

The background features a pattern of blue triangles of various sizes and orientations, some overlapping. Scattered among these triangles are several paper boats: one white boat at the top center and five red boats arranged in a loose pattern below it. The overall aesthetic is clean and modern.

FLAGSHIP

1

 Pearson

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SCOPE AND SEQUENCE

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
 <p>Names and Occupations PAGE 10</p>	<ul style="list-style-type: none"> Tell a classmate your occupation Identify your classmates Spell names 	<ul style="list-style-type: none"> Occupations The alphabet <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none"> More occupations 	<ul style="list-style-type: none"> Verb be: <ul style="list-style-type: none"> Singular and plural statements, contractions Yes / no questions and short answers Common errors Subject pronouns Articles a / an Nouns: <ul style="list-style-type: none"> Singular and plural / Common and proper <p>GRAMMAR BOOSTER Extra practice</p>
 <p>About People PAGE 20</p>	<ul style="list-style-type: none"> Introduce people Tell someone your first and last name Get someone's contact information 	<ul style="list-style-type: none"> Relationships (non-family) Titles First and last names Numbers 0–20 <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none"> More relationships / More titles 	<ul style="list-style-type: none"> Possessive nouns and adjectives Be from / Questions with Where, common errors Verb be: information questions with What <p>GRAMMAR BOOSTER Extra practice</p>
 <p>Places and How to Get There PAGE 30</p>	<ul style="list-style-type: none"> Talk about locations Discuss how to get places Discuss transportation 	<ul style="list-style-type: none"> Places in the neighborhood Locations Ways to get places Means of transportation Destinations <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none"> More places 	<ul style="list-style-type: none"> Verb be: questions with Where Subject pronoun it The imperative By to express means of transportation <p>GRAMMAR BOOSTER Extra practice</p>
 <p>Family PAGE 40</p> <p>Reference Charts PAGE 50</p> <p>Vocabulary Booster PAGE 51</p>	<ul style="list-style-type: none"> Identify people in your family Describe your relatives Talk about your family 	<ul style="list-style-type: none"> Family relationships Adjectives to describe people Numbers 21–101 <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none"> More adjectives 	<ul style="list-style-type: none"> Verb be: <ul style="list-style-type: none"> Questions with Who and common errors With adjectives Questions with How old Adverbs very and so Verb have / has: affirmative statements <p>GRAMMAR BOOSTER Extra practice</p>
		<p>Grammar Booster PAGE 54</p> <p>Writing Booster 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"> Use And you? to show interest in another person Use Excuse me to initiate a conversation Use Excuse me? to indicate you haven't heard or didn't understand Use Thanks! to acknowledge someone's complying with a request 	<p>Listening Tasks</p> <ul style="list-style-type: none"> Circle the letter you hear Identify correct spelling of names Write the name you hear spelled Identify the correct occupation Write the missing information: names and occupations <p>Pronunciation</p> <ul style="list-style-type: none"> Syllables 	<p>Reading Text</p> <ul style="list-style-type: none"> Simple forms and business cards <p>Writing Task</p> <ul style="list-style-type: none"> Write affirmative and negative statements about people in a picture <p>WRITING BOOSTER Guided writing practice</p>
<ul style="list-style-type: none"> Identify someone's relationship to you when making an introduction Use too to reciprocate a greeting Begin a question with And to indicate you want additional information Repeat part of a question to clarify Repeat information to confirm 	<p>Listening Tasks</p> <ul style="list-style-type: none"> Complete statements about relationships Circle the correct information Fill in names, phone numbers, and e-mail addresses you hear <p>Pronunciation</p> <ul style="list-style-type: none"> Stress in two-word pairs 	<p>Reading Text</p> <ul style="list-style-type: none"> Short descriptions of famous people, their occupations, and countries of origin <p>Writing Task</p> <ul style="list-style-type: none"> Write sentences about your relationships <p>WRITING BOOSTER Guided writing practice</p>
<ul style="list-style-type: none"> Use You're welcome to formally acknowledge thanks Use OK to acknowledge advice Use What about you? to show interest in another person 	<p>Listening Tasks</p> <ul style="list-style-type: none"> Write the places you hear Write the directions you hear, using affirmative and negative imperatives Circle the means of transportation Write by phrases, check destinations you hear <p>Pronunciation</p> <ul style="list-style-type: none"> Falling intonation for questions with Where 	<p>Reading Texts</p> <ul style="list-style-type: none"> Simple maps and diagrams Introductions of people, their relationships and occupations, where they live, and how they get to work <p>Writing Task</p> <ul style="list-style-type: none"> Write questions and answers about the places in a complex picture <p>WRITING BOOSTER Guided writing practice</p>
<ul style="list-style-type: none"> Use And to shift the topic Use Tell me about to invite someone to talk about a topic Use Well, to indicate you are deciding how to begin a response Use And how about? to ask for more information Use Really? to show interest or mild surprise 	<p>Listening Tasks</p> <ul style="list-style-type: none"> Identify the picture of a relative being described Choose the adjective that describes the people mentioned in a conversation <p>Pronunciation</p> <ul style="list-style-type: none"> Number contrasts 	<p>Reading Texts</p> <ul style="list-style-type: none"> A family tree A magazine article about famous actors and their families <p>Writing Task</p> <ul style="list-style-type: none"> Write a description of the people in your family <p>WRITING BOOSTER Guided writing practice</p>


NOTES

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.

 **Greetings**
Hi.
Hello.
I'm [Lisa].

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



1  1:06 **CONVERSATION MODEL** Read and listen.

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

2  1:07 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

3  1:08 **VOCABULARY • More greetings** Read and listen. Then listen again and repeat.



NOW YOU CAN

Greet people

PAIR WORK Now *greet* your classmates.

 1:09

Greetings

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



 1:10

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.



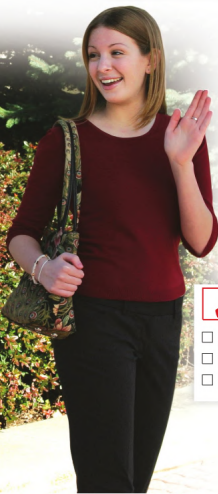
Ways to say good-bye

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.**

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.

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

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.

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

ORLANDO BLOOM



ACTOR

Marta



ATHLETE

Joo Yeon Sir
MUSICIAN



LUIS MIGUEL

SINGER



NOW YOU CAN

Tell a classmate your occupation

1 **CONVERSATION MODE** Read and listen.

- A: What do you do?
B: I'm an architect. And you?
A: I'm a banker.

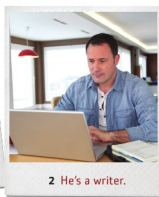
2 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

3 **CONVERSATION ACTIVATOR** With a partner, personalize the conversation. Use your own occupations.

- A: What do you do?
B: I'm And you?
A: I'm

4 **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.

- I a writer.
- She not a pilot.
- We doctors.
- They not scientists.
- We managers.

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

- I am (an artist / artists / artist).
- We are (a flight attendant / flight attendants / flight attendant).
- She is (banker / a banker / bankers).
- 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 1:18 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 1:19 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.

- 1 A: Are they Abby and Jonah?
B: Yes,
- 2 A: Hanna a scientist?
B: No, she's a doctor.
- 3 A: you Rachel and Philip?
B: No, we're Judith and Jack.
- 4 A: a chef?
B: Yes, I
- 5 A: he Evan?
B: No, not. He's Michael.
- 6 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. ”

