



# FLAGSHIP

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**Contact:** soporte@pearson.com

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# SCOPE AND SEQUENCE

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
<p><b>UNIT 1</b></p> <p><b>Names and Occupations</b> PAGE 10</p>	<ul style="list-style-type: none"> <li>Tell a classmate your occupation</li> <li>Identify your classmates</li> <li>Spell names</li> </ul>	<ul style="list-style-type: none"> <li>Occupations</li> <li>The alphabet</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More occupations</li> </ul>	<ul style="list-style-type: none"> <li>Verb <u>be</u>:               <ul style="list-style-type: none"> <li>Singular and plural statements, contractions</li> <li><u>Yes / no</u> questions and short answers</li> <li>Common errors</li> </ul> </li> <li>Subject pronouns</li> <li>Articles <u>a / an</u></li> <li>Nouns:               <ul style="list-style-type: none"> <li>Singular and plural / Common and proper</li> </ul> </li> </ul> <p><b>GRAMMAR BOOSTER</b> Extra practice</p>
<p><b>UNIT 2</b></p> <p><b>About People</b> PAGE 20</p>	<ul style="list-style-type: none"> <li>Introduce people</li> <li>Tell someone your first and last name</li> <li>Get someone's contact information</li> </ul>	<ul style="list-style-type: none"> <li>Relationships (non-family)</li> <li>Titles</li> <li>First and last names</li> <li>Numbers 0–20</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More relationships / More titles</li> </ul>	<ul style="list-style-type: none"> <li>Possessive nouns and adjectives</li> <li><u>Be from /</u> Questions with <u>Where</u>, common errors</li> <li>Verb <u>be</u>: information questions with <u>What</u></li> </ul> <p><b>GRAMMAR BOOSTER</b> Extra practice</p>
<p><b>UNIT 3</b></p> <p><b>Places and How to Get There</b> PAGE 30</p>	<ul style="list-style-type: none"> <li>Talk about locations</li> <li>Discuss how to get places</li> <li>Discuss transportation</li> </ul>	<ul style="list-style-type: none"> <li>Places in the neighborhood</li> <li>Locations</li> <li>Ways to get places</li> <li>Means of transportation</li> <li>Destinations</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More places</li> </ul>	<ul style="list-style-type: none"> <li>Verb <u>be</u>: questions with <u>Where</u></li> <li>Subject pronoun <u>it</u></li> <li>The imperative</li> <li><u>By</u> to express means of transportation</li> </ul> <p><b>GRAMMAR BOOSTER</b> Extra practice</p>
<p><b>UNIT 4</b></p> <p><b>Family</b> PAGE 40</p> <p><b>Reference Charts</b> PAGE 50</p> <p><b>Vocabulary Booster</b> PAGE 51</p>	<ul style="list-style-type: none"> <li>Identify people in your family</li> <li>Describe your relatives</li> <li>Talk about your family</li> </ul>	<ul style="list-style-type: none"> <li>Family relationships</li> <li>Adjectives to describe people</li> <li>Numbers 21–101</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Verb <u>be</u>:               <ul style="list-style-type: none"> <li>Questions with <u>Who</u> and common errors</li> <li>With adjectives</li> <li>Questions with <u>How old</u></li> </ul> </li> <li>Adverbs <u>very</u> and <u>so</u></li> <li>Verb <u>have / has</u>: affirmative statements</li> </ul> <p><b>GRAMMAR BOOSTER</b> Extra practice</p>
		<p><b>Grammar Booster</b> PAGE 54</p> <p><b>Writing Booster</b> PAGE 58</p>	

FLAGSHIP is designed for true beginning students or for students needing the support of a very low-level beginning course. No prior knowledge of English is assumed or necessary.

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING / WRITING
<ul style="list-style-type: none"> <li>Use <u>And you?</u> to show interest in another person</li> <li>Use <u>Excuse me</u> to initiate a conversation</li> <li>Use <u>Excuse me?</u> to indicate you haven't heard or didn't understand</li> <li>Use <u>Thanks!</u> to acknowledge someone's complying with a request</li> </ul>	<p><b>Listening Tasks</b></p> <ul style="list-style-type: none"> <li>Circle the letter you hear</li> <li>Identify correct spelling of names</li> <li>Write the name you hear spelled</li> <li>Identify the correct occupation</li> <li>Write the missing information: names and occupations</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Syllables</li> </ul>	<p><b>Reading Text</b></p> <ul style="list-style-type: none"> <li>Simple forms and business cards</li> </ul> <p><b>Writing Task</b></p> <ul style="list-style-type: none"> <li>Write affirmative and negative statements about people in a picture</li> </ul> <p><b>WRITING BOOSTER</b> <u>Guided writing practice</u></p>
<ul style="list-style-type: none"> <li>Identify someone's relationship to you when making an introduction</li> <li>Use <u>too</u> to reciprocate a greeting</li> <li>Begin a question with <u>And</u> to indicate you want additional information</li> <li>Repeat part of a question to clarify</li> <li>Repeat information to confirm</li> </ul>	<p><b>Listening Tasks</b></p> <ul style="list-style-type: none"> <li>Complete statements about relationships</li> <li>Circle the correct information</li> <li>Fill in names, phone numbers, and e-mail addresses you hear</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Stress in two-word pairs</li> </ul>	<p><b>Reading Text</b></p> <ul style="list-style-type: none"> <li>Short descriptions of famous people, their occupations, and countries of origin</li> </ul> <p><b>Writing Task</b></p> <ul style="list-style-type: none"> <li>Write sentences about your relationships</li> </ul> <p><b>WRITING BOOSTER</b> <u>Guided writing practice</u></p>
<ul style="list-style-type: none"> <li>Use <u>You're welcome</u> to formally acknowledge thanks</li> <li>Use <u>OK</u> to acknowledge advice</li> <li>Use <u>What about you?</u> to show interest in another person</li> </ul>	<p><b>Listening Tasks</b></p> <ul style="list-style-type: none"> <li>Write the places you hear</li> <li>Write the directions you hear, using affirmative and negative imperatives</li> <li>Circle the means of transportation</li> <li>Write <u>by</u> phrases, check destinations you hear</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Falling intonation for questions with <u>Where</u></li> </ul>	<p><b>Reading Texts</b></p> <ul style="list-style-type: none"> <li>Simple maps and diagrams</li> <li>Introductions of people, their relationships and occupations, where they live, and how they get to work</li> </ul> <p><b>Writing Task</b></p> <ul style="list-style-type: none"> <li>Write questions and answers about the places in a complex picture</li> </ul> <p><b>WRITING BOOSTER</b> <u>Guided writing practice</u></p>
<ul style="list-style-type: none"> <li>Use <u>And</u> to shift the topic</li> <li>Use <u>Tell me about</u> to invite someone to talk about a topic</li> <li>Use <u>Well</u>, to indicate you are deciding how to begin a response</li> <li>Use <u>And how about?</u> to ask for more information</li> <li>Use <u>Really?</u> to show interest or mild surprise</li> </ul>	<p><b>Listening Tasks</b></p> <ul style="list-style-type: none"> <li>Identify the picture of a relative being described</li> <li>Choose the adjective that describes the people mentioned in a conversation</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Number contrasts</li> </ul>	<p><b>Reading Texts</b></p> <ul style="list-style-type: none"> <li>A family tree</li> <li>A magazine article about famous actors and their families</li> </ul> <p><b>Writing Task</b></p> <ul style="list-style-type: none"> <li>Write a description of the people in your family</li> </ul> <p><b>WRITING BOOSTER</b> <u>Guided writing practice</u></p>




1  **CONVERSATION MODEL** Read and listen.



A: Hi. I'm Martin.  
B: Hi, Martin. I'm Ben.



A: Nice to meet you, Ben.  
B: Nice to meet you, too.

2  **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

**NOW YOU CAN** Introduce yourself

**PAIR WORK** Now introduce yourself to your classmates.

 **1:04 Greetings**  
Hi.  
Hello.  
I'm [Lisa].




 **1:05 Responses**  
Nice to meet you.  
Glad to meet you.  
It's a pleasure to meet you.

**1**  **CONVERSATION MODEL** Read and listen.

A: Hi, Len. How are you?  
 B: Fine, thanks. And you?  
 A: I'm fine.


**2**  **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

**3**  **VOCABULARY • More greetings** Read and listen. Then listen again and repeat.






**NOW YOU CAN** Greet people

**PAIR WORK** Now *greet* your classmates.

 **Greetings**  
 How are you?  
 How's everything?  
 How's it going?



 **Responses**  
 Fine. / I'm fine.  
 Great.  
 Not bad.  
 So-so.




1  **CONVERSATION MODEL** Read and listen.

A: Good-bye, Charlotte.

B: Good-bye, Emily.

A: See you tomorrow.


B: OK. See you!

2  **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



**NOW YOU CAN** Say good-bye

**PAIR WORK** Now **say** good-bye to your classmate.

 **1:13** Ways to say good-bye

Good-bye.

Bye.

See you later.

Take care.



**✓ NOW I CAN**

Introduce myself.

Greet people.

Say good-bye.

UNIT

# 1

# Names and Occupations



## COMMUNICATION GOALS


- 1 Introduce people.
- 2 Tell someone your first and last name.
- 3 Get someone's contract information.

## KEY VOCABULARY

- Relationships
- Titles and names
- Numbers 0 – 20

## KEY GRAMMAR

- Possessive nouns and adjectives
- 'Be from' / Questions with 'Where'
- 'Be' information questions with 'What'

1  **VOCABULARY • Occupations** Read and listen. Then listen again and repeat.



2 **PAIR WORK** Say the name of an occupation. Your partner points (☞) to the picture.

3 **GRAMMAR • Verb be: Singular statements / Contractions.**

Articles **a / an**  
a teacher an actor

**Affirmative statements / Contractions**  
I **am** Ann. / I'm Ann.  
You **are** an architect. / You're an architect.  
He **is** a teacher. / He's a teacher.  
She **is** a singer. / She's a singer.

**Negative statements / Contractions**  
I **am not** Jen. / I'm **not** Jen.  
You **are not** an artist. / You're **not** an artist. / You **aren't** an artist.  
He **is not** a student. / He's **not** a student. / He **isn't** a student.  
She **is not** a banker. / She's **not** a banker. / She **isn't** a banker.

**4 GRAMMAR PRACTICE** Write the article a or an for each occupation.

- |                          |                          |
|--------------------------|--------------------------|
| 1 I'm ..... architect.   | 4 He is ..... musician.  |
| 2 She's ..... student.   | 5 She is ..... singer.   |
| 3 He's not ..... banker. | 6 I'm not ..... athlete. |

**5 PAIR WORK** Point to the people on page 12. Say *He's* \_\_\_\_\_ or *She's* \_\_\_\_\_.

“ He's a teacher. ”

“ She's a flight attendant. ”

**6 VOCABULARY / GRAMMAR PRACTICE** Read the names and occupations. Write affirmative and negative statements.

- Orlando Bloom is an actor. He's not a singer.
- Luis Miguel .....
- Joo Yeon Sir .....
- Marta .....



**NOW YOU CAN** Tell a classmate your occupation

- 1:15 CONVERSATION MODE** Read and listen.  
A: What do you do?  
B: I'm an architect. And you?  
A: I'm a banker.
- 1:16 RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.
- CONVERSATION ACTIVATOR** With a partner, personalize the conversation. Use your own occupations.  
A: What do you do?  
B: I'm ..... And you?  
A: I'm .....
- CHANGE PARTNERS** Tell another classmate your occupation.



**1**  **VOCABULARY** • *More occupations* Read and listen. Then listen again and repeat.



**2** **GRAMMAR** • *Singular and plural nouns / Be: plural statements*

Singular nouns	Plural nouns
a chef	2 chefs
an athlete	3 athletes

Subject pronouns	
Singular	Plural
I	we
you	you
he	they
she	

**Affirmative statements / Contractions**

We **are** photographers. / We're photographers.  
 You **are** scientists. / You're scientists.  
 They **are** writers. / They're writers.

**Negative statements / Contractions**

We **are not** chefs. / We're **not** chefs. / We **aren't** chefs.  
 You **are not** pilots. / You're **not** pilots. / You **aren't** pilots.  
 They **are not** artists. / They're **not** artists. / They **aren't** artists.

**3** **GRAMMAR PRACTICE** Complete each statement with a singular or plural form of be.

- 1 I ..... a writer.
- 2 She ..... not a pilot.
- 3 We ..... doctors.
- 4 They ..... not scientists.
- 5 We ..... managers.

**4** **VOCABULARY / GRAMMAR PRACTICE**  the correct word or words to complete each statement.

- 1 I am (an artist / artists / artist).
- 2 We are (a flight attendant / flight attendants / flight attendant).
- 3 She is (banker / a banker / bankers).
- 4 They are (a writer / writers / writer).

**5 GRAMMAR** • **Be: yes / no questions and short answers**



**Yes / No questions**

Are you  
Is he an architect?  
Is Tanya

Are you  
Are they musicians?  
Are Ted and Jane

**Short answers**

Yes, I am.	No, I'm not.
Yes, he is.	No, he's not.
Yes, she is.	No, she's not.
Yes, we are.	No, we're not.
Yes, they are.	No, they're not.

**BE CAREFUL!**

Yes, I am.	NOT	Yes, I'm.
Yes, she is.	NOT	Yes, she's.
Yes, we are.	NOT	Yes, we're.

**NOW YOU CAN** Identify your classmates

- 1** **CONVERSATION MODEL** Read and listen.

A: Excuse me. Are you Marie?  
B: No, I'm not. I'm Laura. That's Marie.  
A: Where?  
B: Right over there.  
A: Thank you.  
B: You're welcome.
- 2** **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.
- 3** **CONVERSATION ACTIVATOR** With a partner, personalize the conversation. Use real names. Then change roles.

A: Excuse me. Are you ..... ?  
B: No, I'm not. I'm ..... That's .....  
A: Where?  
B: Right over there.  
A: Thank you.  
B: You're welcome.
- 4** **CHANGE PARTNERS** Identify other classmates.

**6 GRAMMAR PRACTICE** Complete the conversations. Use contractions when possible.

- A: Are ..... they Abby and Jonah?  
B: Yes, .....
- A: ..... Hanna a scientist?  
B: No, she's ..... a doctor.
- A: ..... you Rachel and Philip?  
B: No, we're ..... Judith and Jack.
- A: ..... a chef?  
B: Yes, I .....
- A: ..... he Evan?  
B: No, ..... not. He's ..... Michael.
- A: ..... Tim an actor?  
B: No, he's ..... a teacher.

**7 PAIR WORK** Practice the conversations from Exercise 6.

**8 PAIR WORK** Ask your partner two questions. Answer your partner's questions.

“ Are you an artist? ”

“ Yes, I am. ”

