



ANSWERS

5 1 Adele; 2 Kurt; 3 Lydia

Hello!

Vocabulary

p4

Greet Ss and introduce them to the language of greetings. Point out that if they use these expressions, they will sound more natural.

- 1 Have Ss read the exchanges and notice the two different ways to introduce oneself. Write them on the board to systematize.
- 4 Help Ss to become aware of the importance of spelling. Have them notice that people mostly spell, for example, surnames or the names of streets, to avoid misunderstandings. To give Ss a purpose to learn the alphabet, tell them that, in some English-speaking countries, spelling is a school subject and they organize spelling contests every year. Encourage the class to organize a spelling contest at school; have Ss train for a couple of weeks. Get them to spell their last names, their parents' names, the names of singers they like and much more.

» **EXTRA:** Invite Ss to watch Daniel Radcliffe's rapping video of a song connected with the alphabet (www.youtube.com/watch?v=aKdV5FvXLul&ab_channel=TheTonightShowStarringJimmyFallon). Then challenge Ss to say in order one word starting with each letter of the alphabet. The one that first completes it is the winner.

Ask fast finishers to go to Skills Builder **p2**



ANSWERS

3 02589634; 1849632758
 7 a twenty-nine; b eighty-four; c thirty-one; d seventy-five; e sixty-six; f forty-three

Vocabulary

p5

- 1 Highlight the importance of the pronunciation of final sounds in English. Make Ss notice how the mispronunciation of number '8' /eɪ/ can lead somebody to think they are referring to letter 'A'. Point out that this can cause problems when trying, for example, to understand codes or passwords.

» **EXTRA:** Ss follow different number sequences. Instruct the whole class to say the numbers in chronological order omitting those that can be divided, for example, by 2. T: *One. S1: Three. S2: Five. S3: Seven.* And so on.

» **EXTRA:** (after Exercise 4) Have Ss say the colours of their football teams, the colours of different flags, the colours in their book.

- 6 Ask Ss to think of situations in which it is very important to pronounce numbers correctly, eg: when dealing with money, when giving phone numbers or passwords, etc.

» **EXTRA:** Play Bingo. Ss choose four numbers, eg: from 20 to 50, and write them in their folders. Call out the numbers from that range in random order and have Ss tick them as you say them. The winner is the first S to tick all his/her numbers.

Ask fast finishers to go to Skills Builder **p3**

Vocabulary

p6

» **EXTRA:** To give Ss further practice of vocabulary on school things, encourage them to do some of these activities:

- In pairs, Ss take turns to say a letter, and to identify and point to the corresponding object.
- Play Hangman using the presented words. Then they point to the corresponding object in their books.
- Ss prepare a poster including the vocabulary that has been introduced and/or revised so that they can display it on a wall as an aid to remember and use the language.
- Give instructions to the whole class. Say: *Point to a red book.* / *Point to an orange pencil.* Then in pairs, Ss give instructions to one another.

» **EXTRA:** Get Ss in groups to do a task in which they will revise and integrate numbers, colours and school things. Prepare cards with simple instructions in advance, eg: *Find ten red pencils. Find one orange pen. Find three blue books.* Give out a card to each group at random and set a time limit, eg: two minutes, for them to find the required object(s). The Ss who get the object(s) first are the winners. When a group of Ss bring the required object(s), they will have to count them aloud. Their classmates will have to write, eg: *Three blue books.*

Ask fast finishers to go to Skills Builder

p3



ANSWERS

- 1 a a book; b a pen; c a notebook; d a pencil; e a school bag; f a rubber; g a pencil case; h a ruler; i a sheet of paper; j a laptop
- 3 a a green book; a red pen; a purple notebook; a blue pencil; a black and grey school bag; a white and blue rubber; an orange pencil case; a blue ruler; a white sheet of paper; a grey laptop
- 4 a five pens; b seven books; c six rulers; d two notebooks; e three school bags

Vocabulary

p7

» **EXTRA:** To give Ss further practice of vocabulary on objects in the classroom, ask about the number of objects in the classroom, eg: *How many chairs / doors / windows / desks / boards are there in the classroom?*

» **EXTRA:** (after Exercise 5) Play Hangman with the days of the week.

- 6 Give classroom instructions for Ss to perform. Then invite Ss to work in pairs and take turns to give instructions to one another.

» **EXTRA:** Ss prepare a poster including the classroom instructions that have been introduced and they illustrate them accordingly. Then display the poster on a wall as an aid for Ss to remember and use the language.

Ask fast finishers to go to Skills Builder

p3



ANSWERS

- 1 a a window; b a desk; c a board; d a chair; e a door
- 6 a Read the text. b Please sit down. c Clean the board, please. d Close the door, please. e Write a number. f Open the window.



ANSWERS

- 1 Paul Sandero; Vicky Marino; Tanya Rojas; Roy Courtney
- 2 1 Weston School, National Public School, Park School; 2 Paul, Vicky, Tanya, Roy; 3 Sandero, Marino, Rojas, Courtney; 4 08344355; 5 Santa Fe, Sydney; 6 Argentina, Australia; 7 vickymarino@global.com



ANSWERS

- 1 Vicky Marino
- 2 six
- 3 **Vicky:** Argentina, 12 years old, Year 7, Class 7th B; **Jay:** Australia, 14 years old; **Julia:** Argentina, 12 years old, Year 7, Class 7th B; **Karen and Luli:** Argentina, Year 7, Class 7th B; **Rob and Jack:** the USA, Year 8

1 My world

Vocabulary

Tell Ss that they are going to learn how to give personal information. Draw their attention to the student cards. Ask if they use similar identity cards at school and, in that case, in what situations and for what purpose(s). Point out that the symbol @ is read *at*.

LEARNING TO LEARN Ss feel highly motivated to learn a language when they notice they can use it to communicate. Encourage Ss who have complex surnames to spell them and to provide the correct pronunciation, so as to point out the importance of spelling.



Create an infographic

Ask Ss to take a selfie and use the information from the identity card they created to introduce themselves with an infographic. Ask Ss to only include key words at this stage, not full sentences. Tell them to use Piktochart. Go to p28 for instructions on how to use it.



Create an online presentation

In pairs, Ss choose a teacher from their school and do some research to make a presentation. Ss should include the name of the teacher, his/her nationality, the subject he/she teaches, his/her favourite artist and food. Tell them to write those key words, one on each slide together with a photo they can download from the Internet. Tell them to use Piktochart. Go to p28 for instructions on how to use it.

Ask fast finishers to go to Skills Builder **p4**

Reading

Ask Ss if they frequently use social media and if so, what information they include and if they have friends from other countries.

- 1 Have Ss look at the profile. Ask: *Who writes the profile? Are all his/her friends of the same age?*

! Ask Ss to account for their choices when checking answers.

» EXTRA: Invite Ss to go online and choose a celebrity to describe. Encourage them to say their name, age and occupation, eg: *This is Justin Bieber. He's 26. He's a singer.* Then see if more than one S has chosen the same personality.

COMPARING LANGUAGES Explain to Ss that when we learn a language, we also learn about its cultural aspects and speakers. Ask Ss if they have friends or family members who live abroad. Ask: *Do they have any different habits?*

» EXTRA: Make a list of Ss' email addresses and phone numbers so that they can get in touch with one another when they miss a lesson.

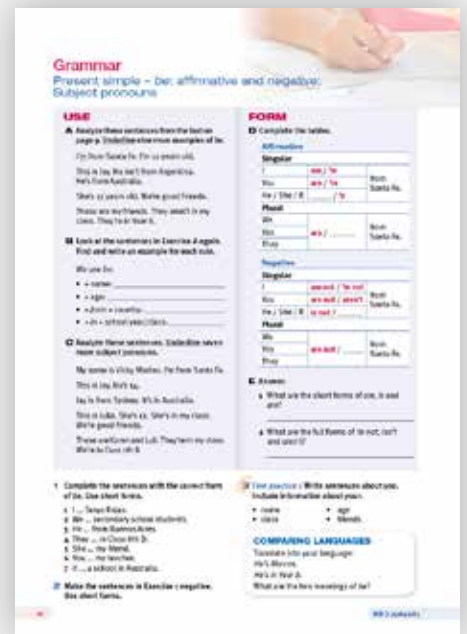
Grammar

p10

Draw Ss' attention to the examples given in Exercise A and elicit the type of information they describe (name, nationality and age). By following the instructions in Exercises B and C, Ss will systematize the use of the verb *be*.

» **EXTRA:** (after Exercise 3) Tell Ss they are going to read out the sentences in Exercise 1 to practise pronunciation. Lead them to notice the importance of the final sound /m/ in *I'm* or *I am* and /ɑ:n/ in *aren't*.

COMPARING LANGUAGES In this particular case, the aim of translation is to help Ss to become aware of the fact that one word may have two different meanings.



Ask fast finishers to go to Skills Builder pp4&5

ANSWERS

- A I'm, is, isn't, 's, 's, 're, are, aren't, 're
 B Suggested answers: This is Jay. I'm 12 years old. I'm from Argentina. They're in Year 8.
 C He; It; She; She; We; They; We
 D is; 're; isn't; aren't
 E 1 'm, 's, 're; 2 am not, is not, are not
 1 'm; 2 're; 3 's; 4 're; 5 's; 6 're; 7 's
 2 1 I'm not Tanya Rojas. 2 We aren't secondary school students. 3 He isn't from Buenos Aires. 4 They aren't in Class 8th D. 5 She isn't my friend. 6 You aren't my teacher. 7 It isn't a school in Australia.

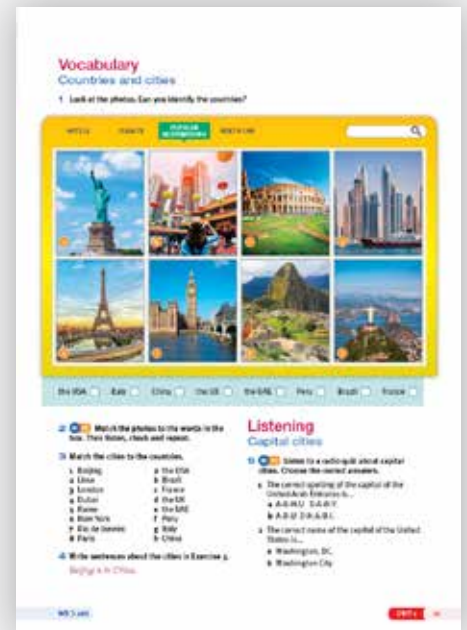
Vocabulary

p11

1 Ask Ss to look at the website and, according to the content on it, have them predict the type of site it is, eg: a tourism site, a travel guide site, etc. Encourage Ss to account for their answer(s). Then invite them to identify the places in the photos.

» **EXTRA:** (after Exercise 2) Say the names of the countries at random and ask Ss to say the corresponding letter each time. Then say the letters and have Ss say the names of the countries.

» **EXTRA:** (after Exercise 3) Have Ss practise pronunciation of the names of the different cities and countries. Lead Ss to notice the use of *the* in *the USA*, *the UAE* and *the UK*.



Ask fast finishers to go to Skills Builder p5

ANSWERS

- 2 a the USA; b China; c Italy; d the UAE; e France; f the UK; g Peru; h Brazil
 3 1 h; 2 f; 3 d; 4 e; 5 g; 6 a; 7 b; 8 c
 5 1 b; 2 a

16 Audioscript on p36

Listening

5 (before listening) Give Ss an example of a popular quiz show in your country (or a TV quiz) so that they can get the meaning of a *radio quiz*. Anticipate that they do not need to understand every word but they only need to concentrate on the given task. Check their understanding of instructions before playing the track.

» **EXTRA:** Play Kahoot! and see how much Ss know about countries and capital cities. Go to p28 for instructions on how to use it.



ANSWERS

- 1 Fede is the name of the boy.
- 2 friend; Peru
- 3 1 T; 2 F; 3 T; 4 F



ANSWERS

- A** 1 e; 2 b; 3 a; 4 d; 5 c
- B** 1 **Suggested answers:** Is she in your class? No, she isn't. Is Chilca a city? Yes, it is. Is Chilca the capital of Peru? No, it isn't.
- 2 Who's Carla? A friend. What's the capital of Peru? It's Lima.
- C** Is; isn't; is
- 1 1 Is Rome in Italy? 2 Are Vicky and Fede friends? 3 Are you from this country? 4 Is Madrid the capital of Spain?
 - 2 1 Yes, it is. 2 Yes, they are. 3 Yes, I am. / No, I'm not. 4 Yes, it is.
 - 3 1 What is; 2 Who is; 3 What's; 4 Who are; 5 Where is; 6 Who is

Reading

p12

Ask Ss if they have ever contacted people they do not know online. If so, have them share the procedure they followed, eg: the information they required and the one they gave, if they told adults at home about it, and so on.

! Ask Ss to account for their choices when checking answers in Exercises 1–3.

» EXTRA: In advance, prepare a similar chat including blank spaces and give out a copy to each pair of Ss. Ask them to complete the chat with made-up information. Have them compare their chat with other pairs.

» EXTRA: Invite Ss to, in pairs, create a similar chat about an imaginary new classmate with their mobiles. Ss may use WhatsApp to do this activity. Then invite them to read it aloud focusing on intonation.

Grammar

p13

A Ask Ss to account for their choices when checking answers. Encourage them to read out the questions and the corresponding answers. Use the numbers and letters given as you write the answers on the board.

» EXTRA: Give further practice of pronunciation and intonation using the questions and answers in Exercise A. Draw Ss' attention to the intonation of Yes/No questions and information questions. Invite them to make up new questions and read them out with the correct intonation.

! (when doing Exercises B–D) Encourage Ss to work out the rules by themselves. Refer them to the online chat on p12 to look for help.

» EXTRA: (after Exercise 4) Have Ss play a guessing game. Think of the name of a city, a famous person or a football team, and have them guess it by asking Yes/No questions, eg: S: *Is she Tini Stoessel?* T: *Yes, she is. / No, she isn't.* If Ss do not feel confident enough to frame questions, elicit some before they start to play and write them as prompts on the board. Ss can refer to them while playing. Then have Ss play in pairs or in small groups. Walk around and provide help.

Ask fast finishers to go to Skills Builder

pp5&6

Build your skills

Reading

p14

Before Ss read the poster, have them talk about the bands on it. Ask: *Do you know any of these bands? Which do /don't you like? Why?*

» **EXTRA:** Invite Ss to watch an interview with Daddy Yankee to start the lesson. Choose the one you think best suits the level of your Ss: www.youtube.com/watch?v=e3_p1w-sVMg&ab_channel=CGTN or www.youtube.com/watch?v=RyGSOWSRdpQ&ab_channel=DaddyYankee. Ask Ss what they have found interesting about it? Allow the use of L1.

» **EXTRA:** (after Exercise 3) Say words or sentences as prompts. Have Ss complete or enlarge them with information from the texts, eg: T: *Los Angeles*. S: *Maroon 5 is a band from Los Angeles*. T: *Songwriter*. S: *Karol G is a songwriter*. Then Ss work in pairs. Walk around and provide help if needed.

» **EXTRA:** Ss prepare a poster of their favourite bands using the poster on p14 as a model. If possible, display their posters in the classroom for future use. Invite Ss to go online and find an article or an interview of their favourite band or singer. Ask: *What's interesting about the article /video?* Ss can use Piktochart or Smore to make their poster digital. Go to p28 for instructions.

» **EXTRA:** In advance, prepare cards with sentences taken from any of the paragraphs in the poster on p14. Include pieces of information that are out of context. Ask Ss to work in pairs. Give out the cards. Have Ss identify the pieces of extra information, leave them aside and make up the paragraph correctly.

3 You can have Ss use a dictionary to do this exercise.



ANSWERS

- 1 Daddy Yankee, Maroon 5 and Karol G.
- 2 1 American; Los Angeles; six; 2 singer; songs; Colombia; 3 Puerto Rico; English

Listening & Speaking

p15

- 1 Tell Ss they are going to listen to two girls talking about their favourite bands. Ask: *In your opinion, where are the two girls from? How old are they?* Ask questions to exploit the photo.
- 2 Remind Ss it is not necessary to understand all the words at this stage. They only need to get the general ideas.
- 3 Ask Ss to do choral repetition of the lines and have them focus on intonation to convey meaning. If needed, invite Ss to imagine they are not the ones who are reading. This will allow them to feel less exposed in front of their classmates.
- 4 Give Ss some time to prepare the role play and to rehearse it. Walk around and encourage them to sound as natural as possible. Remind them to use the words in the 'Keep it going!' section to sound more natural. Choose a strong pair and invite them to role play in front of the class as a model.



ANSWERS

- 1 The girls are Gina and Val.
- 2 1 c; 2 a
- 3 1 Who; 2 band; 3 USA

Build your skills

Writing
Photo captions

1 Read the captions for the photos.

This is me. This is Maxi. This is Tala. This is Talia. This is Pedro. This is Juan. This is BTS.

These are my friends. Pedro and Juan. They're 12 years old. They're from Barcelona. They're in my class. They're in Class 10 A.

This is Talia. She's a good friend. She will be my classmate. She's from London. She's 14 years old. She's in the same class as Pedro and Juan.

This is BTS. It's my favourite band. They're Korean boys. They're from Seoul, Korea. They're in my playlist on Spotify.

2 Read the 'Write it right!' section.

Write it right!

- When you write your captions, use this form: **is/are + singular forms**. This is a singular form. There are + plural forms.
- Use This to see for every photo.
- In informal writing, use short forms of the other pronouns. Use a good friend.

Writing task

Step 1 Get three or four photos of yourself, your friends and your favourite band. Write a Write a caption for each photo. Remember to use:

- is/are + singular forms
- There are + plural forms.
- is/are + plural forms.
- is/are + plural forms.

Check or check your writing.

Build your skills

p16

Writing

- 1 Tell Ss that these photos are part of Maxi's album. Ask them to have a look at them and to identify important items included in the album (his friends and his favourite band). Lead Ss to recognize the personal information included in the descriptions, eg: names, age, nationality, etc.
- 2 Refer Ss to the language notes in the 'Write it right!' section and make sure they understand that these notes are included to help them to write better.

Writing task Check if instructions are clear before Ss start writing. Advise them to use the information in Maxi's album as a guide. Attend to Ss' needs and queries while they are writing so that they can get a correct and tidy piece of work. Remind them of the importance of writing rough copies, and of checking on word order, spelling and punctuation before handing in the final work.

EXTRA: Invite Ss to prepare a class album. Each S brings photos or pictures and writes a short paragraph (caption) to describe them. The album can be shared in class so that all Ss know more about each other.

ANSWERS

- 3 **This is + singular forms:** This is me. This is Talia. This is BTS.
These are + plural forms: These are Pedro and Juan.

16 AUDIOSCRIPT

- Host** Good morning. This is radio 625. Today's quiz is about capital cities. Hello?
- Justin** Hi.
- Host** What's your name, please?
- Justin** Justin.
- Host** Hello, Justin. Are you ready? Question 1: Is Dubai the capital of the United Arab Emirates?
- Justin** No, it isn't.
- Host** Correct! Question 2: What is the capital of the United Arab Emirates?
- Justin** It's Abu Dhabi.
- Host** Very good! Question 3: Can you spell Abu Dhabi, please?
- Justin** A-B-U D-H-A-B-I
- Host** Perfect! Question 4: Is New York the capital of the United States?
- Justin** No, it isn't.
- Host** Good! Question 5: What is the capital of the United States of America?
- Justin** The capital of the United States is Washington, DC.
- Host** Excellent! Congratulations, Justin. You...

EXTRA: Play What's missing? To revise the verb *be*, say sentences omitting the corresponding verb for Ss to identify it and saying it out loud, eg: *I a teacher. S: am.*

Suggested sentences: *He 14. She in my class. We good friends. They from Santa Fe. You my students.*

You can make the game more challenging by saying negative sentences and questions.

EXTRA: Play Tic-tac-toe. Draw a tic-tac-toe grid (a 3x3 grid) and fill each space with one of the following cities: *Buenos Aires, Beijing, Lima, London, Dubai, Rome, New York, Rio de Janeiro, Paris.* Ask Ss to copy it on a sheet of paper. Ss, in turns, choose a city and say the country where that city is before drawing a nought or a cross on it. The one that has three noughts or crosses in a row (up, down, across or diagonally) is the winner.



Wrap up the infographic

Ask Ss to open the infographic they created and use the information to write sentences with *be*. Encourage Ss to add which their favourite band is by attaching a photo together with a caption describing it. Then ask Ss to look at their classmate's infographic and say what they like about it. Encourage them to add a fun fact about their classmate.



Wrap up the presentation

Ask Ss to open the presentation they created and use the information in each slide to write sentences with *be*. Each pair should take a selfie and add an extra slide to wrap up the presentation together with a caption introducing themselves. Then ask Ss to look at their classmate's presentation and say what they like about it.



Exit ticket

Ask Ss to write on slips of paper three words they have learnt in this unit, two words they still don't understand and one they usually use. Alternatively, use the Exit ticket templates on the Resource Centres.



ANSWERS

- 1 First name; Surname; Email address; Emergency call
- 2 1 city; 2 capital; 3 in; 4 of
- 3 1 I; 2 He; 3 She; 4 They; 5 We; 6 It
- 4 1 is; 2 is, isn't; 3 are; 4 isn't; 5 aren't
- 5 1 Is, is; 2 isn't; 3 Are, are; 4 Where; 5 What; 6 Who; 7 Are, am





Websites to make online surveys:

Free Online Surveys, Typeform, ProProfs Quiz Maker.

Apps to make survey:

SurveyMonkey, SurveyHeart.

This project could also be explored with the ICT teacher (to create the quiz).

This project could also be explored with the ICT teacher (to create the quiz).

- 1 Invite Ss to look at Step 1 and then ask: *What is a quiz?* (It's a competition or game in which you answer questions.) *What can it be about? Where can you find quizzes?* (In newspapers, in magazines or online.) You may allow some use of L1. Invite Ss to analyze the structure of the quiz. Ask: *Does it have a title?* (Yes.) *Are all the questions about the same topic?* (No.) *How many questions are there?* (Eight.) *How many options are there in each question?* (Two.) *Who are the authors of this quiz?* (Geo Mendez and Van Giordano.) *How do you know they are the authors?* (Because of the word by.)
- 2 Brainstorm cities and countries. Encourage Ss to visit the suggested websites to see different options. Ask: *How many options are you going to give? Are the options going to be obvious?* Explain that the options have to be similar or confusing so that the quiz gets challenging. Tell them to vary the position of the correct answers so that they aren't always the same – a or b. While Ss are searching online, write the following questions on the board: *What is the project about? Who are going to do your quiz?* Give Ss time to search all the information. Encourage them to always have in mind that they have to only make questions about cities and countries so that they don't get lost with all the information they will find on the Internet.
- 3 Ss repeat the procedure done in Step 2 but now about singers and bands. Give them some tips to get successful results. Say: *Type key words, don't include prepositions or articles.*
- 4 Ss hand in their quiz to you for feedback. Analyze Ss' quizzes and say in a polite and positive way what you like about it and how they can make it better. Then invite volunteers to have a look at a pair's quiz and give them some feedback. Give time for Ss to make any necessary changes according to feedback. Monitor their work so that they are confident about their final version.
- 5 Ss create the quiz, either digitally or on paper. Encourage Ss to think of a way of making their quiz attractive and clear. Ask: *How can you make your quiz creative? How can you make it different from the others? How can you make the questions stand out from the answers? Are you adding visuals to make it vivid and attractive?* Explain that they can add some photos to make the questions or options clearer for the readers, eg: *You can draw the flags next to the options when asking about countries.* Invite them to compare theirs with the one in Step 1 to verify they are not missing any part.
- 6 Tell a S to read a question from a quiz and invite the rest, by raising their hands, to say which option they chose and wait to see if any other S has chosen a different one. Then the S says the correct answer.

Answer key

WORKBOOK

Page 84

- 1 **2** Melina; **3** Juárez; **4** Santiago de Chile; **5** Chile; **6** meliju@coldmail.com; **7** +56-2-4813-5276
- 2 **2** Italy; **3** Mar del Plata; **4** sueliger@sund.com; **5** Susan; **6** 3-1234-7768
- 3 **First name:** Susan
City: Mar del Plata
Country: Italy
Phone number: 3-1234-7768
Email address: sueliger@sund.com
- 4 **2** 're; **3** 'm; **4** 're; **5** 's
- 5 **2** Julia is not from Santa Fe. She is from Córdoba. **3** Kevin and Sam are not in my class. They are in Class 9. **4** Juan and I are not from Brazil. We are from Argentina. **5** Texas is not in Argentina. It is in the USA.
- 6 **2** He; **3** They; **4** They; **5** She; **6** She; **7** We

Page 85

Extra Grammar Practice

- A **1** 's; **2** am / 'm; **3** is / 's; **4** is / 's; **5** is / 's; **6** are; **7** is; **8** are / 're
- B **2** I am not a student. / I'm not a student. **3** Paulo isn't from Brazil. **4** He isn't in my class. **5** She isn't Maria. **6** Maria and I aren't friends. **7** This isn't my class. **8** You aren't in class 7th C.
- C **2** She; **3** He; **4** They; **5** We; **6** It; **7** You
- D Students' own answers
- In pairs** Student A
- A **Name:** Tim
Age: 12
Year: 7
Class: 7th C
City / Country: Bristol, a city in the UK
- B Nicole is 13 years old. She is in Year 8. She goes to Class 8th D. She lives in Canberra, the capital of Australia.

Page 86

- 7 **2** Paris; **3** Washington DC; **4** Rome; **5** Buenos Aires; **6** London; **7** Lima
- 8 **2** Is your father a student? No, he isn't. / Yes, he is. **3** Are Maroon 5 from Mexico? No, they aren't. **4** Are we in Year 5? No, we're not. / Yes, we are. **5** Is Mar del Plata a city? Yes, it is. **6** Are you from Argentina? Yes, I am. / No, I'm not. **7** Is rot@mmail.com your email address? No, it isn't.
- 9 **2** c; **3** a; **4** b; **5** d

- 10 **2** What is the capital of Peru?
3 Where is Belgrade? **4** Where are you from? **5** extra answer; **6** Who are they?

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Extra Grammar Practice

- A **2** Are Ecuador and Bolivia in America? **3** Is Peru a city? **4** Are you in Argentina? **5** Are Buenos Aires and Santiago de Chile small cities? **6** Is your teacher from Colombia?
- B **1** Yes, it is. **2** Yes, they are. **3** No, it isn't. **4** Yes, I am. / No, I'm not. **5** No, they aren't. **6** Yes, he/she is. / No, he/she isn't.
- C **2** Where; **3** What; **4** Who; **5** What; **6** Where
- D **2** Is, isn't; **3** Are, are; **4** Are, aren't

In pairs Student B

- A Tim is 12 years old. He is in Year 7. He goes to Class 7th C. He lives in Bristol, a city in the UK.
- B **Name:** Nicole
Age: 13
Year: 8
Class: 8th D
City / Country: Canberra, the capital of Australia

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- 11 Alejandra Molina is 12–13 years old. She is in Year 8.
- 12 **1** F. Günter is from Berlin and Alfonso and Javier are from Madrid. **2** T. **3** F. Alejandra is from Argentina. **4** T. **5** F. Haifa is a city in Israel.
- 13 **1** Günter is a student in the International Summer School from Berlin, the capital city of Germany. **2** Florence is in Italy. **3** Berlin is the capital city of Germany. **4** No, they aren't. They are students in Year 8. **5** No, she isn't. She is from Haifa, a city in Israel.

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- 14 **2** f; **3** a; **4** h; **5** d; **6** b; **7** e; **8** g
- 15 **1** He isn't in my class. He's from Orlando, a city in the USA. He's a very good friend. **2** These are my friends Tomás and Juan. They are from Iguazú, an important city in Argentina. Juan is 14 and Tomás is 15. We're in Year 8. We are very good friends. **3** This is me. My name is Antonia. I'm in Year 8 at a public secondary school. I'm from Río Gallegos, in Argentina. **4** This is *Imagine Dragons*. It's my favourite band. They're from Las Vegas.

- 16 **a** 2; **b** 4; **c** 1; **d** 3

Bonus practice

Students' own answers