

Student Book

Blueprint

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A1

Beginner

Eric Williams · August Niederhaus

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Contents

| | Module Goals and CEFR Level | Unit and Summary | Lessons | Vocabulary* |
|---|--|---|---|--|
| Module 1: A New Class Pages 6 to 33 | <p>A1 Understand and use basic introductions, greetings, and farewells</p> <p>A1 Ask and answer simple personal questions; describe yourself simply</p> <p>A1 Ask and answer basic questions</p> <p>A1 Understand and use words and phrases about family, personal details, and simple everyday situations</p> <p>A1 Understand and use common classroom language</p> <p>A1 Understand and use numbers to count</p> <p>A1+ Understand and use simple words in descriptions of objects (for example, colors)</p> | <p>★ Unit 1 ★ <small>p. 8</small> New People</p> <p>In the first unit, students learn to introduce themselves and greet the people they're talking to, give basic information about themselves and people they know, and end a conversation appropriately.</p> | <ol style="list-style-type: none"> 1 What's your name? 2 I'm the teacher. 3 Titles 4 Where are you from? 5 Bye. | <p>Basic kinds of people</p> <p>Common questions and ways to answer</p> <p>Words and phrases used in greetings, introductions, and farewells</p> <p>Common jobs, marital statuses, and titles</p> <p>Country names and nationalities</p> |
| | <p>A1 Understand and use common classroom language</p> <p>A1 Understand and use numbers to count</p> <p>A1+ Understand and use simple words in descriptions of objects (for example, colors)</p> | <p>★ Unit 2 ★ <small>p. 20</small> The Classroom</p> <p>Students learn to discuss the classroom environment, including physical objects in it as well as some common things outside class that are relevant to them and their classmates.</p> | <ol style="list-style-type: none"> 1 What do you have in here? 2 What do you have outside? 3 Whose is it? 4 The Things Around You 5 Where is it? | <p>School supplies</p> <p>Numbers</p> <p>Colors</p> <p>Classroom objects</p> <p>Prepositions of location</p> |
| Module 2: Life and School Pages 34 to 61 | <p>A1 Build a vocabulary of words and phrases about family and personal details</p> <p>A1 Describe your family in short, simple spoken or written phrases</p> <p>A1 Understand, ask, and answer simple personal questions such as <i>How old are you?</i></p> <p>A1 Understand and use days of the week and months of the year</p> <p>A1 Understand and use numbers as ages and dates</p> <p>A1 Give personal information, such as age and basic information about family</p> <p>A1+ Describe your family simply (for example, the members, how old they are, and what they do)</p> <p>A1+ Indicate time by such phrases as <i>in November</i></p> | <p>★ Unit 3 ★ <small>p. 36</small> About Family</p> <p>Students expand on their ability to talk about life outside the classroom by discussing family, including family members and their appearance.</p> | <ol style="list-style-type: none"> 1 In My Family 2 Technology and Media 3 Family Photos 4 They're his ex-wives. 5 Appearance | <p>Family members</p> <p>Technology and media</p> <p>Demonstratives</p> <p>Extended family</p> <p>Appearance</p> |
| | <p>A1 Understand and use days of the week and months of the year</p> <p>A1 Understand and use numbers as ages and dates</p> <p>A1 Give personal information, such as age and basic information about family</p> <p>A1+ Describe your family simply (for example, the members, how old they are, and what they do)</p> <p>A1+ Indicate time by such phrases as <i>in November</i></p> | <p>★ Unit 4 ★ <small>p. 48</small> School Life</p> <p>This unit teaches students to talk about their own daily school lives as well as those of family members of similar ages, with special focus on students' class-related plans, habits, and schedules.</p> | <ol style="list-style-type: none"> 1 Ages and Birthdays 2 Studying 3 Do you have class on Friday? 4 Going to College 5 I study at night. | <p>Months</p> <p>Dates and ordinal numbers</p> <p>Days of the week</p> <p>School-related verbs and verb phrases</p> <p>Schools and grade levels</p> <p>Parts of the day (<i>morning</i>, etc.)</p> <p>Daily activities</p> |

| Grammar and Structures | Listening / Reading | Writing / Speaking |
|---|--|--|
| <p>Lesson 1 Simple present: <i>be</i></p> <p>Lesson 2 Short forms (contractions)</p> <p>Lesson 3 Short forms (contractions) in negative statements</p> <p>Lesson 4 <i>be</i> questions with question words</p> <p>Lesson 5 Possessives</p> | <p>R & L: Meeting a tutor, a teacher, or an academic advisor</p> <p>R & L: Greeting a classmate</p> <p>L: Short forms and intonation</p> <p>L: A phone call to a hotel front desk</p> <p>R: Chats and text messages</p> <p>R & L: Farewells</p> <p>R & L: A list of names</p> | <p>W: Filling out name tags</p> <p>W & S: Meeting important people</p> <p>S: Stating an opinion</p> <p>W: A visa application</p> <p>W & S: Introducing other people</p> <p>W: Labeling a map</p> <p>W & S: Saying goodbye</p> <p>W: Writing a chat</p> |
| <p>Lesson 1 Articles <i>a</i> and <i>an</i></p> <p>Lesson 2 Simple present: <i>have</i></p> <p>Lesson 3 Possessives: pronouns and questions</p> <p>Lesson 4 Questions and statements with <i>there is</i> and <i>there are</i></p> <p>Lesson 5 Prepositions of location and prepositional phrases</p> | <p>R & L: A shopping list</p> <p>R: A simple survey</p> <p>R & L: Descriptions of school environment and supplies</p> <p>R: Labeled pictures</p> <p>R: A note with instructions</p> | <p>W & S: Describing your environment and possessions</p> <p>W: Listing what people have</p> <p>W: Marking up text</p> <p>S: Asking what things are called</p> <p>S: Asking about the location of things</p> <p>W: Writing a note that gives instructions</p> <p>S: A guessing game</p> |
| <p>Lesson 1 <i>how many</i> questions and their answers</p> <p>Lesson 2 <i>some</i> and <i>any</i></p> <p>Lesson 3 Questions with <i>who</i></p> <p>Lesson 4 Plurals</p> <p>Lesson 5 Describing appearance using <i>with</i> prepositional phrases</p> | <p>R & L: Descriptions of families and their members</p> <p>L: A video call</p> <p>R: A family tree</p> <p>R & L: Descriptions of photos</p> <p>R & L: Descriptions of people's appearance</p> | <p>W: Names and information about family members</p> <p>W: Listing what people have</p> <p>S: Talking about photos</p> <p>W & S: Doing interviews</p> <p>S: Describing people's appearance</p> <p>S: Describing a picture</p> <p>W: Drawing and labeling a family tree</p> <p>W: Writing about your family</p> |
| <p>Lesson 1 Questions with <i>when</i> and <i>how old</i></p> <p>Lesson 2 Simple present in affirmative statements</p> <p>Lesson 3 Simple present in questions and answers</p> <p>Lesson 4 3rd person singular subjects in simple present affirmative</p> <p>Lesson 5 Prepositional phrases of time</p> | <p>R & L: Conversations about ages and birthdays</p> <p>R & L: Conversations about classes and routines</p> <p>R: A planner</p> <p>R & L: Information about other people's lives</p> <p>R: A note inviting someone to a surprise party</p> | <p>W: Writing invitations on cards or as notes</p> <p>W & S: Listing study habits and interviewing people about them</p> <p>W & S: Filling out and summarizing a schedule</p> <p>W: Filling in a chart with information you hear, and then using the chart to report information</p> <p>W & S: Describing the lives of family members</p> |

* Also, see the glossary in the back of the Workbook.

Contents

| | Module Goals and CEFR Level | Unit and Summary | Lessons | Vocabulary* |
|--|--|--|--|---|
| Module 3: Around Campus Pages 62 to 89 | A1 Understand and use numbers in times A1 Understand simple words and phrases like <i>excuse me</i> , <i>sorry</i> , and <i>thank you</i> A1 Use short, memorized phrases for specific purposes with reasonable accuracy A1+ Indicate time by such phrases as <i>three o'clock</i> A1 Build a basic vocabulary of words and phrases about personal details and simple everyday situations | * Unit 5 * p. 64 Doing Things at School Here students learn to talk more about things they do around campus between classes or after class, including getting from one class to another or finding a place to study. | <ol style="list-style-type: none"> 1 Telling Time 2 What do you do after class? 3 Where do you go after class? 4 In That Building 5 Directions | Words and phrases related to times of day, including things done at those times Names of classes/subjects Adverbs of frequency Parts of a building Verbs and phrases used to give or get directions |
| | A1 Very simply describe where you go to school A1 Write about yourself and where you go to school using short, simple phrases A1+ Ask and answer simple questions and respond to simple statements on very familiar topics (for example, student life) with help | * Unit 6 * p. 76 Places on Campus This unit expands on students' ability to talk about things they do around campus by introducing more places on campus, both inside and outside, for studying or relaxing. | <ol style="list-style-type: none"> 1 The computer lab smells new. 2 Could I speak to Dr. Roberts? 3 In the Lounge 4 At the Student Center 5 It's a really nice day. | Places and things in a building Telephone language Things in a lounge or common area Common questions with <i>how</i> Things outside of buildings on a school campus |
| Module 4: Done for the Day Pages 90 to 117 | A1 Understand and use numbers in prices A1 Buy things in shops where pointing and gestures can support what is said A1 Ask and answer questions about things shops have A1+ Ask people for things and give them things A1 Very simply describe where you live | * Unit 7 * p. 92 Study or Eat? Students have things to do before they leave school. They often need to eat or get books from the library to use at home. Here students learn to talk about some things they do before leaving campus. | <ol style="list-style-type: none"> 1 Are you going to the cafeteria? 2 In the Library 3 At the Cafeteria 4 At the Restaurant 5 At the Café | More places and things on campus Language used in the library Kinds of food and ways of cooking Language used in a restaurant or with purchases |
| | A1 Join simple phrases with words like <i>and</i> A1+ Describe what you like and don't like A1+ Describe what you can and can't do | * Unit 8 * p. 104 Away from School After classes and studying are done, students go home. In this unit, they learn to discuss how they get there and things they see on the way, as well as to describe their home and what they do there. | <ol style="list-style-type: none"> 1 Going Home 2 On the Way 3 Arriving Home 4 Home Hobbies 5 Dinnertime | Addresses and types of houses Modes of transportation Words and phrases found on signs Parts of a house Hobbies Household chores |

| Grammar and Structures | Listening / Reading | Writing / Speaking |
|---|--|--|
| <p>Lesson 1 <i>what time</i> questions and their answers</p> <p>Lesson 2 Simple present: <i>go</i> and <i>do</i>; <i>before</i> and <i>after</i> phrases</p> <p>Lesson 3 <i>how often</i> and adverbs of frequency</p> <p>Lesson 4 More <i>where</i> questions and their answers</p> <p>Lesson 5 More <i>how</i> questions and their answers</p> | <p>R & L: Reading about the details of people's routines</p> <p>R: Reading clocks to tell time</p> <p>R: Labeled pictures</p> <p>R & L: Descriptions of buildings</p> <p>R & L: Reading and listening to directions</p> | <p>S: Telling time</p> <p>S: Talking about when things happen</p> <p>W: Filling out a class schedule</p> <p>W & S: Describing habits</p> <p>S: Describing buildings</p> <p>W: Writing directions and drawing a map</p> <p>W: Describing other people's routines</p> |
| <p>Lesson 1 Adjectives and linking verbs</p> <p>Lesson 2 Adjectives before nouns</p> <p>Lesson 3 Adverbs of frequency with <i>be</i></p> <p>Lesson 4 More <i>how</i> questions: <i>how</i> + adjective/adverb</p> <p>Lesson 5 Intensifiers</p> | <p>R & L: Descriptions of buildings on campus and places inside them</p> <p>R & L: A phone conversation</p> <p>L: Taking notes on things you hear</p> <p>R & L: Conversations asking for information</p> <p>R: A university brochure</p> | <p>W & S: Describing rooms, offices, and other places in a building</p> <p>S: Pronouncing phone numbers and other numbers</p> <p>W & S: Having a short conversation by phone</p> <p>W & S: Using notes to help you describe a place</p> <p>S: Asking questions to get information</p> <p>W & S: Describing weather and places that are outside</p> |
| <p>Lesson 1 Present continuous tense</p> <p>Lesson 2 <i>want</i> and <i>would like</i></p> <p>Lesson 3 Questions with <i>what</i> and <i>what kind (of)</i></p> <p>Lesson 4 Questions with <i>what</i> and <i>which</i></p> <p>Lesson 5 Questions with <i>how many</i> and <i>how much</i>; uncountable nouns</p> | <p>R & L: A conversation about where someone is going</p> <p>R & L: A request for help from a librarian</p> <p>R & L: Conversations about what to eat or drink</p> <p>L: People ordering food in a restaurant</p> <p>R: Reading about books in a bookstore</p> | <p>S: Discussing what people and animals are doing</p> <p>S: Discussing what you want or would like</p> <p>S: Talking about food, cooking, and eating</p> <p>W: Taking notes and using them to write a paragraph</p> <p>S: Listing things you buy or want</p> <p>W & S: Things you want to do</p> <p>S: Discussing what is required for certain activities</p> <p>S: Role-playing a transaction in a bookstore</p> |
| <p>Lesson 1 Present continuous in information questions, including subject questions</p> <p>Lesson 2 Negative imperatives; conjunction <i>or</i></p> <p>Lesson 3 Conjunctions <i>and</i> and <i>but</i></p> <p>Lesson 4 Simple present: <i>like</i> in statements and questions</p> <p>Lesson 5 Simple present: <i>can</i></p> | <p>R & L: A conversation between a taxi driver and a passenger</p> <p>R: Reading signs</p> <p>R & L: Reading paragraphs and listening to monologues</p> <p>L: Descriptions of houses</p> <p>R: A description of how to make an omelet</p> <p>R: An advertisement for a house</p> | <p>S: Giving an address</p> <p>S: Talking about people who are going places</p> <p>W: Writing classroom rules</p> <p>S: Describing houses</p> <p>W & S: Listing and discussing hobbies</p> <p>W & S: Taking notes and talking about things you and your classmates can do</p> <p>W: Writing a how-to paragraph</p> <p>W: Writing an advertisement</p> |

Module 1 Goals

Understand and use basic introductions, greetings, and farewells

Ask and answer simple personal questions; describe yourself simply

Ask and answer basic questions

Understand and use words and phrases about family, personal details, and simple everyday situations

Understand and use common classroom language

Understand and use numbers to count

Understand and use simple words in descriptions of objects (for example, colors)

Module 1 Preview

Preview

Look at pages 8 to 33. What pages are these things on?

names of colors _____

a green clock _____

telephones _____

a truck _____

Discuss

Talk about the questions with a partner.

1. Do you think the people are workers or students?
I think the ... are ...
2. In English, what is the name of your country?
In ..., the name of my country is ...
3. What's the name of your language?
The ... of my language is ...
4. What are some greetings in your language?
In my language, ... and ... are greetings.
5. Do you greet your teachers in your language or in English?
I greet my teachers in ...



Unit 1



Unit 2

Scan the QR code to watch a preview video.

Lesson 1

What's your name?



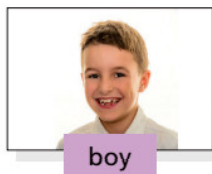
A Model Conversation

Read the conversation. Then listen. Track 02

Woman: Hello. Are you the tutor?
Man: Yes, I am. Are you here for tutoring?
Woman: Yeah. Is it just me?
Man: No, I have a list of seven names here. What's yours?
Woman: It's Maya.
Man: Maya. Yep, right here. Your last name is Mandelli, right?
Maya: Yeah, that's me.
Man: Great. My name's Martín, by the way. Martín Abreu.

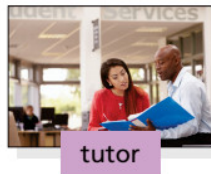
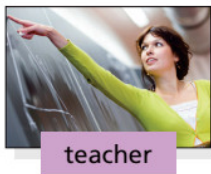
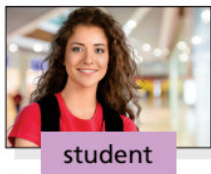
B Vocabulary: People

Study the words. Then listen to the conversation again and fill in the blanks. Track 02



← People

People at school →



1. Maya is the **a** _____. She is a **b** _____. Her **c** _____ name is Mandelli.
2. The **a** _____ is Martín. His last **b** _____ is Abreu. He is a **c** _____.
3. They **a** _____ not **b** _____.

C In Your World

Look at the name tags. Write your first name and last name on a tag. Then choose a partner. Ask his or her name and design a name tag for him or her.

What is your name?

HELLO!
My name is

What is your partner's name?

HELLO!
My name is

D Grammar

Simple present: *be*

Brief note

Use *he* for a man, *she* for a woman, and *it* for a thing.

| <i>be</i> questions | answers to <i>be</i> questions | <i>be</i> statements |
|---------------------|--|-------------------------------|
| Am I a student? | ✓ Yes, you are (a student). | You're a student. |
| Are you a teacher? | ✗ No, I'm not (a teacher). | I'm not a teacher. |
| Is he a man? | ✓ Yeah (, he's a man). | He's a man. |
| Are we classmates? | ✗ Nope (, you're not classmates). | You're not classmates. |
| Are you girls? | ✓ Yep (, we're girls). | We're girls. |
| Are they friends? | ✗ No, they aren't (friends). | They aren't friends. |

Brief note

Yep, *yeah*, and *nope* are informal. Use them with your friends.

E Grammar Practice

Write *be* questions. Then (circle *yes* or *no* and) fill in the blanks.

- Q: _____ you John? A: (Yes / No), _____ Daniel.
- Q: _____ you teachers? A: (Yes / No), _____ are teachers.
- Q: _____ he your boss? A: Yes, _____ is my _____.
- Q: Are _____ our teacher? A: Yes, I'm _____ teacher.
- Q: Is _____ your dog? A: No. _____ a cat.

F Use the Language

Introductions

- Think of your first meeting with an important person—a friend, your boyfriend or girlfriend, your boss, etc. Write the first conversation between you and that person.



A: _____

B: _____

A: _____

B: _____

- Choose a partner. Role-play your conversation.

Lesson 2

I'm the teacher.



A Model Conversation

Read the conversation. Then listen. Track 03

Brief note

We say "oh" when we're surprised.

- Woman:** Hi. Is this the chemistry class?
Man: Yep, it sure is.
Woman: Great. I'm Bren. So, you're in this class too? Then we're classmates. What's your name?
Man: **Oh.** No, we're not classmates, actually. I'm not a student. I'm the teacher.
Bren: **Aha.** The teacher. Sorry. That's embarrassing.
Man: No, don't be embarrassed. It's not a problem. Anyway, I'm Mr. Pearl.
Bren: Mr. Pearl. Well, it's good to meet you, Mr. Pearl.
Mr. Pearl: Good to meet you too, Bren. So, are you a new student?
Bren: Yeah, it's my first day in this school.
Mr. Pearl: Well, welcome to chemistry class.

Brief note

We say "aha" when we learn or understand something.

B Vocabulary

Study the expressions. Then fill in the blanks, and then listen. Track 04

| Greetings | Other common expressions |
|---|---|
| Hello. Hi. Hey. <i>Brief note</i> Hey is informal. | Please People } call me (name). (But) You can |
| Q: How's it going? / How are you (doing)? A: (I'm...) (Very) Well/Good. Not bad. Okay. All right. (Thanks.) | Q: How/What about } you? A: Me too. / Not me. Q: And |
| Good morning/afternoon. It's good to see you. | I'm sorry. What? / Could you repeat that? |
| Introductions | |
| Nice/Good to meet you. Welcome. I'm... / My name is... I'm new here. / I'm a new student here. | |

- Man: **a** _____ morning, Cynthia.
 Cynthia: Hey, Frank. How **b** _____ you?
 Frank: Not **c** _____, thanks. And you?
 Cynthia: I'm all right.
- Man: Hi. I'm Robert Dixon, but please **a** _____ me Bob. I'm a new teacher **b** _____.
 Woman: It's nice to **c** _____ you, Bob.

C About You

Circle the correct answer. Then fill in the blank.

- I (am / am not) a new student here.
- People call me _____.

D Grammar

Short forms (contractions)

| subject pronouns | be verbs | short forms |
|------------------|----------|---------------------|
| I | am | I'm |
| you | are | you're |
| he / she / it | is | he's / she's / it's |
| we | are | we're |
| you (guys/all) | are | you're |
| they | are | they're |

Brief note

Use short forms often. Use long forms (subject pronoun + be) to highlight.

Brief note

You can mean one person or many people. Americans often say *you guys* or *you all* for more than one person.

E Grammar Practice

Look at the model conversation and fill in the blanks with the long forms.

- Hello. _____ Bren.
- _____ a new student.
- _____ not classmates.
- _____ the teacher.

F Pronunciation

Short forms and intonation

- Listen to the conversations. Look at the underlined words. Does the speaker use the long form or the short form? Why?

- Listen again and repeat.

G Listen to Speak

Listen to two conversations. Which conversation matches the picture? Why do you think so? 

Tell your partner. Does your partner agree? Why or why not? Write.



Lesson 3

Titles

A Model Conversation







Read the conversation. Then listen.  Track 07

Woman: Hello, Mr. Garza.
Mr. Garza: Oh. Hi, Miss Wells. Please call me Jimmy.
Miss Wells: Okay, then you can call me Angela.
Jimmy: All right. And how are you today, Angela?
Angela: I'm good, Jimmy. What about you?
Jimmy: Yeah, I'm okay too. Is the teacher here?
Angela: Mrs. Watson? I don't know. I don't see her.



B Vocabulary

Study the words and phrases. Listen and repeat. Then try to add more jobs.  Track 08

| Marital status | Jobs | | Other jobs |
|--|---|--|--|
| <div style="display: flex; justify-content: space-between;"> husband wife </div>  <p style="text-align: center;">married</p> |  <p style="text-align: center;">doctor</p> |  <p style="text-align: center;">professor</p> | <div style="border: 1px solid black; height: 200px; width: 100%;"></div> |
|  <p style="text-align: center;">single</p> |  <p style="text-align: center;">truck driver</p> |  <p style="text-align: center;">police officer</p> | |

C Vocabulary: Titles

man: Mister (Mr.) woman: Ms.
 married woman: Mrs. unmarried woman: Miss
 medical doctor or PhD: Doctor (Dr.)
 university professor: Professor (Prof.)

Listen and practice.  Track 09

1. Mr. & Mrs. Smith
2. Prof. Alvarez
3. Ms. Green
4. Dr. Jones
5. Miss Perkins

D About You

Fill out the first part of a visa application form.

What country are you going to?

VISA APPLICATION

Visa application time: 9:00–11:00 a.m. M-F
 Visa pick-up time: 11:00 a.m.–12:00 p.m. M-F

Part 1: Personal Information

Title Mr. ___ Mrs. ___ Miss ___ Ms. ___
 Marital Status Single ___ Married ___ Divorced ___ Widow(er) ___ Other ___

| | |
|------------------------------|-----------------------|
| Name Given Name (First Name) | Surname (Family Name) |
| _____ | _____ |

E Grammar

Short forms (contractions) in negative statements

| short forms in negative statements | |
|------------------------------------|---------------------------|
| I'm not | we're not / we aren't |
| you're not / you aren't | you're not / you aren't |
| he's not / he isn't | they're not / they aren't |
| she's not / she isn't | |
| it's not / it isn't | |



F Grammar Practice

Fill in the blanks with a short form or a title.

- I'm Jimmy. I'm a student. _____ a truck driver.
- Angela Wells is single. S _____ married. _____ Wells is a student.
- The teacher is a woman. S _____ a man. _____ married. Her name is _____ Watson.

G Use the Language

Introducing other people


- Give the people names, jobs, and titles. Are they married?



First name: _____
 Last name: _____
 Marital status: _____
 Job: _____
 Title: _____



Name: _____
 Surname: _____
 Married? Yes / No
 Occupation: _____
 Title: _____



Given name: _____
 Family name: _____
 Married / Unmarried
 Career: _____
 Title: _____

- Choose a partner. Take turns introducing the people above to your partner. Use affirmative and negative statements.
- Write an introduction about one of your partner's people.

Lesson 4

Where are you from?



A Model Conversation

Read the conversation. Then listen. Track 10

Advisor: Hi. Are you here for an advising appointment?

Woman: Yes, I am.

Advisor: Great. And your name is Biyu?

Woman: Yes, that's right.

Advisor: That's a pretty name. What's your last name, Biyu?

Biyu: It's Yang.

Advisor: Oh. Are you from Korea? I have a lot of students from there.

Biyu: I'm actually from Peru. But my parents are Chinese.

Advisor: Chinese Peruvian. That's interesting. What part of Peru are you from?

B Vocabulary: Countries and nationalities

Study the words and phrases. Listen and repeat. Then try to add more countries and nationalities. Track 11

| | | | | | | | |
|-------------|-----------|----------|---------|----------|-----------|-------------|-------------------|
| Country | Brazil | Canada | Chile | China | Colombia | Costa Rica | Egypt |
| Nationality | Brazilian | Canadian | Chilean | Chinese | Colombian | Costa Rican | Egyptian |
| Country | Japan | Korea | Mexico | Peru | Spain | Thailand | the United States |
| Nationality | Japanese | Korean | Mexican | Peruvian | Spanish | Thai | American |

Other countries: _____

Other nationalities: _____

C Common Questions and Answers

Study the words and phrases. Then practice with a partner.

Where are you from?

A: What part of (country name) are you from?
= Where in _____ are you from?

B: I'm from _____.

A: What nationality are you?

B: I'm (nationality).

How do you spell that?

(Answer with letters of the alphabet.)

That's nice.

That's interesting.

That's a nice (noun).

That's an interesting _____.

D About You

Continue the visa application form.

| | |
|---|----------------------|
| Date of Birth (mm/dd/yyyy) | Nationality |
| _____ | _____ |
| Place of Birth | Nationality at Birth |
| _____ | _____ |
| Profession (Please list current position only.) | |
| _____ | |
| Employer/Organization | |
| _____ | |

E Grammar

be questions with question words

How...?

Where...?

What...?

| question word + be + subject + ... | subject + be + ... |
|------------------------------------|-------------------------|
| How are you today? | I'm very well, thanks. |
| Where is your boss from? | She's from Istanbul. |
| What is your last name? | It's Demir. |
| Where are we? | We're in the classroom. |
| How are you guys? | We're okay. |
| Where in Peru are they from? | They're from Lima. |

F Grammar Practice

Look at the answers. Use the words in the box to make questions. Remember to capitalize the first letter.

from going all right is are you where are you how it

1. Q: _____? A: From Ankara, in Turkey.
2. Q: _____? A: Yes, I am.
3. Q: _____? A: Very well, thanks.

G Use the Language

Labeling a map

1. Using the Internet, label five countries. Try to label countries with English names that your classmates don't know.



2. What countries did you label? Tell your teacher the nationalities of people from those countries.
3. Do you have any countries/nationalities that your classmates don't have? How many? _____

Lesson 5

Bye.



A Model Conversation

Read the conversation. Then listen. Track 12

Woman: Hi. Aren't you Mr. Khalifa?
Man: I am, yes. And you are...?
Kristina: Kristina. I'm a new student. I'm in your class tomorrow.
Mr. Khalifa: Tomorrow—the English for Academic Writing course, right?
Kristina: Yep, that's the one. At 12 o'clock. Some of my friends are in there, too.
Mr. Khalifa: Oh yeah? What are their names?
Kristina: Tucker, Jameson, and Wyatt.
Mr. Khalifa: Oh, those guys. I know them. They're very good students. **Anyway**, I have to be going. See you in tomorrow's class.
Kristina: All right. Have a good day.
Mr. Khalifa: You too.

Brief note

We say "anyway" to change the topic.

B Vocabulary: Farewells

Study the expressions. Try to add more. Then practice with a partner.

| At the end of class (teacher) | The farewell | Other farewells |
|---|---|-----------------|
| That's all for today. We'll stop here. | See you (later / tomorrow / soon / then). Have a good morning / afternoon / day / night. | _____ |
| Before a farewell | Good night. Take care. Bye / Goodbye. | _____ |
| I should... ...go. | | _____ |
| I have to... ...be going. | | _____ |
| I've got to... ...get going. | | _____ |

C In Your World

Fill in the blanks to complete the conversation. Then practice with a partner. Pretend it's the end of class.

(Teacher: That's all for today.)

You: All right. Well, I should _____. What _____ you?

Partner: Me too. See _____.

You: Yep. Have a _____.

★ Change roles and practice again. Don't look at the book—look at your partner.

D Quick Review

Look back at the brief notes in this unit.

- Where are the words? Write the lesson number. *aha* _____ *oh* _____ *hey* _____
- Write 4 informal words: _____

E Grammar

Possessives

Brief note

These words go before a noun.

| singular | plural |
|----------------------|---------------------|
| my | our |
| your | your |
| his / Jameson's | their / my friends' |
| her / Miss Khalifa's | |
| its / tomorrow's | |

Brief note

It's is a contraction meaning *it is*.
Its is possessive.

F Grammar Practice

Look back at parts A and E. Fill in the blanks with words or letters from the box to complete the table.

's class her friends class s' names 's their 's his its

| name + '-s' / '-s' | possessive adjective | noun |
|----------------------|----------------------|-----------|
| 1. Kristina _____ | 2. _____ | 3. _____ |
| 4. my friend _____ | 5. _____ | 6. _____ |
| 7. Mr. Khalifa _____ | 8. _____ | 9. _____ |
| 10. tomorrow _____ | 11. _____ | 12. _____ |

G Use the Language

Farewells

Talk to a partner. Describe the situations in the pictures.



What farewells do the people use? Write.

- The woman: _____
- The father: _____
- The mechanic: _____

H Read to Speak

English speakers sometimes say *goodbye* using words from other languages. On the Internet, find three of these goodbyes. Write the words below.

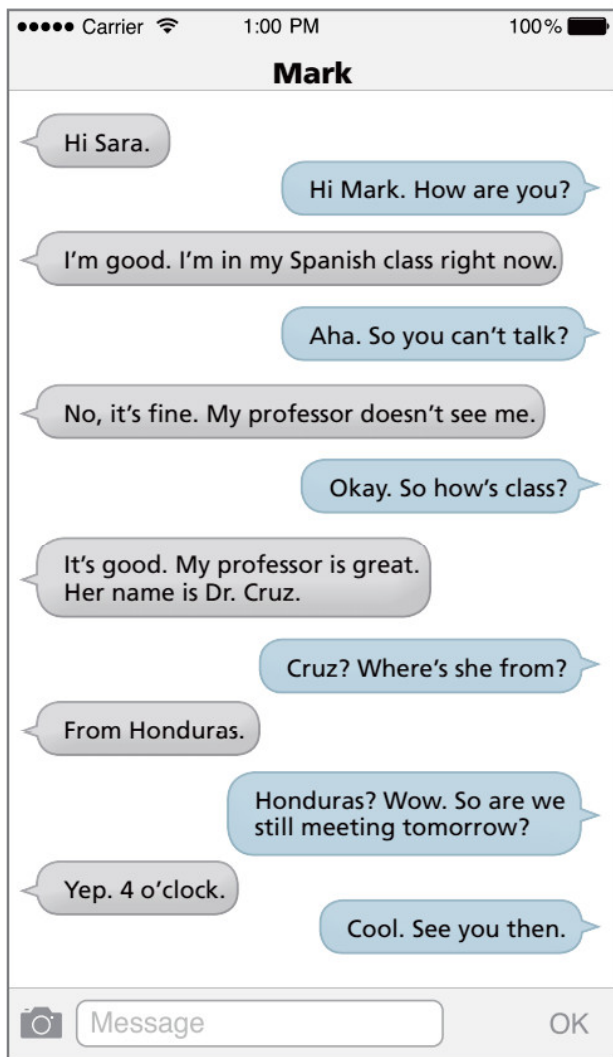
Pick one of these words. Find classmates who have the same word. Form a group and explain the word to your class. What language is it from? What does it mean?

Active Review

A Chatting

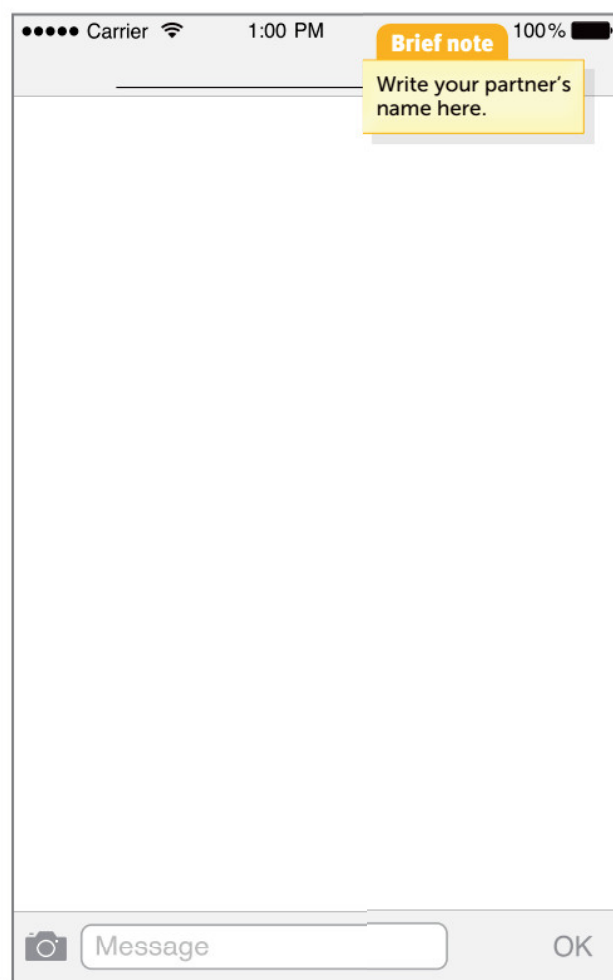
Read the chat and answer the questions below.

1. What's the name of the student who takes a Spanish class? _____
2. Who's from Honduras? _____
3. When are they meeting? _____



B Write a Chat

Chat with a partner. Use language from the unit to describe yourself, a friend, a classmate, or a teacher. Use your phone or write on a separate piece of paper. Then copy it here.



C Reminder

Some Module 1 Goals in Unit 1

Put a check mark (✓) next to the things you can do.

- _____ Understand and use basic introductions, greetings, and farewells
- _____ Ask and answer simple personal questions; describe yourself simply
- _____ Ask and answer basic questions

A Read to Speak

Read the list of popular baby names from 2016.* Listen to their pronunciations. Then choose ten names and look up their meanings. Which name is your favorite? 🎧 Track 13

| Rank | Boy | Meaning | Girl | Meaning |
|------|-----------|---------|-----------|---------|
| 1 | Noah | | Emma | |
| 2 | Liam | | Olivia | |
| 3 | Ethan | | Ava | |
| 4 | Mason | | Sophia | |
| 5 | Lucas | | Isabella | |
| 6 | Oliver | | Mia | |
| 7 | Aiden | | Charlotte | |
| 8 | Logan | | Harper | |
| 9 | Elijah | | Abigail | |
| 10 | James | | Amelia | |
| 11 | Benjamin | | Emily | |
| 12 | Jacob | | Madison | |
| 13 | Jack | | Avery | |
| 14 | Jackson | | Sofia | |
| 15 | Michael | | Lily | |
| 16 | Alexander | | Chloe | |
| 17 | William | | Ella | |
| 18 | Luke | | Aria | |
| 19 | Carter | | Evelyn | |
| 20 | Gabriel | | Scarlett | |
| 21 | Owen | | Riley | |
| 22 | Daniel | | Aubrey | |
| 23 | Matthew | | Elizabeth | |
| 24 | Henry | | Layla | |
| 25 | Grayson | | Ellie | |

* from *babycenter.com*

B Write to Speak

Who are some popular celebrities in your country? Write five names.

C Now Speak

1. Congratulations. You're a celebrity! Use the information above to choose a name for yourself.

What's your (first and last) name?

2. You and your partner are celebrities. You meet at a party. Introduce yourselves to each other.

3. Stand up with your celebrity partner. Introduce him or her to the class.

Lesson 1

What do you have in here?

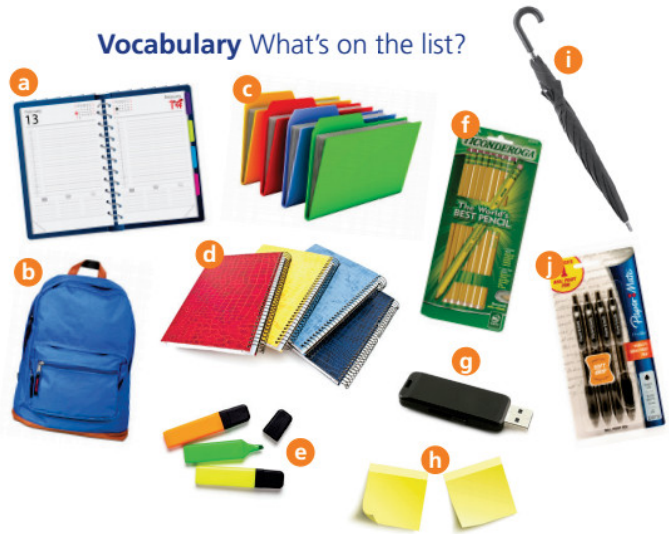
A Authentic Text: A shopping list

Read the list. Then listen. Match the pictures with the words on the list. Track 14

Beginning-of-semester shopping list

| Things I need: |
|---|
| a planner |
| a backpack |
| a pack of pens (4) and a pack of pencils (10) |
| 4 notebooks |
| 4 folders |
| highlighters—a yellow, a green, and an orange |
| a USB flash drive (8 GB) |
| an umbrella |
| some sticky notes |

Vocabulary What's on the list?



B Vocabulary: Numbers

Study the words. Then practice with a partner.

| | | | | | | | | | |
|-----------|---------------|---------------|-----------------|----------------|----------------|---------------|-----------------|-----------------|----------------|
| 0 zero | 1 one | 2 two | 3 three | 4 four | 5 five | 6 six | 7 seven | 8 eight | 9 nine |
| 10 ten | 11 eleven | 12 twelve | 13 thirteen | 14 fourteen | 15 fifteen | 16 sixteen | 17 seventeen | 18 eighteen | 19 nineteen |
| 20 twenty | 21 twenty-one | 22 twenty-two | 23 twenty-three | 24 twenty-four | 25 twenty-five | 26 twenty-six | 27 twenty-seven | 28 twenty-eight | 29 twenty-nine |

C Listen and repeat. Track 15

- 13 (thirteen), 30 (thirty)
- 14 (fourteen), 40 (forty)
- 15 (fifteen), 50 (fifty)
- 16 (sixteen), 60 (sixty)
- 17 (seventeen), 70 (seventy)
- 18 (eighteen), 80 (eighty)
- 19 (nineteen), 90 (ninety)

D Practice with your partner. Take turns. Say a number from part C. Your partner writes it. Is it correct?

E Say the numbers. Then listen. Track 16

-
-
-
-
-

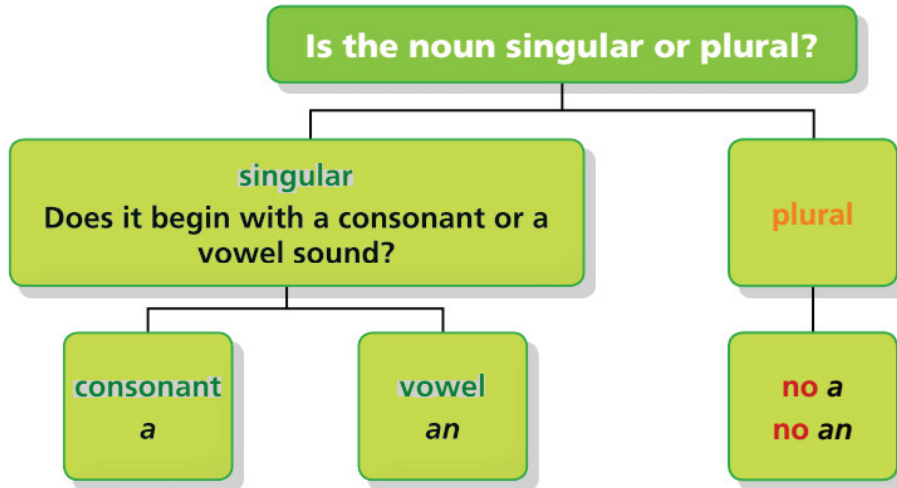
F In Your World

Fill in the blanks with numbers and names of things.

What's in your classroom? I see _____, _____, and _____.

G Grammar

Articles *a* and *an*



Brief note

See the Grammar Reference (p. 119) for more on vowels.

H Grammar Practice

Brief note

This *-s* means the noun is plural.

1. Write *a*, *an*, or *x*.

- a. ___ articles b. ___ vowel c. ___ consonant d. ___ number e. ___ boards
f. ___ opposite g. ___ boys h. ___ name i. ___ woman j. ___ Australian

2. Fill in the blanks with the words from the box.

egg

item

language

staple

- k. an _____ l. a _____ m. a _____ n. an _____

I Use the Language

Making lists

List 1: Ask a partner about his or her items and list them below.

Do you have a notebook?

Do you have a(n) _____?

Do you have _____s? How many?

Brief note

See Lesson 2 (next 2 pages) for more information about *have* and *has*.

List 2: Choose a second partner. Listen to information about his or her first partner and write.

My partner has a notebook.

He has a(n) _____.

She has ten _____s.

Lesson 2

What do you have outside?

A Authentic Text: A survey question

Read the instructions and fill out the survey form. Then discuss the questions below.

| | | |
|--|---------------------------------------|---|
| What do you have? Put a check mark (✓) next to all that apply. | <input type="checkbox"/> a girlfriend | <input type="checkbox"/> a dog |
| | <input type="checkbox"/> a boyfriend | <input type="checkbox"/> a cat |
| | <input type="checkbox"/> a bicycle | <input type="checkbox"/> a game console |
| | <input type="checkbox"/> a car | <input type="checkbox"/> a laptop computer |
| | <input type="checkbox"/> an airplane | <input type="checkbox"/> a tablet computer |
| | <input type="checkbox"/> a bus card | <input type="checkbox"/> a desktop computer |

1. Talk about what you have with a partner.
2. What does "put a check mark next to all that apply" mean?

B Vocabulary

Look at the pictures. Fill in the blanks with vocabulary from the survey.

| | |
|---|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

C About You

Make a list of what you have. Don't use words from above.

| |
|--|
| |
| |
| |
| |
| |
| |
| |
| |

D Grammar

Simple present: *have*

| <i>have</i> questions and answers | | <i>have</i> statements |
|--|---|---|
| Do I / you / we / they have a car? | ✓ Yes, I do. (Yep, Yeah) X No, I don't. (Nope) | I have a car. I don't have a car. |
| Does he / she / it have a computer? | ✓ Yeah, it does. X Nope. | It has a computer. It doesn't have a computer. |

Brief note

Remember to use an article with a singular noun or -s with a plural one.

E Grammar Practice

Fill in the blanks with words or letters from the box. Remember to capitalize.

has are does yes s do a nope an

- Q: _____ she have a backpack? A: Yeah, she does. She _____ three backpack_____.
- Q: _____ you have a list? A: _____.
- Q: _____ you _____ student? A: _____. I have _____ English class.

Fill in the blanks and circle the correct answers. Then practice the conversation with a partner.

- Man: ① _____ you have a dog?
Woman: Yeah, I ② (do / have). I ③ _____ a brown one. His name's Georgie. I love him.
Man: I ④ (have / don't have) one, but I really ⑤ (have / want) one.
- Woman: I'm a really lucky girl. I ① _____ a great friend.
Man: Oh, yeah? ② (What's her name / Where is she)?
Woman: It's a guy, actually. His name is Marco. He's Italian.
Man: Oh, cool. Yeah, you're lucky to ③ (be / have) a good friend.



F Use the Language

Writing about your things

Look back at part C. Choose 4 things you have. Write two sentences about each one.

1. I have _____. It's _____.
2. _____
3. _____
4. _____

Lesson 3

Whose is it?



A Authentic Text: A descriptive paragraph

Read the paragraph. Then listen. Track 17

My Backpack

My backpack is special because it's very colorful. It's yellow, pink, red, and blue. Right now it's really full. There's an apple in it. The apple is mine. Some other stuff in it isn't mine. There are four colorful pens in it. They're my classmate Juanita's. The orange and red notebook is hers, too. I have a brother, Mike. The tablet in my backpack is ours. We don't have two tablets because tablets are expensive. Anyway, that's my backpack. Tell me about yours.

B About You

Write a descriptive paragraph about something that's yours.

C Vocabulary: Colors

Study the words. Then listen and repeat. Track 18

Brief note

You saw yellow, green, and orange in Unit 2 Lesson 1.

| | | | |
|------------|------------|------------|-------------|
| red | yellow | blue | green |
| purple | pink | orange | magenta |
| gray | black | white | brown |

D In Your World

Talk to your partner about what you see. Use these questions and statements:

- What do you see? I see a(n) _____. I see _____.
 What color is it? What color are they? Whose is it? Whose are they?

Brief note

Answer with a possessive adjective or a noun ending with '-s' / '-s'. Look back at Unit 1 Lesson 5 OR preview the next page and answer with a possessive pronoun.

E Grammar

Possessives: pronouns and questions

Brief note

For *it*, don't use a possessive pronoun. Use the noun.

Q: Whose bowl is it?

✓ A: The dog's. ✗ A: Its.

| questions | | | possessives | |
|-----------|----------|--------|-------------|---|
| Whose | noun | is/are | pronoun | |
| Whose | backpack | is | it? | Mine. Yours. Hers. / His. The teacher's. |
| | tablets | are | they? | |

F Grammar Practice

Fill in the blanks with a word, an *s*, or an *'s*.

- Q: _____ egg is it? A: It's your egg. It's _____.
- Q: Is Julia _____ backpack red? A: Yes, _____ has a red backpack.
- Q: Is it _____ pencil? A: Yes, _____ mine. _____ eraser is yellow.
- Q: Whose pencil _____ she have? A: She _____ her pencil. It's _____.

Put the words in order to make (1) a question and (2) a statement. Use one capital letter in the question and one in the statement.

- theirs / is / it (1) _____? A: Yes, it is.
 (2) _____.

G Use the Language

Talking about your things

Talk with your partner about things you have and things your partner has. Use vocabulary and grammar from Lessons 1, 2, and 3. Take notes.

Partner _____ Me _____

Brief note

Take notes means write things you see or hear.

Remember and write things from your conversation. Circle the speaker.

Brief note


The *speaker* is the person who talks.

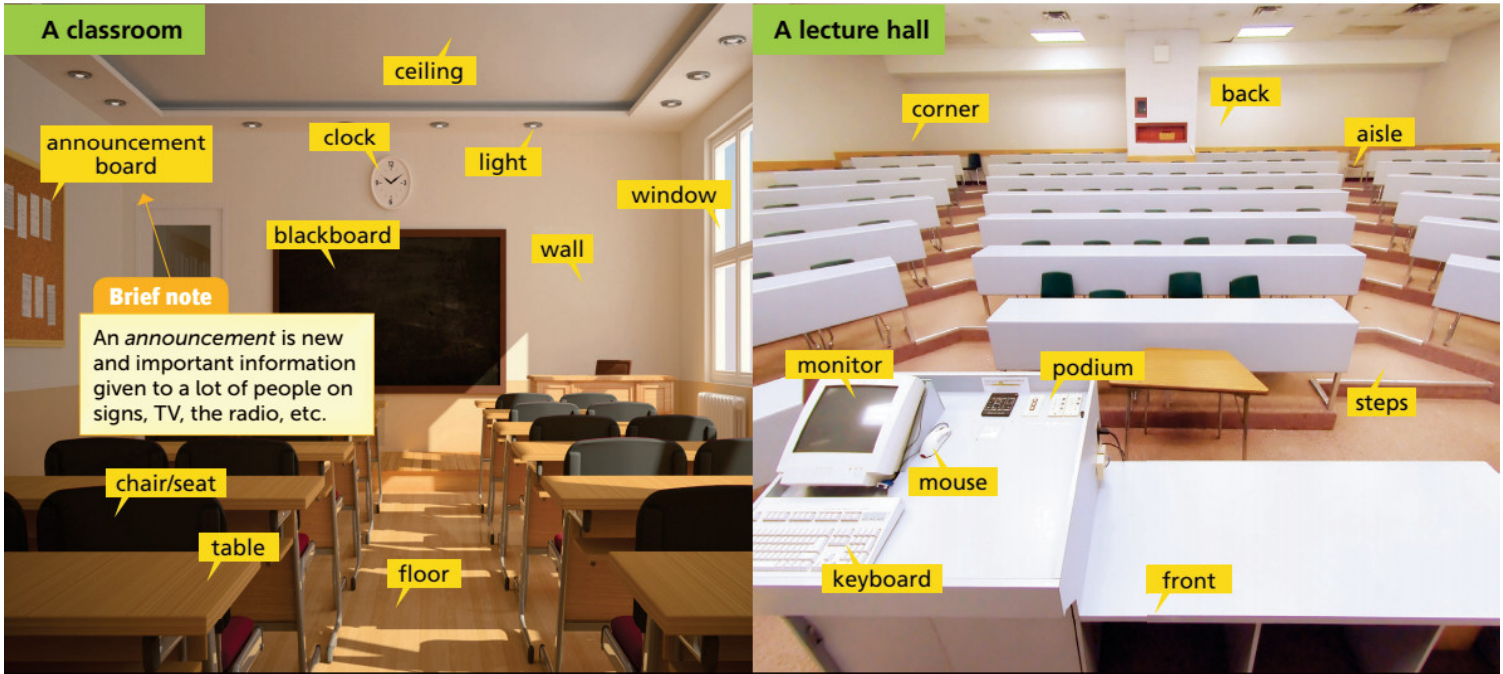
Me / Partner: _____
 Me / Partner: _____
 Me / Partner: _____
 Me / Partner: _____
 Me / Partner: _____

Lesson 4


The Things Around You

A Authentic Text: Labeled pictures

Study the labels. Then listen. 



B Listening

Description of a room 

Brief note

Look at the words *chair* and *seat*. Ask your teacher about the word *sit*.

Listen to the description of a room. Is it the classroom on the left or the right? _____

C In Your World

1. Look around your classroom. Ask your teacher about things. Say, "What do you call this in English?"
2. What's in your classroom? Using the labels above and your teacher's answers, make a list.

Things in my classroom

| |
|--|
| |
| |
| |
| |
| |

D Grammar

Questions and statements with *there is* and *there are*

| singular noun | plural noun |
|--|--|
| Is there a clock? There is a clock. | Are there clocks? There are clocks. |

Brief note

Notice the difference between *their*, *there*, and *they're*. Explain the difference to your teacher.

E Grammar Practice

Fill in the blanks with *is*, *are*, *a*, *an*, or *x*.

- There _____ umbrella.
- There _____ Australians.
- There _____ question.
- There _____ questions.
- There _____ answers.
- There _____ egg.
- There _____ chair.
- There _____ case.
- There _____ eggs.
- There _____ paragraph.

Circle the correct answers.

- (There / Are) you a student?
- (There / You) is a chair.
- There (is / am) a student.
- Your teacher (is / there is) in his chair.
- (Are / There are) you a teacher?
- (There is / There are) eggs in my pencil case.
- (There is / Is there) a folder on my desk.
- (There is / Is there) a folder on my desk?
- (Are / There) there pens and pencils?
- Yes, (there / you) are.

F Prewrite

Fill in the blanks with *is* or *are* and a noun. Add an article for singular nouns and an -s for plural nouns. Use numbers, too.

- In my university classroom, there _____.
- On my desk, there _____.
- On the wall, there _____.
- There _____ also _____.

G Use the Language

Writing descriptive paragraphs

Write a short descriptive paragraph about your classroom.

A Text Markup

Read the paragraph. Then follow the instructions below.

Describing My Classroom

Now I'm in my classroom. I see things. I see things I have. I see things my classmates have. I see things my teacher has. My things are on my desk. My English book is on my desk. My pens and pencils are next to it. There is one pencil. The pencil is on the right side of the book. There are three pens on the book's left side. A blue pen is between two black pens. The backpack under my chair is mine, too. My pencil case, dictionary, and folder are inside it. I don't see them. I see my classmates' desks around me. My teacher's things are in front of me. The big desk is hers. On it, there is a computer. It's hers, too. Her chair is behind the desk, and the board is behind the chair. **Of course**, there are also walls, a floor, and a ceiling in the room. I am between the ceiling and the floor, and the walls are around me.

1. Underline the articles one time.
2. Put a star (*) on the right side of the *have* verbs.
3. Underline the possessive pronouns two times.
4. Put a square around every *there is* or *there are*.

Brief note

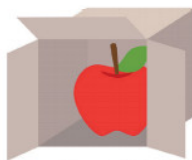
"Of course" means something is natural or expected.

B Vocabulary: Prepositions of location

Listen. Use your hands to practice as you repeat. 



on



in (inside)



next to (beside)



in front of



behind



on the left side of

between

on the right side of



under



around

Now circle the prepositions in the paragraph above.

C In Your World

Talk to your partner about what you see. Use these questions:

What do you see?

Where is it?