

Gregory J. Manin Alicia Artusi Robert Quinn  
Alistair McCallum Claire Thacker Susan Banman Sileci

**NEW**  
CONTENT  
COMPONENTS

# engage

Special edition



Student Book & Workbook

**Starter**

OXFORD

Gregory J. Manin Alicia Artusi Helen Halliwell

# engage

Special edition



Student Book

Starter

OXFORD  
UNIVERSITY PRESS

# The structure of Engage

## Introducing the topic

### Vocabulary

- These pages give the objectives of the unit and are an illustrated presentation of the vocabulary related to the unit topic. They are followed by consolidation activities.



## Exploring the topic

### Reading

- The reading texts use a variety of different genres. The reading text is supported by activities which develop the ability to extract and interpret information, and encourage personalization.

### Grammar

- Grammar pages formally present a single point, or two related points, followed by practice activities. At the bottom of the page there is a personalization activity (Over to you!).



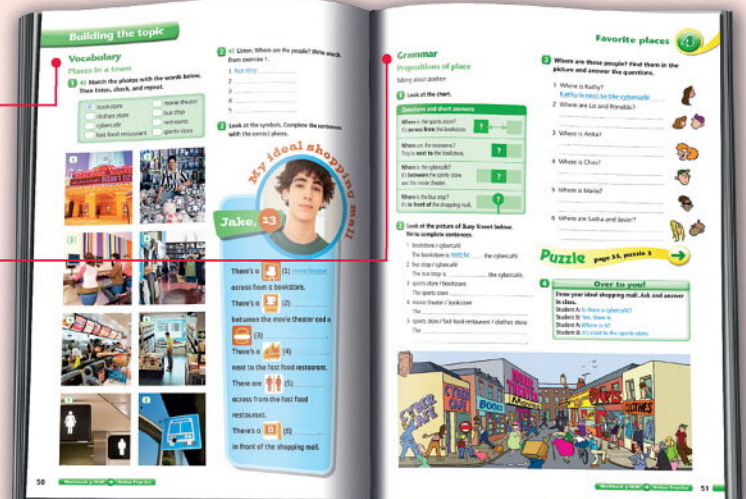
## Building the topic

### Vocabulary

- This introduces a new, related, set of words which are taught, modeled, and practiced.

### Grammar

- The second grammar page develops or expands on the grammar point of the unit. At the bottom of the page there is a personalization activity (Over to you!).



## Living English

### Reading

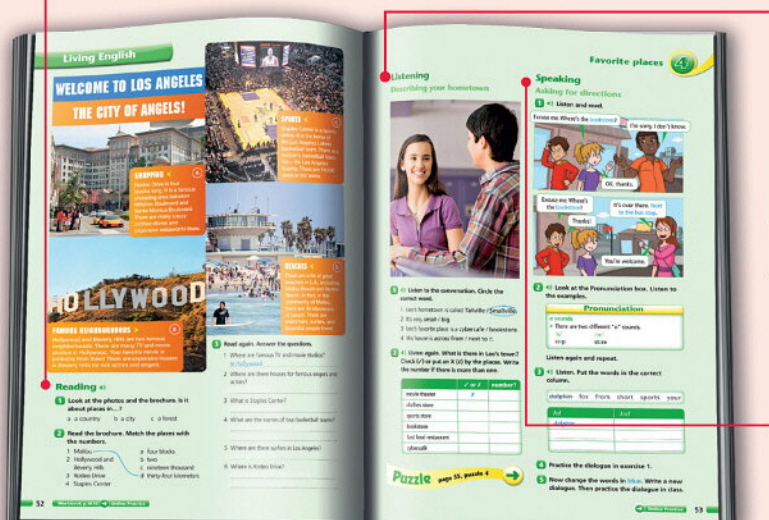
- The reading texts introduce a variety of different genres and are more extensive than those in Exploring the topic. The reading text is supported by activities which develop the ability to extract and interpret information and encourage personalization.

### Listening

- The listening activities follow on from the reading topic and are followed by practice activities.

### Speaking

- The speaking activities follow on from the listening activities. There are also pronunciation activities. Finally there is a personalization activity.



## Round-up

### Writing

- Writing lessons are based around a model text and are the opportunity to put into practice everything learned in the unit.

### I can...

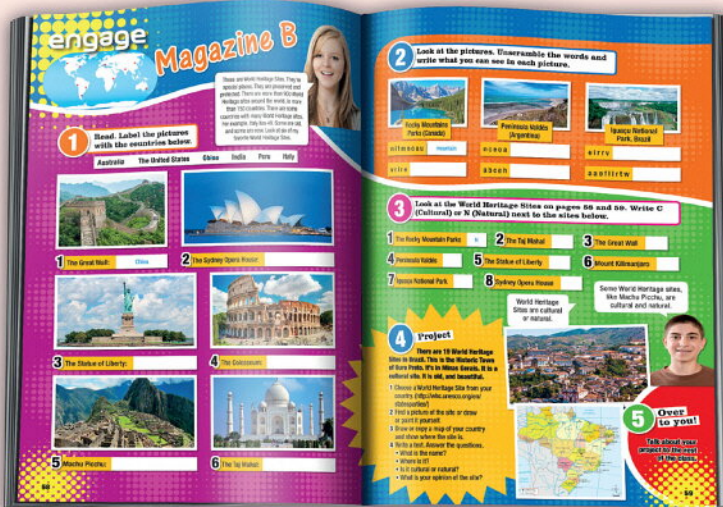
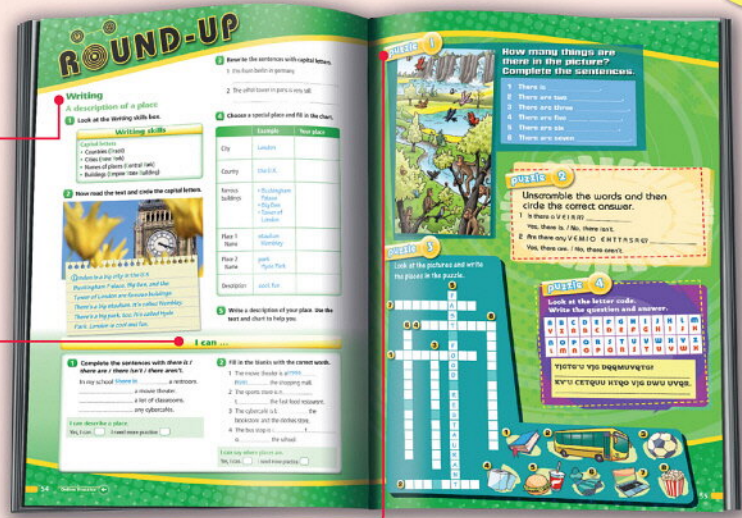
- This section provides an opportunity to review and reflect on progress through self-assessment.

### Puzzles

- The puzzles are a fun way of practicing and reinforcing skills learned in the unit.

## Review

- The review pages appear after every two units and consolidate the grammar and vocabulary of the unit.



## Magazine

- The magazine pages appear after every two units. They focus on a topic which relates to or builds on the topic of the preceding units, and expand global awareness. They provide further opportunities for personalization, critical thinking, and project work.

## Workbook

- The Workbook, which follows the Student Book, provides one page of grammar reference, and four pages of additional practice activities, for each unit.

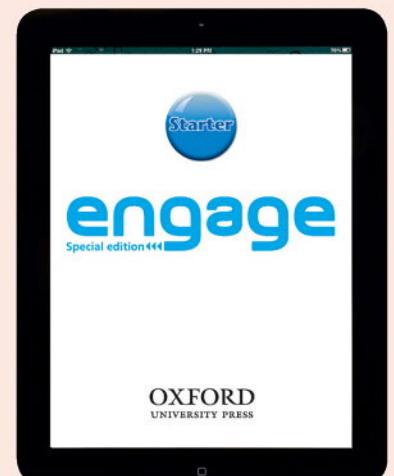


## Online Practice

- Extra grammar, vocabulary, and skills practice is available online, with automatic marking.

## Student website

- The website contains fun vocabulary and grammar practice, with instant feedback, and webquests with links to authentic websites.



# Contents

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<b>Welcome</b> page 6			
<b>1</b>	<b>Identity</b> page 12	<i>be</i> (questions) <i>be</i> (affirmative)	Countries and nationalities Feelings
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<b>Review A</b> page 32			
<b>Magazine A</b> page 34			
<b>3</b>	<b>Favorite people</b> page 36	<i>be</i> (negative) <i>be</i> (yes / no questions)	Jobs Family
<b>4</b>	<b>Favorite places</b> page 46	<i>there is / there are</i> Prepositions of place	Nature Places in a town
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<b>8</b>	<b>Free time</b> page 94	Simple present ( <i>Wh-</i> questions) Expressions of frequency	Going out Leisure activities
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Reading		Listening		Speaking		Round-up	
Teen talk Who are they? Reading skills: Scanning		Giving personal information		Making introductions Pronunciation: Contractions		Writing: A profile Writing skills: Subject pronouns Puzzles	
My favorite thing Objects from the past Reading skills: Using pictures		Describing your bedroom		Asking about possessions Pronunciation: <i>th</i> sounds		Writing: Favorite things Puzzles	
Who is your favorite person? Famous people quiz Reading skills: predicting		Talking about your family		Talking about people and their jobs Pronunciation: Intonation in questions		Writing: An email about your family Puzzles	
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International Singing Star Extreme sports		Describing someone's abilities		Talking about abilities Pronunciation: <i>can</i>		Writing: Describing friends' abilities Writing skills: <i>and</i> and <i>but</i> Puzzles	
Different countries, different lives An extraordinary teenager Reading skills: Predicting what a text is about		Describing your daily routine		Talking about school subjects Pronunciation: Simple present -s		Writing: An e-mail about your day Writing skills: <i>then</i> Puzzles	
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Music Unlimited Free time around the world Reading skills: Using dictionaries		Asking about free time activities		Talking about frequency Pronunciation: Silent letters		Writing: My free time Writing skills: <i>too</i> Puzzles	

# Welcome

## OBJECTIVES

- the alphabet
- numbers 1-100
- time
- colors
- classroom objects
- subject pronouns

## Get started

1 Write your name.

First name:

Last name:

2 **Over to you!**

Write some English words you know.

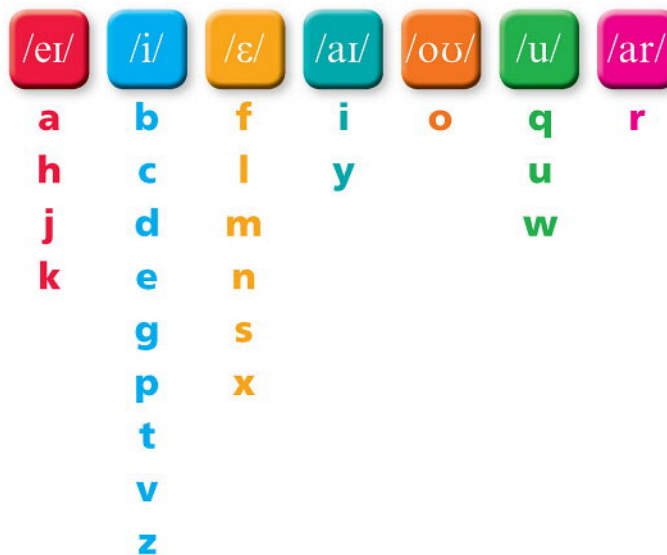
Internet, hip-hop, ...

## Alphabet

3 Listen and repeat.



4 Listen and repeat.



5 Listen and repeat.

- 1 a e i o u
- 2 u a o i e
- 3 o i e u a

6 Listen. Circle the letter you hear.

- 1  A / E
- 2  E / I
- 3  G / J
- 4  I / Y
- 5  V / B
- 6  P / B

7 **Over to you!**

Ask and answer in class.

How do you spell your first name?

How do you spell your last name?

## Numbers 0–20

1 Match the numbers with the words. Then listen and repeat.

0	two	three
1	five	
2		sixteen
3	one	
4		fifteen
5	eleven	
6	twenty	four
7	nine	
8		seventeen
9	fourteen	
10		thirteen
11	six	seven
12	nineteen	
13		twelve
14		eighteen
15	zero	
16	ten	eight
17		
18		
19		
20		

2 Listen and repeat the pairs of numbers.

- |        |        |        |
|--------|--------|--------|
| • 1 11 | • 4 14 | • 7 17 |
| • 2 12 | • 5 15 | • 8 18 |
| • 3 13 | • 6 16 | • 9 19 |

3 Listen to the numbers. Write the next number in the sequence.

- 1 five \_\_\_\_\_ 3 \_\_\_\_\_  
 2 \_\_\_\_\_ 4 \_\_\_\_\_

Now listen and check.

## Colors

4 Label the numbers with the words below. Then listen, check, and repeat.

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

4	black	16	
12		9	
18		19	
5		11	
20		13	

5 Ask and answer about the numbers.

Student A: What color is sixteen?

Student B: It's pink.

6 **Over to you!**

Complete the sentence. Then tell the class.

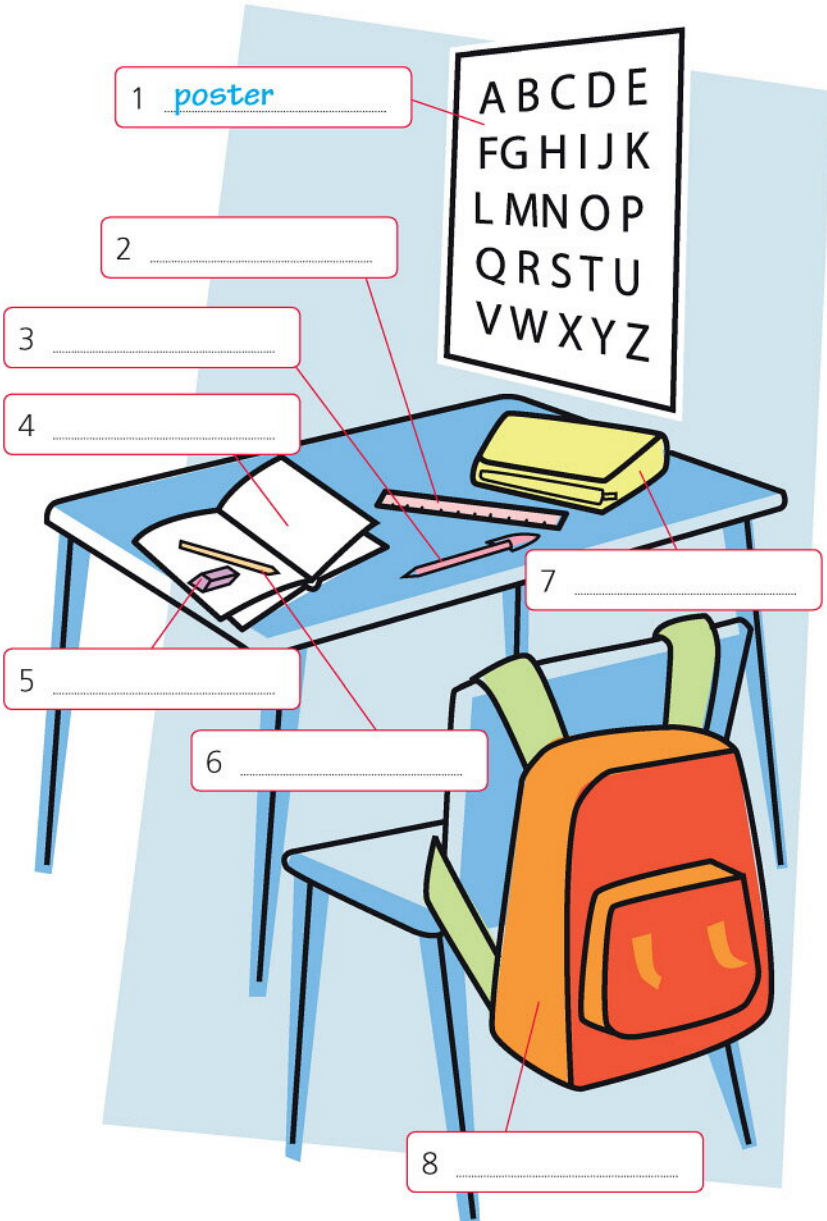
My favorite color is \_\_\_\_\_.



### Classroom objects

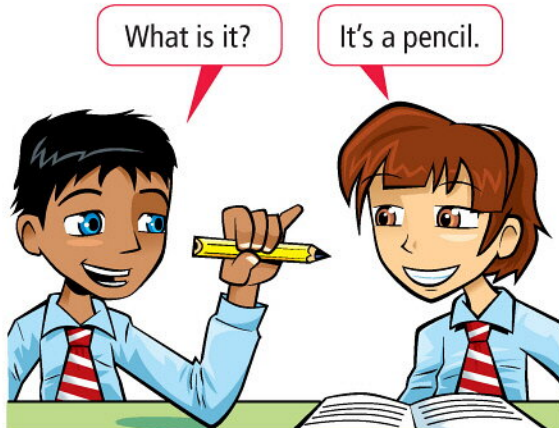
1 Listen and repeat. Then listen, check, and repeat.

eraser notebook pen pencil  
pencil case poster ruler school bag



### 2 Over to you!

Ask and answer.



### Days of the week

3 Listen and repeat.

Monday Tuesday Wednesday Thursday  
Friday Saturday Sunday

4 Listen to the days. Write the missing day.

1 Wednesday 3 \_\_\_\_\_  
2 \_\_\_\_\_ 4 \_\_\_\_\_

Now listen and check.

### 5 Over to you!

Complete the sentence.

Today is \_\_\_\_\_.

### Months of the year

6 Listen and repeat.

January February March April May  
June July August September October  
November December

### 7 Over to you!

Complete the sentence.

My birthday is in \_\_\_\_\_.

Answer the teacher.

Teacher: When's your birthday?

Student: In May.

8 Complete the class birthday calendar.

## class birthday calendar

January	February	March	April
May	June	July	August
September	October	November	December



## Animals

1 Label the animals with the words below. Then listen, check, and repeat.

bird cat dog **fish** hamster horse  
mouse snake



1 **fish** \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

## 2 Over to you!

Ask and answer questions about your favorite animal.

Student A: *What's your favorite animal?*

Student B: *A horse.*

## Numbers 21–100

3 Match the numbers with the words. Then listen and repeat.

21	<b>thirty</b>	<b>ninety</b>
30	<b>seventy</b>	
32	<b>ninety-nine</b>	
40	<b>thirty-two</b>	
43	<b>sixty</b>	<b>forty</b>
50	<b>a hundred</b>	
54	<b>ninety-eight</b>	
60	<b>fifty</b>	
65	<b>sixty-five</b>	
70	<b>seventy-six</b>	
76	<b>forty-three</b>	
80	<b>eighty</b>	
87	<b>eighty-seven</b>	
90	<b>fifty-four</b>	
98	<b>twenty-one</b>	
99		
100		

4 Listen. Write the numbers you hear.

**90** \_\_\_\_\_  
\_\_\_\_\_

5 Write the number using words.

1 The number of days in January.

**thirty-one** \_\_\_\_\_

2 The number of classrooms in your school.

\_\_\_\_\_

3 The number of students in your class.

\_\_\_\_\_

4 The number of boys in your class.

\_\_\_\_\_

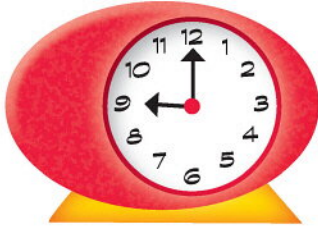
5 The number of girls in your class.

\_\_\_\_\_

# Telling the time

1) Label the clocks with the times below. Then listen, check, and repeat.

ten oh five   one forty-five   ~~nine o'clock~~   five twenty   seven fifteen   six thirty



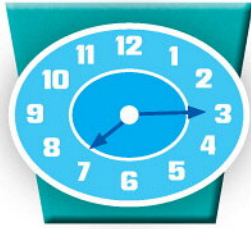
It's nine o'clock.



2 It's .....



3 It's .....



4 It's .....



5 It's .....

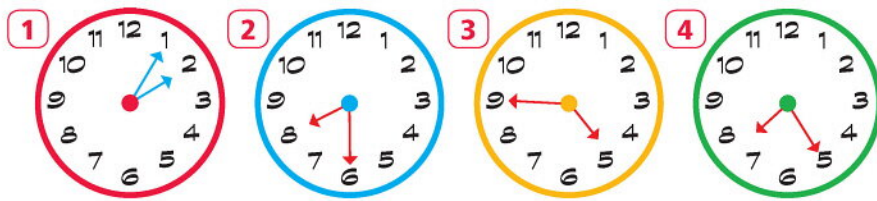


6 It's .....

2) Listen. Circle the time you hear.

- 1 10:50 / 10:15   2 12:30 / 12:40   3 2:45 / 2:35   4 5:00 / 9:00   5 11:45 / 7:35   6 5:40 / 5:45

3) What time is it? Listen and draw the times.



4) **Over to you!**

Ask and answer about the time.  
Student A: *What time is it now?*  
Student B: *It's two thirty.*

## Classroom language

5) Complete the dialogues. Use the questions below.

What does "pencil" mean? Can you repeat that, please? How do you say this in English?  
What page are we on? ~~How do you spell "pen"?~~

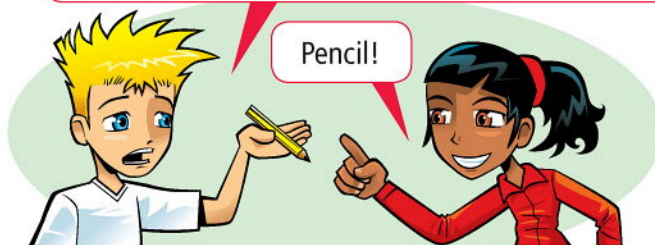
1 How do you spell "pen"?

P - E - N.



2 .....

Pencil!



Page 22.

3 .....



Page 22.

4 .....

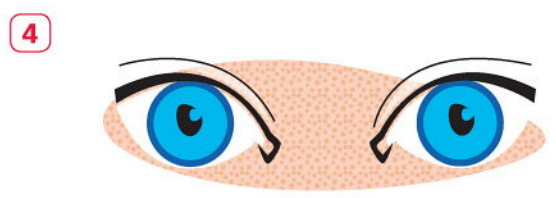
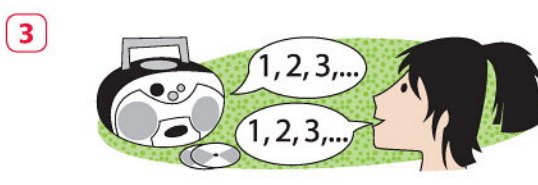
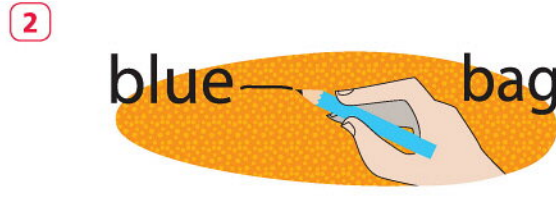
5 .....





1 Match the instructions with the pictures. Then listen and repeat.

- Listen  
  Look  
  Match  
  Read  
  Repeat  
  Write



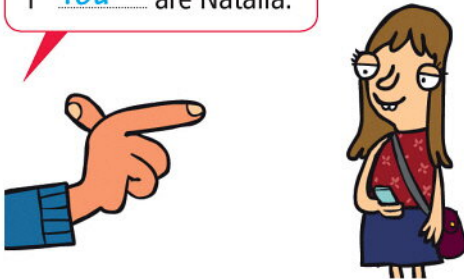
## Subject pronouns

2 Look at the chart.

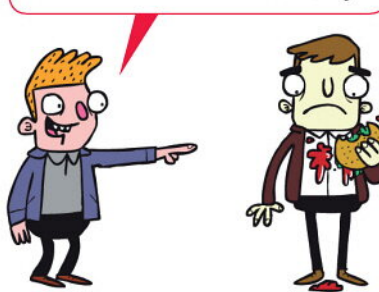
Singular	Plural
I	we
you	you
he	they
she	
it	

3 Complete the sentences with the words in exercise 1. Then listen, check, and repeat.

1 You are Natalia.



2 \_\_\_\_\_ is Johnny.



3 \_\_\_\_\_ am Anh.



4 \_\_\_\_\_ are Luis and Keiko.



5 \_\_\_\_\_ is Tania.



6 \_\_\_\_\_ are Cristiano and Pedro.



# 1

# Identity

## OBJECTIVES

- countries and nationalities
- *be* (affirmative and questions)
- feelings
- giving personal information
- making introductions
- writing a profile

## Introducing the topic

### Vocabulary

#### Countries and nationalities

- 1 Match the countries with the words below. Then listen, check, and repeat.

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> 10 Australia | <input type="checkbox"/> Russia             |
| <input type="checkbox"/> Brazil                  | <input type="checkbox"/> South Africa       |
| <input type="checkbox"/> Guatemala               | <input type="checkbox"/> Spain              |
| <input type="checkbox"/> Japan                   | <input type="checkbox"/> the United Kingdom |
| <input type="checkbox"/> Mexico                  | <input type="checkbox"/> the United States  |

#### Take note!

##### Abbreviations

the United States = the U.S.  
the United Kingdom = the U.K.

- 2 Match the countries in exercise 1 with the nationalities below. Then listen, check, and repeat.

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> 1 American | <input type="checkbox"/> Japanese      |
| <input type="checkbox"/> Australian            | <input type="checkbox"/> Mexican       |
| <input type="checkbox"/> Brazilian             | <input type="checkbox"/> Russian       |
| <input type="checkbox"/> British               | <input type="checkbox"/> South African |
| <input type="checkbox"/> Guatemalan            | <input type="checkbox"/> Spanish       |

- 3 Complete the sentences with your country and nationality.

- 1 I'm from .....
- 2 I'm .....

**Puzzle** page 21, puzzle 1





5



6



7



8



9



10



# Exploring the topic

**TeenTalk** Please [Sign in](#) or [Sign up](#)

**JANUARY 4<sup>TH</sup> 16:45**  
Hi. I'm Vera. I'm fourteen.

**JANUARY 4<sup>TH</sup> 16:47**  
Hi, Vera. My name's Harry. Where are you from?

**JANUARY 4<sup>TH</sup> 16:50**  
I'm from Brazil. And you? Where are you from?

**JANUARY 4<sup>TH</sup> 16:53**  
I'm from the United States. I'm from San Francisco.

**JANUARY 4<sup>TH</sup> 16:55**  
Cool! How old are you?

**JANUARY 4<sup>TH</sup> 17:00**  
I'm fourteen, too.

**TeenTalk** Please [Sign in](#) or [Sign up](#)

**JANUARY 4<sup>TH</sup> 18:05**  
Hello. I'm Mikhail. What's your name?

**JANUARY 4<sup>TH</sup> 18:08**  
My name's Nadia and I'm Spanish. Where are you from, Mikhail?

**JANUARY 4<sup>TH</sup> 18:09**  
I'm Russian. I'm from Moscow, the capital of Russia.

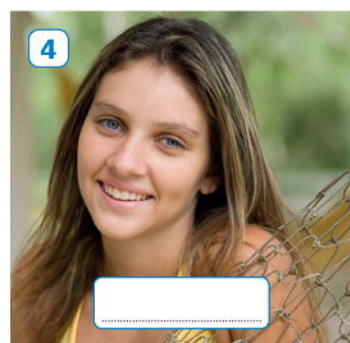
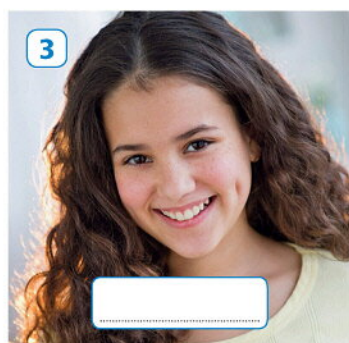
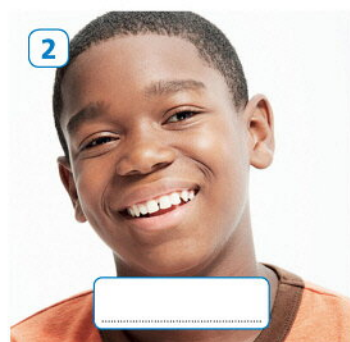
**JANUARY 4<sup>TH</sup> 18:11**  
Wow! How old are you?

**JANUARY 4<sup>TH</sup> 18:14**  
I'm thirteen. How old are you?

**JANUARY 4<sup>TH</sup> 18:20**  
I'm fifteen.

## Reading

**1** Read and listen to the instant chat. Write the name of the person.



**2** Read again. Match the names with the countries.

- |           |            |
|-----------|------------|
| 1 Vera    | a the U.S. |
| 2 Harry   | b Spain    |
| 3 Mikhail | c Russia   |
| 4 Nadia   | d Brazil   |

**3** Read again. Write V (Vera), H (Harry), M (Mikhail), or N (Nadia).

- |                                  |                   |
|----------------------------------|-------------------|
| 1 "I'm Spanish."                 | <u>  N  </u>      |
| 2 "Cool! How old are you?"       | <u>          </u> |
| 3 "I'm from Moscow."             | <u>          </u> |
| 4 "I'm fourteen, too."           | <u>          </u> |
| 5 "Where are you from, Mikhail?" | <u>          </u> |
| 6 "I'm fifteen."                 | <u>          </u> |
| 7 "I'm from San Francisco."      | <u>          </u> |
| 8 "I'm thirteen."                | <u>          </u> |