


# 6 COUNTRIES

## 1 VOCABULARY

In this Vocabulary lesson, students will learn to say countries and nationalities in English.

**A**  **Track 30** Listen and say the countries and nationalities.

- Preteach the word *country*. Before students open their books, ask them *What country are you in now? What do you call people from your country?* See if students know how to say their country and nationality in English.
- Next, ask them to name as many countries as they can in one minute in their own language. Write these on the board. Then ask students if they know the names of those countries in English. It's not important that they know all of them as this is just a lead-in exercise.
- Have students open their books and cover the chart so that only the flags are exposed. Do they know any of these flags? Which countries are they?
- Have students uncover the chart. First read through the list of *country names* while students listen. Say, *I am from (country name)*. Then do the same with the list of nationalities. At the end of the list, say *I'm (nationality)*. Make sure students understand the distinction. Finally, play the audio and have students listen and repeat.
- Draw the students' attention to the change in stress patterns between the country and nationality words. For example, we say CHIna but then ChiNESE. One way to highlight this is to play the audio again and have students underline the stressed syllable in each word. Go over answers in class.

### PRONUNCIATION TIP

Note that many of the countries and nationalities have unstressed vowels that are reduced to /ə/:

China  
Japan - Japanese  
Portugal - Portuguese  
Australia - Australian  
Vietnamese  
Brazil - Brazilian  
Peru - Peruvian  
Canada - Canadian  
Korea - Korean  
Mexican  
The United States - American  
Venezuela - Venezuelan  
The United Kingdom  
Sweden

**LANGUAGE NOTE** Point out that the United States is often referred to simply as “the U.S.” and the United Kingdom as “the UK.” The United Kingdom is made up of England, Scotland, Wales, and Northern Ireland.

**CHALLENGE** Introduce some other countries that don't fit into one of the patterns presented in the chart.

*the Dominican Republic / Dominican*  
*France / French*  
*Greece / Greek*  
*Thailand / Thai*  
*the Netherlands / Dutch*

**B**  Work with a partner.

- Cover the nationalities in the chart.
- Take turns: Say a country. Then say the nationality.

- For this exercise, students will cover the list of nationalities in the chart and take turns quizzing each other. Circulate and assist as necessary.

**EXPANSION** Play an “Around the World” game to test the students’ vocabulary knowledge. While one student remains seated, ask another student to stand by the seated student’s desk. Tell them that you will say a country name and the first student to call out the correct nationality wins and advances by moving to stand next to the next seated student in the row. (The student who loses either remains seated or takes the seat if he or she was standing.) In this way a student who wins a lot of “battles” will advance around the room or travel “around the world.” After you’ve played the game for a few minutes stop and ask your students to count how many desks they have moved around the classroom. The student who has traveled the most number of seats wins the game.

**CHALLENGE** After playing a few rounds in this way, start calling out both country names or nationalities and students have to give their opposite.

**C** Complete the sentences. Use words from the chart.

- Before starting the exercise, draw students’ attention to the words in the Word Bank. Use the photos on the page to define the words *flag* and *soup*. For the other words, say *In France, there’s the French language*. If you have a map in the room, you can point to France as you are speaking.
- Also, make sure that students understand the meaning of these words in item four: *over* (meaning *more than*) and *people* (one person, two people).
- Preteach the names of the “continents” *Europe* and *Asia* that appear in item seven.

**ADDITIONAL VOCABULARY** Teach students other words for large land masses (*Africa, North America, South America, Australia*). Then ask them to name a county (in English) that goes under each heading. (Obviously, for *Australia* there is only one answer!)

- Have students look at the Notice! information. Remind them that in the same way we talk about location by saying *in my neighborhood*, we also use the preposition *in* with city and country names. Demonstrate this by saying where you are, for example: *I’m in Lima. Lima is in Peru.*
- Tell students they are going to take a quiz. Before they begin, read through the sentences together.

Then have them fill in their answers. At the end, ask students to put their pens down and tell them they are going to listen to check their answers.

**SUPPORT** To make the quiz easier, you can write this information about the quiz answers on the board ahead of time:


Questions 1, 2, 3, 4, 6, 7, and 10 → city and country names

Questions 5, 8, and 9 → nationalities

**CHALLENGE** Time the quiz. Give students one to two minutes to complete it.

*Variation:* Review the content of the quiz together as a class and then have students close their books. Divide the class into teams of five or ten students each (since there are ten questions on the quiz). For the first question, have each team send a representative to the board. Read the question aloud and give the students at the board time to write their answers. Note: During this step, the other team members cannot help in any way and the students at the board should be careful not to spy on other students, while they should cover their answers with their hands. On the count of three, ask the students to reveal their answers. Give each team a point if their representative got the answer right. Continue with different students coming to the board until you have gone through all the questions in the quiz. At the end of this game, you can still play the audio (in Exercise **D**) to make sure everyone has understood the correct answers.


**EXPANSION** After completing the quiz, return to item number 3, which mentions languages. Ask your students what other languages, if any, are spoken in their own country.

**D**  **Track 31** Listen and check your answers in **C**.

- Play the audio for students to check their answers to the quiz. If you haven’t played the game and already awarded points, here is where you can do so. Give students one point for each correct answer. Some of the words are difficult to spell, so you may want to give them the point if they were “close” in their spelling. Just make certain that everyone has the words spelled correctly once you’ve finished.

**Answers**


1. Tokyo
2. Australia
3. Canada
4. China
5. Vietnamese
6. the UK
7. Turkey
8. Portuguese
9. Peruvian
10. Mexico

**E**  Work with a partner. Write three sentences. Use the sentences in **C** as a model.

- In pairs students are going to make their own mini-quizzes by writing three sentences (similar to the ones they've seen in **C** above). Note: Students can use the countries and nationalities in this lesson as well as ones not featured here. Circulate and provide students with the necessary language as needed so that they can write their sentences.

**SUPPORT** You may want to choose three of the simpler sentences and put them on the board. For students who are struggling, they can go with these ideas:

\_\_\_\_\_ is a city in \_\_\_\_\_.  
\_\_\_\_\_ is the main language in \_\_\_\_\_.  
\_\_\_\_\_ is \_\_\_\_\_. (famous person)  
(nationality).

**F**  Work with another pair. Say your sentences in **E**. (Do not say the country or nationality.) The other pair guesses.

- Once all the sentences have been written, ask each pair of students to join another pair. Taking turns, they should read their sentences while their partners try and guess the correct answers. Once both pairs have finished, have half of the pairs rotate to form new groups and play the game again.
- As a follow-up, if any new vocabulary (especially around the language of countries and nationalities) has emerged from this exercise, write it on the board so that the entire class can learn it.

## 2 GRAMMAR

This Grammar lesson will introduce adjectives and focus on two similar patterns: 1) *be* + adjective (*It's beautiful*) and *be* + adjective + noun (*It's a beautiful city*).

**A** Look at the pictures. Say the words.

- At the start, students are introduced to six words that are used to describe cities: *big*, *small*, *old*, *exciting*, *beautiful*, and *interesting* (in the Word Bank). Spend some time on the pronunciation of these words, especially *beautiful* (/ˈbjuː.tɪ.fəl/), *exciting*

(/s/ sound for the letter *c*), and *interesting* (often said with only three syllables, not four, /ˈɪn.trə.stɪŋ/).

**ADDITIONAL VOCABULARY** If appropriate for your group, introduce other adjectives used to describe places, such as *crowded* and *popular*.

**B** Study the chart.

- Read the sentences in the chart aloud. Ask students to tap out the stress and rhythm of the sentences as you read. Read the sentences and ask your students to repeat.
- Get students to notice the word order in the chart, that is, that adjectives (words like *big*, *small*, *interesting*) come after *is* and *are*.
- Substitute a different city (e.g., *Sao Paulo* or *Tokyo*) for *New York* in the chart. Invite individual students to say a new sentence and write it on the board (e.g., *Sao Paulo is beautiful* or *Sao Paulo is small*). Ask the class to raise their hands if they agree with this statement or not. After several students have made sentences, move on to the plural noun *neighborhoods* and have students make more sentences.

**C** Write the missing letters.

- Explain that these words have missing letters. Give students time to write them in. (This works best if you have students cover up the words in **A** and **B**.)

**CHALLENGE** Timed activity. Have students start the exercise with their books closed. On the count of three, have them open their books and begin. Students will be racing against each other.

**SUPPORT** If spelling is particularly challenging for students, write the vowels *a*, *e*, *i*, *o*, and *u* on the board. Tell students that they should choose from this set when filling in the missing letters.

- A more dynamic way to review the spelling is to have individual students come to the board and write out the words. With the class, check for errors.

**EXPANSION** After you've finished the exercise, hold a spelling bee. You can put students into groups of four with one group as the leader (reading the words) while the other students take turns spelling a word. If a student makes a mistake or doesn't finish within a certain time, they are out. Play several rounds. If you want to give your students more practice in spelling the words, play a game where you call out a word and two students have to race to the board and write it down correctly.

### Answers

1. interesting
2. old
3. big
4. exciting
5. small
6. beautiful

**D** Complete the sentences. Then match 1, 2, and 3 with a picture.

- Introduce two new adjectives from the Word Bank: *famous* and *fun*. Then have students look at the three photos of the cities *London*, *Rio de Janeiro*, and *Moscow*. Elicit the names of the countries the cities are in and their nationalities (Russia/Russian is the only one students haven't seen in this unit). Write a sentence like this on the board: *It's exciting*. Then take a class poll. As you point to each picture, students should raise their hand for the city that looks exciting. (Each student can only vote once.) The adjectives *beautiful* and *interesting* also work well with this activity.
- When you move on to doing the actual exercise, explain to students that they will sometimes be completing words (e.g., *It's interesting*) as well as writing complete words: *It's in Brazil*. Students should understand that each set of sentences describes one of the cities pictured.
- Give students time to complete the sentences and then put them in pairs to check their answers. The same pair of students should then match each set of sentences to one of the cities. After everyone has finished, go over the answers with the class. Make sure to check spelling and correct use of apostrophes.

**EXPANSION** To make the matching portion of the exercise more fun, assign a city name to each corner of the classroom. Then read each of the sentences in random order. Students listen and then have to go and stand in the appropriate city (i.e., corner of the room) that the sentence describes. For example, if you say *The parties are fun*, students would stand in the Rio corner. If you say *It's in England*, they would move to the London corner. Continue until all of the sentences have been read aloud.

### Answers

1. It's interesting. It's in Russia. The subway stations are beautiful. **Answer:** Moscow
2. It's exciting. The parties are fun. It's in Brazil. **Answer:** Rio de Janeiro
3. It's in England. There's a clock. It's famous. It's old. **Answer:** London

**E** Study the chart.

- This second chart shows students that adjectives can come before nouns as well. The same rules

apply as in the first chart (the adjectives follow *am*, *is*, and *are*). Point out that with the singular nouns, students must remember to include *a/an* in their sentence: *New York is an interesting city*.

- First read the sentences in the chart aloud as students tap out the rhythm and stress. Then read and have the students repeat.

**F**  **Track 32 PRONUNCIATION** Listen and repeat.

**LANGUAGE NOTE** Content words (nouns, main verbs, adjectives, etc.) are usually emphasized, whereas structure words (pronouns, the verb *be*, *a/an*, etc.) are not. You can show this to students by first having them listen to you read the four sentences aloud. Ask them if they notice any difference in the stress of certain words.

- Next read the sentences as you tap out the stress pattern on your desk. Students should notice that the structure words (in regular type on the page) are represented by lighter and quicker taps, while the content words (in boldfaced type) are slower and heavier.
- Play the audio. Have students listen and repeat. Explain the Word Bank words as necessary by giving examples.

**G** Rewrite the sentences. Add the new words.

- Go over the eight sentences together. First, read them aloud. Then practice reading them together. Make sure students understand the meaning of the sentences.

**ADDITIONAL VOCABULARY** *building* (if it wasn't introduced it in Unit 5) and *island*

- Go over the first example together and then give students time to rewrite the sentences. (These sentences are also recycling some past grammar points, such as *there is/there are* and possessive adjectives, which demonstrates to students that adjectives can show up in all kinds of sentences.) Note that both items 2 and 8 require students to switch the article from *a* to *an* (or vice versa).

**CLASSROOM MANAGEMENT** There are a lot of sentences to cover, if necessary, split them up and give each student only 1 or 2 sentences to write. As students finish writing, have volunteers put his or her sentence on the board. Then go over the answers as a group.


**EXPANSION** Once the sentences are on the board, review the pronunciation point by asking students




to circle the words in each sentence that they think carry more stress. In the Answer Key that follows, the stressed words are in bold.

#### Answers

1. There are some **interesting neighborhoods** in **Los Angeles**. 2. She's an **English teacher**. 3. It's my **new phone**. 4. **Lima** is a **big city**. 5. They're her **beautiful pictures**. 6. There are no **old buildings**. 7. There's a **famous restaurant** on my **street**. 8. **Ibiza** is a **Spanish island**.

**H**  Work with a partner. Think of a place. Write 3–4 sentences about the place. Use words like *big, fun, interesting*.

- Review the example sentences about Disney World. Explain to students that they are going to be choosing their own place and writing about it. They should use the example sentences as a model.
- Students should work in pairs to complete this activity. It works best if they think of a well-known place that others can guess. The place can be a country, city, (theme) park, shopping mall, café/restaurant, or anywhere else. Give each pair time to write down three or four sentences and encourage them to use adjectives. Circulate and answer any questions students may have.

**I**  Join another pair. Say your sentences. Your partners guess.

- Put pairs together. If numbers are uneven, you can always put three pairs together. Each pair should read their sentences about their place while the other pair guesses. (For this to work, students should be careful not to let the other pair see their sentences beforehand.) After both pairs have finished, you can have one pair of students rotate to form a new group and play the game again.

## 3 SPEAKING

In this Speaking lesson, students will practice asking where people are from and explaining why a place is famous.

**A** Say the sentences in the Useful Language box with the teacher.

- Have students look at the photo and read the caption. Ask: *Where is this place, in what country?*

Then get them to think about which adjective(s) from the grammar page they'd use to describe the park in the photo (e.g., *beautiful, old*).

**CULTURE NOTE** Suzhou (pronounced *Soo-jō*), China is a city about 85 kilometers (about 53 miles) west of Shanghai. It's famous for its historic architecture, canals, bridges, and especially its "classical gardens," many of which have been declared World Heritage sites.

- Next, have students look at the Useful Language box and model asking and answering the questions with different students. Remind students that they learned the word *where* in Unit 5. (It's used to ask about the location of something.) Note that when someone asks *Where are you from?* you can answer with a country name only (e.g., *China*.) To get more specific information, a person might ask *Where in...* (e.g., *Where in China? I'm from Suzhou.*)

**LANGUAGE NOTE USING NEAR** When we talk about a town or city that people might not know well, it's common to mention a better-known city for reference using *near*, for example, *I'm from Suzhou. It's near (close to) Shanghai.* Introduce the word *near* to students and make sure they understand the meaning.


- Finally, direct students to the sentences used for describing a city and what it's famous for, and say them aloud with the class. Remind students that they learned the word *famous* in the grammar lesson. Elicit examples about other cities.


#### PRONUNCIATION TIP

Help students notice that in *famous* /'feɪ·məs/, the *a* is /eɪ/ and the *ou* letters are reduced to /ə/.

**LANGUAGE NOTE FAMOUS FOR** When we explain why a place is famous, it's common to use these structures. Direct students' attention to them in the Useful Language box.

- *famous for + its + noun*: Paris is **famous for its** food / museums.
- *famous for + proper noun*: Paris is **famous for the** Eiffel Tower.


- B**  **Track 33** Read and listen to the conversation.
- Have students read the dialogue and then play the audio once through. For additional practice, play the dialogue again and have students repeat each line.

- C**  Work with a partner. Answer the questions.
- Have students answer the three questions with a partner. Practice saying these country and city names with students aloud: *the Dominican Republic, Shanghai*.

**EXPANSION** Have students look at the photo at the top of the page. Point out that it's one of the many beautiful parks in Suzhou. Have them find other photos of gardens and parks in this city online. Tell them to also find photos of the Dominican Republic online. Which place is interesting to them?

**ANSWERS**

1. the Dominican Republic
2. Suzhou China
3. Suzhou is famous for its beautiful parks.

- D**  Work with a partner. Say the conversation in **B**.
- Have students work in pairs to practice the conversation in **B**. After they've done it once, have them change roles and practice again.


**E** Complete the sentences.

- Have students work on their own to complete the two sentences. In sentence two,
  1. tell students they can talk about more than one thing their city is famous for.
  2. encourage students to use adjectives in their sentences (e.g., *My city is famous for its beautiful beaches / exciting nightlife.*)

**CLASSROOM MANAGEMENT** If most (or all) of your students are from the same city or area, tell them to choose a different city in their country or the world, or assign students different cities, and have them complete the sentences in **E**. Give students time to research their city.

**ADDITIONAL VOCABULARY** A city can be famous for its *food, parks, architecture, music, beaches, museums, schools, nightlife, sports team*, and many other things. Introduce vocabulary as needed to help students talk about their city, and put all ideas on the board.

**EXPANSION** Have students find photos or video of their city showing what it's famous for.


- F**  Say the conversation in **B** again. Use your ideas in **E**.
- Model the conversation with a student and give information about your city. Assign students to new pairs, and have them practice the dialogue in **B** again using their sentences in **E**.

**EXPANSION** Have students create a short presentation or poster about their city (or a city you assign them). They should explain what it's famous for using text, photos, and video. Then have students give their presentation to a small group. Put this language on the board to get them started: *This is <name of city>. It's famous for...* At the end, have students rank the cities they learned about from 1 (my favorite city) to 4.

- G** Read the name in the chart. Where is the man from? Write his country and nationality.
- Have students read the information in the chart. Can they guess which country this pop singer is from by looking at the city he's from? If not, give students the answer. (*Justin Bieber is from Canada.*) Then ask what his nationality is. Tell students to write both in the chart.

- H** Complete the chart in **G**. Use your phone to help you.
1. Write the names of four famous people from different countries.
  2. Write the person's country and nationality.
  3. Write the city the person is from.
- Tell students to research four famous people from different countries to complete the chart. They can use their phones to help them.

**SUPPORT** Prepare some personal profiles of famous people before class and give each student one or two of the profiles to work with. Instead of having four people to research, students will only have to research two or three.

- I**  Work in a group. Play the game. Take turns.
1. Choose a person in your chart.
  2. Ask your partners: *Where is ... from?*
  3. The first person with the correct answer gets 1 point.
  4. Then ask him or her: *Where in ...?*
  5. A correct answers gets 1 point.

- Put students in groups of three or four. One person in each group should be the scorekeeper. Point out the examples in the speech bubbles. Then model how to play the game. With one of the groups.
  1. Choose a name from your chart. Ask your partners the question: *Where is ... from?*
  2. Your groupmates compete to be the first to call out the person's country or nationality (e.g., *He's from Canada. He's Canadian.*) The person who guesses correctly gets one point.
  3. If someone guesses the correct country, then ask about the famous person's city (e.g., *Yes, he's from Canada. Where in Canada?*) An additional correct guess gets one point.
  4. Do this with all names in your chart. Then it's another player's turn.
  5. At the end, the person with the most points wins.
- Another option for playing the game is to have students write each answer on a piece of paper and then turn their papers over at the same time. Students receive a point for each correct answer.