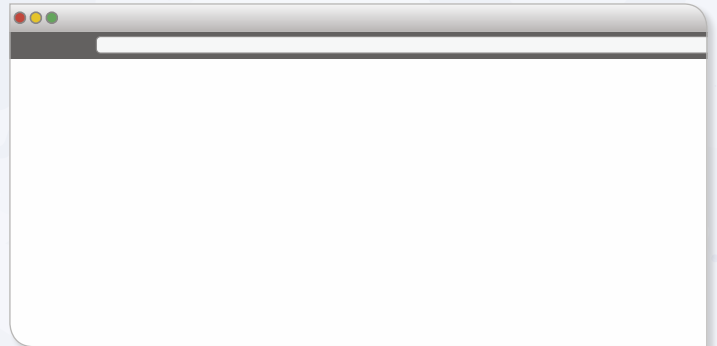
1 Read the e-mail and complete the information.



Name: _____
School: _____
Favorite subject: _____
Classes: _____

2 Write an e-mail to register for a club or activity. Include the following information.


- Your name
- Where you are a student
- Your favorite subject(s) at school
- Two classes you want to register for



Listening > Registering for a Class

1 Look at the Photography Class ad on page 24 and answer the questions.

- a. What is the name of the class? _____
- b. What day is the class? _____
- c. What is the special activity? _____


2 Listen  and complete the registration form.

**Larkston Community Center
Photography Class**

Name: Jane Last name: Flaherty
Age: 1) _____
Phone number: 2) _____
E-mail: janef@gmail.com
3) _____: Frankston High
Schedule: 4) _____ afternoon

3 Listen again and underline what the receptionist says.

- a. JANE: I want to register for the photography class on Saturday afternoon.
RECEPTIONIST: Great! What's your *name/age*?
- b. JANE: 440 987 3655.
RECEPTIONIST: Sorry, can you *say/repeat* that?
- c. RECEPTIONIST: OK, Jane. Welcome to *photography class/Larkston!*

Grammar > **To be 2nd Person Questions and Short Answers** 

1 Read the extracts and underline the forms of *to be*.

Are you at the high school there?

Yes, I am.

Are you from Larkston?

No, I'm not.

See Grammar Reference, page 130.

2 Underline the correct forms.

a. The form for a question is *you are/are you*.

b. To answer "yes," we say "yes, *I am/I'm*."

c. To answer "no," we say "no, *I'm/I'm not*."

3 Complete the conversations.

a. A: 1) _____ from here?

B: Yes, 2) _____.

b. A: Are you from the US?

B: No, 3) _____.

4 Use the prompts to write the conversations.

BRIAN: 1) _____ (How old/you?)

HILLARY: 2) _____ (I/17)

BRIAN: 3) _____ (you a student?)

HILLARY: 4) _____ (No/not)

GLEN: 5) _____ (you/Mexico?)

FABIOLA: 6) _____ (Yes/am)

GLEN: 7) _____ (How old/you?)

FABIOLA: 8) _____ (I/15)

5 Complete the conversation with information about Jenna.



RECEPTIONIST: Welcome to Madison Community Center.

JENNA: Thank you! I want to join, please.

RECEPTIONIST: Great! What's 1) _____ name?

JENNA: 2) _____ Jenna Sharp.

RECEPTIONIST: Nice to meet you, Jenna! How old are you?

JENNA: 3) _____.

RECEPTIONIST: 4) _____ you a student, Jenna?

JENNA: 5) _____.

RECEPTIONIST: Are you a student at Madison High?

JENNA: 6) _____. I'm a student at Granville Academy.

RECEPTIONIST: Great! And what is 7) _____ phone number, Jenna?

JENNA: 8) _____ phone number is 662 208 209.

RECEPTIONIST: OK! Wait a minute while I print your membership card.

JENNA: Thanks!

6 Work in pairs. Practice the conversation with information about you.

Speaking > **Registering for a Club** 


> Work in pairs. Register for a club.

Student A: Turn to page 126.

Student B: Turn to page 128.



 **World Countries**

 **Discover creative activities of the world.**

The World in Your Hands

1 Circle the names of eight sports.

B	A	S	E	B	A	L	L	T	V
A	S	W	I	M	M	I	N	G	O
S	O	Q	W	E	R	T	Y	T	L
K	C	U	I	O	P	A	S	E	L
E	C	F	D	G	H	J	K	N	E
T	E	L	Z	X	C	V	B	N	Y
B	R	I	V	C	J	T	V	I	B
A	T	H	L	E	T	I	C	S	A
L	S	F	O	O	T	B	A	L	L
L	R	J	J	T	R	A	V	R	L

2 Unscramble the questions and answers.

a. your/What's/name/?

b. name's/Juliana/My/.

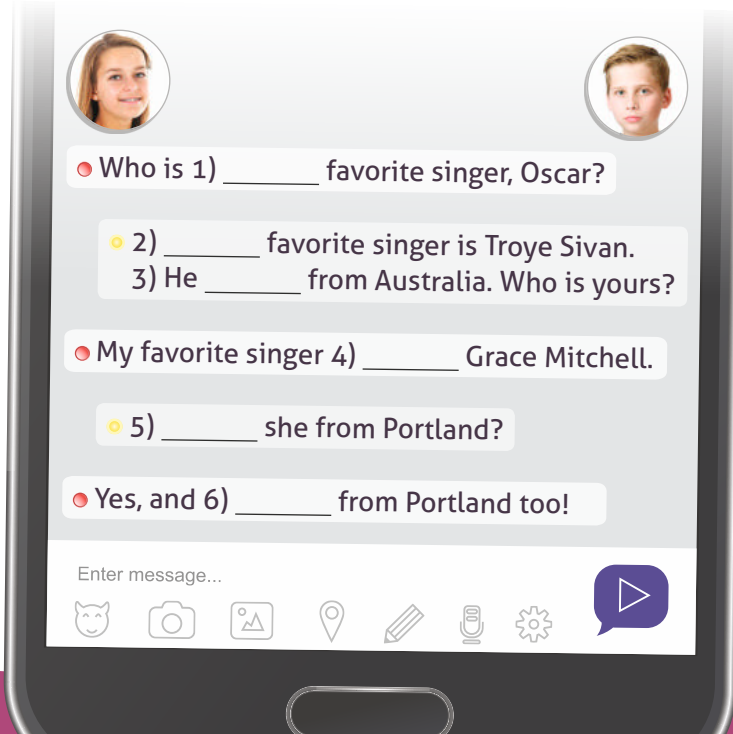
c. What's/favorite/sport/your/?

d. sport/is/My/volleyball/favorite/.

e. sportsperson/favorite/your/Who's/?

f. favorite/My/Ronda Rousey/is/sportsperson/.

3 Complete the conversation.



4 Tell another student about your favorite singer or band.

> Write the conversation in your notebook.

5 Write the names and ages of four people in this unit.

- Vicky is 14 years old.
- _____
- _____
- _____
- _____

> Work in pairs. Take turns saying the days of the week or numbers one to twenty. When you stop, your partner must continue.

6 Write complete answers to the questions.

- Are you from Larkston?

- Are you 15?

- Are you a student?

- Are you in the photography class?

7 Work in groups. Discuss the questions.

- What personal information is on your social media profiles?
- Who can see this information? Is it safe?



Project ▼ A New Friends Website

1 Mark (✓) the places where you make new friends.

- a. At school
- b. At out-of-school activities
- c. At the mall
- d. Online
- e. During holidays
- f. Other

2 Compare with other students.

▼ Analyze

- Label the sections of the website.
 - Home
 - Chat room
 - News
 - Links
 - Profiles
 - My favorites
 - Menu
- Complete the sentences.

1. This is a site for teens who like _____.
2. Emma is from _____.
3. Mindy's favorite singer is _____.
4. Joel's favorite sport is _____.

▼ Evaluate

- Work in groups. Use the questions to evaluate the website.

5 = | =

Is the website attractive?
5 4 3 2 1

Is it clear?
5 4 3 2 1

Is it interesting?
5 4 3 2 1

Is it comprehensive?
5 4 3 2 1

- Work in groups to discuss how to improve the website.

▼ Prepare

- Create a website to make new friends and meet people with your interests. Work in groups. Follow the steps.

Step 1: Decide the theme of the website.

Step 2: Decide what sections to include.

Step 3: Decide what information to include in each section.

Step 4: Decide on the design of the website.

Step 5: Divide into pairs and work on a section of the website.

▼ Write a First Draft

- Work in pairs. Write a first draft of your section of the website.

▼ Edit Your Work

- In groups, evaluate and correct each section. Use the questions as a guide.
 1. Is the spelling and punctuation correct?
 2. Is the vocabulary correct and appropriate?
 3. Is the grammar correct?
 4. Is the information clear?
 5. Is the design appropriate?

▼ Write a Final Draft

- Rewrite your section of the website to include the corrections.
- Use the website design and include pictures where possible.

▼ Create a Final Product

- Make any final changes.
- Put the sections of the website in order.
- Prepare a presentation.

▼ Present

- Display your website to the class. You can use a computer or posters.
- Take a class vote.

World School

Let's take your website live!

a.

Music Is Life

Musicislife.com



6 Login

Register now! It's free!

Name:

E-mail:

Birthday: Day Month Year

Username:

Password:

Register



A site to make new friends with teens who ♥ music!



b.



Film Fanatics



World Music



Guitarists



We ♥ Taylor Swift



Pop Page



Drums for Life

c.



Name: Emma P
Age: 17
From: US

d.



Joel

Singer: Rihanna
Band: The Claxons
Music: Pop
Sport: Basketball
Team: Boston Celtics
Sportsperson: James Young

e.



Hi Leti,
Who's your favorite singer?



Hi Mindy,
My favorite singer is Bruno Mars.
He's great! Who's your favorite?



Ariana Grande. She's from Florida, in the US. She's fantastic!

f.



- Rihanna announces new tour!
- Editors recording new album
- View the trailer for the new Scarlett Johansson film
- Poll results – Film of the year

NOW!

g.

Links to some great singers and bands!

- www.vancejoy.com
- www.edsheeran.com
- www.haimtheband.com

3 Global World

Value Respecting differences Respecting differences is the basis for harmony 

- 1 Work in pairs. Discuss the questions.
 - a. What's your favorite city in your country?
 - b. What's your favorite festival or holiday?
 - c. What's your favorite type of food?
- 2 Work in groups. Check if your answers are similar or different.



The Melting Pot

The United States of America is a melting pot of different cultures. People are originally from countries all around the world. For example, the family of Barack Obama, the first African-American president of the US, is originally from Kenya, Ireland, and England.

Many famous actors and singers are not originally from the US either. Here are some well-known celebrities who come from different countries. Do you know who they are and where they are from?



My World

Reading > Where are they from?

Using Pictures

Before you read, look at the pictures of the text. Pictures help you to understand what the text is about.

- 1 Look at the illustration and mark (✓) what you think the article is about.
 - a. Food ____
 - b. Travel ____
 - c. The US ____
- 2 Read the article and choose the best title.
 - a. Celebrities Living Around the World
 - b. Non-American Celebrities
 - c. Americans Famous In Different Countries

- 3 Write the countries the people have family connections to beside the names.

- a. Barack Obama: _____
- b. Liam Hemsworth: _____
- c. Drake: _____
- d. Rihanna: _____
- e. Jordana Brewster: _____

- 4 Work in pairs. Answer the questions.

- a. Why is the US a melting pot?
- b. Why is Liam Hemsworth famous?
- c. What do people often say about Drake?
- d. Where is Barbados?
- e. Who is Jordana Brewster?

Are they American? Think again!



Liam Hemsworth

He is famous for his role in *The Hunger Games* movies. Many fans think he is from the US, but in fact he is from Australia.



Jordana Brewster

Jordana is a famous Hollywood actress, but she isn't from the US. She is from Panama. Her mother is from Brazil and her father is American.

Where is your favorite celebrity from?
Are you sure?

Drake

People say that Drake is a typical American success story, but he isn't from the US at all! He is from Toronto, in Canada.



Rihanna

Rihanna isn't American? Sorry, she isn't! She's from Barbados, in the Caribbean. Her father is part Irish.



Writing > An International Celebrity Profile

- 1 Read the celebrity profile and complete the information about Mila Kunis.

Celebrity Profile

Birth Name: Milena Markovna Kunis
Profession: Actress
Nationality: American
Birth Date: August 14, 1983
Birth Place: Kiev, Ukraine
Claim to Fame: Lily, in the movie *Black Swan* (2010)



Mila Kunis is an 1) _____ actress, but she is originally from 2) _____. Her birthday is on 3) _____. Mila is famous for her role as Lily in the movie 4) _____.

- 2 Create a celebrity profile about someone famous in your country.

Vocabulary > Countries and Nationalities

- 1 Match the countries with the nationalities.

- | | | |
|----------------|--------------|---------------|
| a. Brazil | d. India | g. Spain |
| b. Canada | e. Italy | h. UK |
| c. France | f. Mexico | i. US |
| American ____ | Italian ____ | Canadian ____ |
| Brazilian ____ | Mexican ____ | French ____ |
| British ____ | Spanish ____ | Indian ____ |

- 2 Work in groups. Write the names of famous people from five different countries.
- 3 Work with another group. Say the name of each famous person and award one point if they say the correct nationality.

Listening > Celebrity Quiz

- 1 Work in pairs. Discuss what you know about Rita Ora and Ryan Reynolds.
- 2 Listen ¹⁵ to the show and underline the theme.

a. Celebrity names	c. Celebrity professions
b. Celebrity nationalities	d. Celebrity hobbies
- 3 Listen again and write the nationalities of the people.

a. Maria: _____
b. Andy: _____
c. Rita Ora: _____
d. Ryan Reynolds: _____

Grammar > Simple Present *to be* 3rd Person
(Questions and Short Answers) 

1 Read the extracts and underline the forms of *to be*.

Where is she from?

She's from Spain.

Is Ryan Reynolds from New York?

No, he isn't.

He's from Canada.

See Grammar Reference, page 130.

2 Complete the sentences with the correct form of *to be*.

a. In affirmative answers, use _____ for *he* or *she*.

b. To form the negative of *is* use _____.

c. In questions, use _____ before the subject.

3 Match the questions with their answers.

a. Where is Rita Ora from?

b. Is he from Australia?

c. Is your family from India?

___ No, he isn't.

___ Yes, my dad's family is Indian.

___ She's from the UK.

4 Use the names to write questions.

a. (Liam Hemsworth) _____

He's from Australia.

b. (Rihanna) _____

No, she isn't. She's from Barbados.

c. (Jordana Brewster) _____

She's from Panama.

d. (Drake) _____

Yes, he is.

5 Use the prompts to write the conversation from the game show.

Host: OK, next celebrity... Natalie Portman.

1) _____

(where/from/?)

ANDY: 2) _____

(is/England/?)

Host: No. Maria, what do you think?

MARIA: 3) _____

(she/French/?)

Host: No, she isn't. Andy, do you want to

answer again?

ANDY: 4) _____

(not/British) and

5) _____

(not/French) No idea!

Host: 6) _____

(she/Israel)

ANDY AND MARIA: WOW!

Speaking > Guess Who 

1 Write the name of a famous person for each category.

singer	
actor	
sportsperson	

2 Work in groups. Take turns guessing the names. Score one point for each correct answer.

Useful Language

Is it a man or a woman?

Is he from...?

Is she a...?



 World Facts

 Test your geography.

Views


Listening > Multifest

Listening for Topics

The first time you listen, listen for the general topics the speakers discuss. This information will help you to understand the context.

- 1 Work in pairs. Look at the picture and discuss the questions.
 - a. Where are the people?
 - b. Are there similar events where you live?



- 2 Listen  and number the topics in the order you hear them.


- ___ The website
- ___ The name of the festival
- ___ Countries represented at the festival
- ___ Food at the festival

- 3 Listen again and underline the correct answers.
 - a. Multifest means *multiethnic/multicultural* festival.
 - b. There are groups from Japan, Russia, India, and *Brussels/Brazil*.
 - c. Simosihle means beautiful *people/music*.
 - d. There is food from *Mexico/India*.
 - e. The website is *www.multifest.com/www.multifest.org*.
 - f. Multifest is *this/next* Saturday and Sunday.

- 4 Work in groups. Discuss the questions.
 - a. What festivals occur in your town or city?
 - b. What activities can you do there?

Pronunciation > The Alphabet

- 1 Write the letters in the English alphabet.

- 2 Listen  to check and repeat.

- 3 Listen again and group the letters according to the pronunciation of the vowel sound.

/eɪ/ A, ____, J, ____

/i:/ B, ____, ____, E, ____, ____, ____, ____, Z

/e/ F, ____, ____, ____, S, ____

/aɪ/ I, ____

/əʊ/ O

/ʊ:/ Q, ____, W

/ɑ:/ R

Speaking > The Alphabet Game

- 1 Write down the name of a famous person.
- 2 Work in groups. Spell the name letter by letter. The first student to guess the person scores a point.

K-A...

Katy Perry!

Reading > Festival News

1 Work in pairs. Look at the interview and mark (✓) the topics you will find.

- | | |
|--|---|
| <input type="checkbox"/> The meaning of the name of the group | <input type="checkbox"/> The costumes the group wears |
| <input type="checkbox"/> The number of dancers in the group | <input type="checkbox"/> The instruments the group plays |
| <input type="checkbox"/> Where the group is from | <input type="checkbox"/> The group's salary |
| <input type="checkbox"/> Traditional food from the group's country | <input type="checkbox"/> The cost of tickets for their show |

Festival News

In the Spotlight: An Interview with Malungo

FESTIVAL NEWS: Thanks for the interview, Malungo. Please tell us about your name. Where does it come from?

MALUNGO: It's an African word. It means "friend."

FN: What do you do?

M: We're a traditional dance group.

FN: Are you all from Brazil?

M: Yes, we are. We're from Bahia.

FN: How many dancers are in your group?

M: In total, we're a group of eighteen dancers and musicians.

FN: Are you professional dancers?

M: No. We aren't professional dancers, but we're all very serious about our project.

FN: What about your wardrobe? Are your clothes special?

M: Yes, they are. They help us move freely.

FN: They're beautiful too. I also like your musical instruments. Are they modern?

M: No, they aren't. The berimbau, for example, is the instrument used in Capoeira.

Capoeira is a traditional dance in Brazil.



2 Read the article to check.

3 Answer the questions.

a. What does Malungo mean?

b. What town is the group from?

c. How many people are there in the group?

d. Are the members of the group only dancers?

e. Are their instruments traditional?

4. Write the names of traditional songs and instruments from your community.

a. _____

b. _____

c. _____

d. _____

> Work in groups. Share your answers.

Grammar > Present Simple to be (Plurals)

1 Read the extracts. Label them Q (question), A (affirmative answer), or N (negative answer).

We're a traditional dance group. ____
 Are you from Brazil? ____
 Yes, we are. We're from Bahia. ____
 Are you professional dancers? ____
 We aren't professional. ____
 Are your clothes special? ____
 Yes, they are. ____
 Are they modern? ____
 They're beautiful too. ____
 No, they aren't. ____

See Grammar Reference, page 131.

2 Mark the rules T (true) or F (false).

- With *we, you, and they* use *is*. ____
- To form the negative of *are* use *aren't*. ____
- To form questions use *are* before *we, you, or they*. ____

3 Complete the table with the contractions.


Singular	Plural
I'm	
You're	
He's/She's/It's	

4 Underline the correct words.

- Are *you/he* from Spain?
No, we're from Portugal.
- Are your clothes traditional?
Yes, *they're/they aren't* special flamenco costumes.
- You are/Are you* singers or dancers?
Are we/We're dancers only.

5 Use the prompts to complete another interview from the magazine.

Peggy Blaxall meets Viva Flamenco



PB: Thanks for your time, Viva Flamenco.
 I know you have a new project with Tablao.
 1) _____ (dancers too?)
 VF: No, they're a flamenco band. They're Spanish.
 PB: Are their instruments traditional?
 VF: Not really, 2) _____
 _____ (traditional and modern).
 PB: Are the guitars electric?
 VF: Haha, no! 3) _____
 _____ (acoustic guitars), but they have a keyboard. Some of the musicians dance with us too.
 PB: Really? 4) _____
 _____ (professional dancers too?)
 VF: No, 5) _____
 (professional), but they're very good dancers!
 PB: I can't wait to see you tomorrow in Multifest.
 Good luck with your project!
 VF: Thanks for the interview, Peggy!

Writing > An Interview

1 Work in groups of four. Form two pairs.

Pair A: Read the information about your group and answer the reporter's questions.

- Group name: Jazz Beats
- From: US
- Level: professionals, not amateurs
- Instruments: guitar, bass guitar, drums.

Pair B: You are reporters. Ask questions to find this information.

- The name of the group and where they are from
- Professional or amateur
- Their instruments

> Work in a different pair. Write the interview.



World People



Let's update history.

Reading > Colors

- 1 Work in pairs. Look at the flags and discuss the questions.
 - a. Where do you think they are from?
 - b. What do you think the colors mean?

The Importance of Colors

Red, white, and blue are very popular colors in national flags. Many countries, like the US, Australia, Chile, France, Paraguay, and the UK, use all three of these. Other common colors in flags are yellow, green, and black. Many countries in Latin America, such as Uruguay, Colombia, Brazil, and Venezuela, have yellow in their flags. Orange, brown, gray, and purple are unusual in flags and no country in the world has a pink flag!

What do the colors mean? Colors have different meanings in different countries. In China, for example, red means good luck, but in Nigeria it means bad luck. Green, in Japan, is the color of love, but in Malaysia it represents danger. In South Korea, purple is the color of love, but in Brazil it is a sad color. For people in Australia, white is a happy color, but in some Asian countries like China and Korea white represents death.

There are many expressions with color words in English. For example, "to see red" means to become angry, and if you are "feeling blue" it means you feel sad. A person who is "green" is not experienced. What do these colors mean in your language?

- 2 Read the article and mark the sentences *T* (true) or *F* (false).
 - a. The national flag of Paraguay has two colors. ____
 - b. Green is not a common color for flags. ____
 - c. The flags of Brazil and Venezuela use yellow. ____
 - d. Orange is a common color for flags. ____
 - e. No national flag uses pink. ____



- 3 Complete the chart with information from the article.

Color	Country / Region	Meaning
red		good luck
green	Japan	
purple	Brazil	
white		happy

- 4 Work in pairs. Discuss the questions.
 - a. What expressions in your language use colors?
 - b. What do different colors mean in your culture?

1 Look at the flags and number the descriptions.



- a. The German flag is black, red, and yellow. ____
- b. The Irish flag is green, white, and orange. ____
- c. The Swedish flag is blue and yellow. ____
- d. The Turkish flag is red and white. ____

2 Describe the colors of the flags.



a. Brazil



b. Italy



c. Canada



d. Spain

- a. _____
- b. _____
- c. _____
- d. _____

3 Work in pairs. Play Guess the Flag.

- a. Describe the colors of three flags you know and their countries.
- b. Work with another pair. Say a country for the other pair to name the colors of the flag.
- c. Award one point for each correct color.

A: *Russia.*

B: *Red, white, and blue.*

A: *That's right! Three points!*

Writing > Flag Description

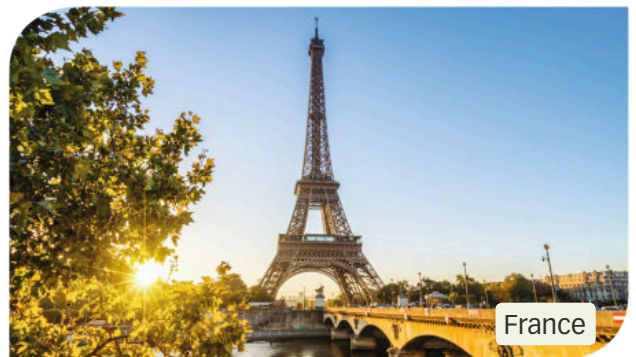
1 Read the description and underline what each color means.

The Italian flag is green, white, and red. The color green represents hope; white, faith; and red, charity. The green stripe is always near the flagpole.

- > Work in pairs. Choose a country and investigate what the colors of its flag mean.
- > Write the description of the flag in your notebook.

Listening > A Country Quiz

1 Work in pairs. Say what you know about these countries.



2 Listen and answer the questions.

- a. What is today's quiz about?

- b. How many members does each team have?

- c. Which team spells Rushmore correctly?

3 Listen again and write the points for each team.

Blue team: ____ points

Red team: ____ points

Grammar > **Question Words** 

1 Read the extracts and underline the question words.

What's the capital of the US?

Where is Mount Rushmore?

Who is the father of American independence?

How do you spell Rushmore?

See Grammar Reference, page 131.

2 Complete the descriptions with question words.

- a. Use _____ to ask about location.
- b. Use _____ to ask about a person.
- c. Use _____ to ask the way to do something.
- d. Use _____ to ask for information.

3 Complete the quiz questions. Then match the questions to the answers.

- a. _____ are the Mississippi and Colorado rivers?
 - b. _____ do you spell Mississippi?
 - c. _____ is the capital of Canada?
 - d. _____ color is the Canadian flag?
 - e. _____ is the person on a British coin?
- ___ M-I-S-S-I-S-I-P-P-I.
- ___ Red and white.
- ___ The queen.
- ___ Ottawa.
- ___ In the US.

4 Look at the pictures. Use the prompts to write the questions for the answers.

a.



(man)

He's Justin Timberlake.

b.



(Spanish)

It's red and yellow.

c.



(Rio de Janeiro)

It's in Brazil.

d.



(China)

It's Beijing.

e.



(Brussels)

B-R-U-S-S-E-L-S.

Speaking > **A Country Quiz** 

1 Work in groups. Write six questions for a country quiz.

What's the capital of Portugal?

How do you spell country?

2 Work with another group. Ask and answer your questions.

Useful Language

What color is Colombia's flag?

It's yellow, blue, and red.

Correct, you earn one point!

 **World Countries**

  Let's compare countries.

The World in Your Hands

1 Write the countries beside the nationalities.

- a. American: _____
- b. French: _____
- c. Indian: _____
- d. Mexican: _____
- e. British: _____

2 Complete the conversation with the correct forms of *to be*.

Dad

Glad you have new friends!

Yeah! They _____ really nice.

Where _____ they from?

Danielle _____ from Canada.

_____ she from Quebec?

Hmm, I' _____ not sure.

What about the other girl?

She' _____ American.
Her name _____ Joanna.

Nice! Well, have a nice flight, honey.
See you at the airport.

OK, Dad. I love you. 😊

Write m



3 Unscramble the words and write the questions.

- a. the / Tower / is / where / Eiffel / ?

- b. spell / do / how / you / ? / Ukraine

- c. is / the / ? / capital / what / Argentina / of

- d. the / ? / color / is / flag / what / Mexican

- e. ? / teacher / is / who / your / English

> Work in pairs. Ask and answer the questions.

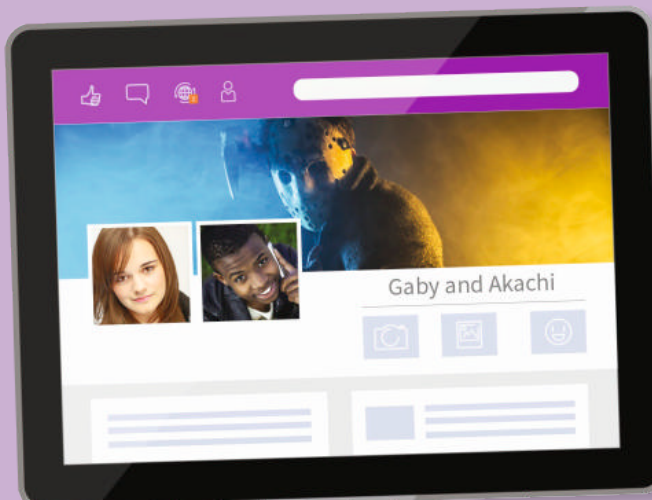
> Write more questions with question words. Ask another pair.

4 Read the article and write four questions about Gaby and Akachi.

Friends from Other Countries

Gaby is from Spain. She has a lot of friends at school. She also has friends in other countries.

Gaby's best friend is Akachi. He is from South Africa. Akachi is very different from Gaby. Gaby is from a small town, but Akachi is from a big city, he is from Johannesburg. His favorite soccer team is Manchester United. Gaby's favorite team is Real Madrid. But Gaby and Akachi are similar too. They are the same age. They are both 15. They are students and they are both fans of horror movies!



> Work in pairs. Ask and answer your questions.

Project ▼ A Country Poster

- 1 Choose a country that is interesting for you. Complete the information about that country.

Country
 Capital
 Colors of the flag
 Language(s)

- 2 Work in groups. Share your information.

▼ Analyze

- Look at the poster. Underline the information it includes.
 a country map history
 famous people interesting places
 geography photos politics
- Read the *Facts in Brief* and underline the information used in the poster.



Facts in Brief: Uruguay

Capital: Montevideo

Official Language: Spanish

Official Name: República Oriental del Uruguay (Eastern Republic of Uruguay)

Area: 68,037 mi² (176,215 km²)

Population: Current estimate—3,416,000; density: 50 per mi² (19 per km²); distribution: 93% urban, 7% rural

National Anthem: *Himno nacional del Uruguay* (“National Anthem of Uruguay”)

Flag: Uruguay’s flag and coat of arms were adopted in 1830. The flag has nine horizontal alternating stripes of blue and white. The sun is a symbol of independence.

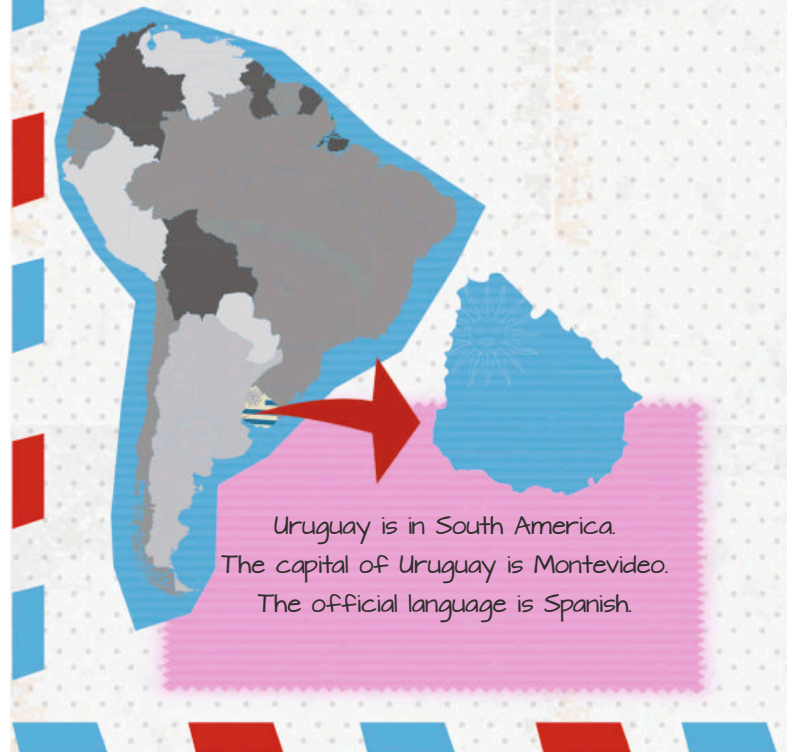
Currency: Uruguayan peso; one hundred *centésimos* equal one peso

Government: Constitutional republic

Climate: Mild and wet

An Interesting Country

by Meri Nylund



▼ Evaluate

- Work in groups. Use the questions to evaluate the school project.

5 = 1 =

Is the information in the poster clear?
 5 4 3 2 1

Is it interesting?
 5 4 3 2 1

Is the poster attractive?
 5 4 3 2 1

Are the pictures relevant?
 5 4 3 2 1

- Work in groups. Discuss how to improve the poster.

The Uruguayan flag is white and blue with a yellow sun.



There are many famous Uruguayans. Luis Suarez is a fantastic soccer player and Natalia Oreiro is an actress. Juan Carlos Onetti is a famous writer.



Uruguay is a beautiful country. Some interesting places are the Rambla in Montevideo and Punta del Diablo, 5 km from the city.



✔ Prepare

- Work in groups. You are going to create a poster about a country. Follow the steps.

Step 1: Choose a country.

Step 2: Decide what information to include.

Step 3: Divide into pairs and work on a section of the poster.

Step 4: Research the information and images for your section.

✔ Write a First Draft

- In your pair, write your section of the poster. Select the images to include.

✔ Edit Your Work

- In your group, evaluate and correct each section. Use the questions as a guide.

1. Is the spelling and punctuation correct?
2. Is the vocabulary correct and appropriate?
3. Is the grammar correct?
4. Is the information clear?
5. Are the images appropriate?

✔ Write a Final Draft

- Rewrite your section of the poster to include the corrections.

✔ Create a Final Product

- Make any final changes.
- Organize the sections of the poster into a logical order.
- Add images and design.
- Prepare a presentation.

✔ Present

- Present and display your poster to the class.
- Answer questions from the class.



World School



Create an infographic.