

The background is a collage of various-sized orange triangles. Scattered across the scene are several paper airplanes: one white one at the top center and five blue ones arranged in a loose pattern below it. The title 'FLAGSHIP' is prominently displayed in the center, with 'FLAG' in black and 'SHIP' in blue. Below the title is a blue circle containing the white number '3'. In the bottom left corner, the Pearson logo is visible, consisting of a blue circle with a white 'P' and the word 'Pearson' in black text.

FLAGSHIP

3



Pearson

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Flagship Level 3

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SCOPE AND SEQUENCE

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
 Food PAGE 6	<ul style="list-style-type: none"> Discuss ingredients for a recipe Offer and ask for foods Invite someone to join you at the table 	<ul style="list-style-type: none"> Foods and drinks Places to keep food in a kitchen Containers and quantities Cooking verbs VOCABULARY BOOSTER <ul style="list-style-type: none"> More vegetables and fruits 	<ul style="list-style-type: none"> How much / Are there any Count nouns and non-count nouns How much / Is there any GRAMMAR BOOSTER Extra practice
 Past Events PAGE 16	<ul style="list-style-type: none"> Tell someone about an event Describe your past activities Talk about your weekend 	<ul style="list-style-type: none"> Past-time expressions Outdoor activities VOCABULARY BOOSTER <ul style="list-style-type: none"> More outdoor activities 	<ul style="list-style-type: none"> The past tense of be: There was / there were: <ul style="list-style-type: none"> Statements, questions, and contractions The simple past tense <ul style="list-style-type: none"> Regular verbs, irregular verbs Statements, questions, and short answers GRAMMAR BOOSTER Extra practice
 Appearance and Health PAGE 26	<ul style="list-style-type: none"> Describe appearance Show concern about an injury Suggest a remedy 	<ul style="list-style-type: none"> Adjectives to describe hair The face Parts of the body Accidents and injuries Ailments, remedies VOCABULARY BOOSTER <ul style="list-style-type: none"> More parts of the body 	<ul style="list-style-type: none"> Describing people with be and have Should + base form for suggestions GRAMMAR BOOSTER Extra practice
 Abilities and Requests PAGE 36	<ul style="list-style-type: none"> Discuss your abilities Politely decline an invitation Ask for and agree to do a favor 	<ul style="list-style-type: none"> Abilities Adverbs well and badly Reasons for not doing something Favors VOCABULARY BOOSTER <ul style="list-style-type: none"> More musical instruments 	<ul style="list-style-type: none"> Can and can't for ability Too + adjective, common errors Polite requests with Could you + base form GRAMMAR BOOSTER Extra practice
 Life Events and Plans PAGE 46	<ul style="list-style-type: none"> Get to know someone's life story Discuss plans Share your dreams for the future 	<ul style="list-style-type: none"> Some life events Academic subjects More leisure activities Some dreams for the future VOCABULARY BOOSTER <ul style="list-style-type: none"> More academic subjects More leisure activities 	<ul style="list-style-type: none"> Be going to + base form GRAMMAR BOOSTER Extra practice
Reference Charts PAGE 56 Vocabulary Booster PAGE 57		Grammar Booster PAGE 63 Writing Booster PAGE 61	

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"> Say <i>I'll check</i> to indicate you'll get information for someone Decline an offer politely with <i>No, thanks</i> Use <i>Please pass the</i> to ask for something at the table Say <i>Here you go</i> as you offer something Say <i>Nice to see you</i> to greet someone you already know Use <i>You too</i> to repeat a greeting politely 	<p>Listening Task</p> <ul style="list-style-type: none"> Identify the foods discussed in conversations <p>Pronunciation</p> <ul style="list-style-type: none"> Vowel sounds: /i/, /ɪ/, /e/, /æ/, /ɜ:/ 	<p>Reading Texts</p> <ul style="list-style-type: none"> Recipe cards A weekly schedule <p>Writing Task</p> <ul style="list-style-type: none"> Write about what you eat in a typical day <p>WRITING BOOSTER Guided writing practice</p>
<ul style="list-style-type: none"> Ask <i>Why?</i> to ask for a clearer explanation Use <i>What about?</i> to ask for more information Use a double question to clarify Use <i>just</i> to minimize the importance of an action Say <i>Let me think</i> to gain time to answer Say <i>Oh yeah</i> to indicate you just remembered something 	<p>Listening Tasks</p> <ul style="list-style-type: none"> Circle the year you hear Infer the correct day or month Choose activities mentioned in conversations <p>Pronunciation</p> <ul style="list-style-type: none"> Simple past tense regular verb endings 	<p>Reading Text</p> <ul style="list-style-type: none"> A blog in which people describe what they did the previous weekend <p>Writing Task</p> <ul style="list-style-type: none"> Write about the activities of two people, based on a complex picture Write about your weekend and what you did <p>WRITING BOOSTER Guided writing practice</p>
<ul style="list-style-type: none"> Use <i>Oh</i> to indicate you've understood Say <i>No kidding</i> to show surprise Say <i>I'm sorry to hear that. Oh, no, and That's too bad</i> to express sympathy Use <i>Actually</i> to introduce an opinion that might surprise Use <i>What's wrong?</i> to ask about an illness Use <i>really</i> to intensify advice with <i>should</i> Respond to good advice with <i>Good idea</i> Say <i>I hope you feel better</i> when someone feels sick 	<p>Listening Tasks</p> <ul style="list-style-type: none"> Identify the people described in conversations Complete statements about injuries Identify the ailments and remedies suggested in conversations <p>Pronunciation</p> <ul style="list-style-type: none"> More vowel sounds 	<p>Reading Text</p> <ul style="list-style-type: none"> A magazine article about two celebrities <p>Writing Task</p> <ul style="list-style-type: none"> Write a description of someone you know <p>WRITING BOOSTER Guided writing practice</p>
<ul style="list-style-type: none"> Use <i>Actually</i> to give information Use <i>Really?</i> to show surprise or interest Suggest a shared course of action with <i>Let's</i> Politely decline a suggestion with <i>I'm really sorry but</i> and a reason Accept a refusal with <i>Maybe some other time</i> Use <i>Sure</i> and <i>No problem</i> to agree to someone's request for a favor 	<p>Listening Task</p> <ul style="list-style-type: none"> Complete requests for favors <p>Pronunciation</p> <ul style="list-style-type: none"> Blending of sounds: <i>Could you</i> 	<p>Reading Text</p> <ul style="list-style-type: none"> An article about infant-toddler development <p>Writing Task</p> <ul style="list-style-type: none"> Describe things people can and can't do when they get old <p>WRITING BOOSTER Guided writing practice</p>
<ul style="list-style-type: none"> Use <i>And you?</i> to show interest in another person Use <i>Not really</i> to soften a negative response Ask <i>What about you?</i> to extend the conversation Use <i>Well</i> and <i>Actually</i> to explain or clarify 	<p>Listening Tasks</p> <ul style="list-style-type: none"> Choose correct statements Circle correct words or phrases Complete statements about activities, using the present continuous Infer people's wishes for the future <p>Pronunciation</p> <ul style="list-style-type: none"> Diphthongs 	<p>Reading Text</p> <ul style="list-style-type: none"> A short biography of Harry Houdini <p>Writing Task</p> <ul style="list-style-type: none"> Write your own illustrated life story, including plans and dreams for the future <p>WRITING BOOSTER Guided writing practice</p>

UNIT

1

Food



COMMUNICATION GOALS

- 1 Discuss ingredients for a recipe.
- 2 Offer and ask for foods.
- 3 Invite someone to join you at the table.

KEY VOCABULARY

- Foods and drinks
- Places to keep food in a kitchen
- Containers and quantities
- Cooking verbs

KEY GRAMMAR

- How many / Are there any
- Count nouns and non-count nouns
- How much / Is there any



1


VOCABULARY • Foods: count nouns Read and listen. Then listen again and repeat.


1 an egg



2 an onion



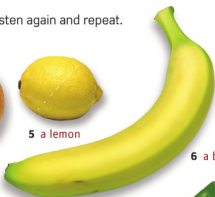
3 an apple



4 an orange



5 a lemon



6 a banana



7 a tomato



8 a potato



9 a pepper



10 beans



11 peas

VOCABULARY BOOSTER • p. 57
More vegetables and fruits

2


LISTENING COMPREHENSION Listen to the conversations.

Check the foods you hear in each conversation.

1		✓					✓	✓
2								
3								
4								
5								

3 PAIR WORK Which foods do you like? Tell your partner.
Compare your likes and dislikes.

“I don't like bananas,
but I really like apples.”

4 GRAMMAR • How many / Are there any

Use **How many** and **Are there any** with plural nouns.

How many onions **are there**? [Ten or twelve.]

How many apples **are there** in the refrigerator? [I'm not sure. Maybe two.]

Are there any lemons? [Yes, there are. OR Yes. There are three.] [No, there aren't. OR No. There aren't any.]



5 VOCABULARY • Places to keep food in a kitchen Read and listen. Then listen again and repeat.



1 in the fridge (in the refrigerator)



2 on the shelf



3 on the counter



6 PAIR WORK Ask and answer questions about the Vocabulary pictures. Use How many and Are there any.

“ How many potatoes are there on the shelf? ”

“ There are three. ”

NOW YOU CAN

Discuss ingredients for a recipe



1 CONVERSATION MODEL Read and listen.

- A: How about some green bean salad?
 B: Green bean salad? That sounds delicious! I love green beans.
 A: Are there any beans in the fridge?
 B: Yes, there are.
 A: And do we have any onions?
 B: I'm not sure. I'll check.



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



3 CONVERSATION ACTIVATOR With a partner, change the conversation. Use the recipes. Then change roles. Start like this:

- A: How about some ?
 B:? That sounds delicious! I love
 A: Are there any ?
 B:

CONTINUE WITH the other ingredients in the recipe.



RECYCLE THIS LANGUAGE.

- | | |
|------------------------|----------------------|
| We need [onions]. | And how about ____ ? |
| We don't have [eggs]. | Uh-oh. |
| I really like [beans]. | I don't know. |
| I don't like [peas]. | Sounds nice. |

4 CHANGE PARTNERS Discuss another recipe.

Green Bean Salad

Ingredients:
beans
peas
onions



Fruit Salad

Ingredients:
apples
bananas
oranges



Tomato Potato Soup

Ingredients:
tomatoes
potatoes
onions



Potato Pancakes

Ingredients:
potatoes
onions
eggs



Stuffed Peppers

Ingredients:
peppers
tomatoes
onions



DON'T STOP!
Talk about what you need, want, have, and like.



VOCABULARY • Drinks and foods: non-count nouns Read and listen. Then listen again and repeat.

DRINKS



1 water



2 coffee



3 tea



4 juice



5 milk



6 soda

FOODS



7 bread



8 pasta



9 rice



10 cheese



11 meat



12 chicken



13 fish



14 oil



15 butter



16 sugar



17 salt



18 pepper

2 **VOCABULARY PRACTICE** Which foods from the Vocabulary do you like? Discuss with your classmates.

“ I like cheese. ”

“ Me too! Cheese is my favorite food! ”

3 **GRAMMAR** • Count nouns and non-count nouns

“ Not me. I really don't like cheese. ”

Count nouns name things you can count. They can be singular or plural.

I want **an apple**.

I like **bananas**.

We have **three tomatoes** on the shelf.

Non-count nouns name things you cannot count. They are not singular or plural.

I don't eat **sugar**.

Rice is good for you.

Pasta is my favorite food.

BE CAREFUL!

• Use singular verbs with non-count nouns.

Rice is good for you.
NOT Rice are good for you.

• Don't use -s or a / an with non-count nouns.

rice NOT a rice
NOT two-rices

- 4 **GRAMMAR PRACTICE** Complete the chart. Be careful! Make your count nouns plural. But don't make your non-count nouns plural. Then compare with a partner.

I eat	pasta, peas ...
I don't eat	
I drink	
I don't drink	

- 5 **GRAMMAR** • *How much / Is there any*

Use **How much** and **Is there any** to ask about non-count nouns.

How much bread does she want? (NOT How many bread does she want?)

How much milk is there? (NOT How many milk is there?)

Is there any butter? Yes, there is. / No, there isn't. OR No. There isn't any.

REMEMBER

Use **How many** with plural count nouns.

How many apples are there?
NOT **How much apples** are there?

- 6  **VOCABULARY** • *Containers and quantities* Read and listen. Then listen again and repeat.



1 a box of pasta



2 a loaf of bread



3 a bottle of juice



4 a can of soda



5 a bag of onions

- 7 **GRAMMAR PRACTICE** Complete each question with **How much** or **How many**.

- loaves of bread do you need?
- bags of potatoes do we have?
- cheese is there in the fridge?
- sugar do you want in your tea?

- eggs are there for the potato pancakes?
- cans of tomatoes are there on the shelf?

NOW YOU CAN

Offer and ask for foods

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

- A: Would you like coffee or tea?
B: I'd like coffee, please. Thanks.
A: And would you like sugar?
B: No, thanks.
A: Please pass the butter.
B: Here you go.

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

- 3 **CONVERSATION ACTIVATOR** With a partner, change the conversation. Use other foods and drinks. Then change roles.

- A: Would you like or ?
B: I'd like, please. Thanks.
A: And would you like ?
B:
A: Please pass the
B: Here you go.

- 4 **CHANGE PARTNERS** Change the conversation again.





1 GRAMMAR • The simple present tense and the present continuous

Remember: Use the simple present tense with verbs **have, want, need, and like**.

I **like** coffee. NOT I'm liking coffee.

Use the simple present tense to describe habitual actions and with frequency adverbs.

I **cook** dinner every day.

I never **eat** eggs for breakfast.

Use the present continuous for actions in progress right now.

We're **making** dinner now.

She's **studying** English this year.

BE CAREFUL!

Don't say: We cook dinner now.

Don't say: I am cooking dinner every day.

2 GRAMMAR PRACTICE Complete each statement or question with the simple present tense or the present continuous.

1 Who lunch in the kitchen right now?
eat

2 Where he usually lunch—at home or at the office?
eat

3 They a lot of sugar in their tea.
not like

4 We the kitchen every day.
clean

5 Elaine and Joe aren't here. They to work.
drive

6 Why six cans of tomatoes?
you / need

..... tomato soup for lunch?
you / make

7 to work tomorrow?
she / go

8 How many boxes of rice ?
he / want

9 I a bottle of juice in the fridge.
not have

10 I can't talk right now. I
study

3 GRAMMAR PRACTICE Look at Suzanne and her weekly schedule. Then write about Suzanne. What is she doing right now? What does she do at other times? Use the present continuous and the simple present tense.



May

10 Monday

Teach English [intermediate]
at SCS: 10:00 A.M.

11 Tuesday

Work at home 8:00-12:00
Teach English [beginning] at Bank
Street School: 4:00-6:00

12 Wednesday

Teach English [intermediate]
at SCS: 10:00 A.M.

May

Thursday 13

Work at home 8:00-12:00
Teach English [beginning] at Bank
Street School: 4:00-6:00

Friday 14

Study Chinese

Saturday 15

Laundry / shopping

Sunday 16

Cook for Mom and Dad

Suzanne is listening to music right now. She teaches English on Mondays, Tuesdays . . .



4 PAIR WORK Ask and answer questions about Suzanne's activities. Use the simple present tense and the present continuous.

“Does Suzanne teach English?”

“Yes, she does.”

“What's Suzanne doing right now?”

“She's listening to music.”



- 5 **4:11 PRONUNCIATION • Vowel sounds** Read and listen to the words in each group.
Then listen again and repeat.

1 /i/	2 /ɪ/	3 /eɪ/	4 /ɛ/	5 /æ/
see	six	late	pepper	apple
tea	fish	potato	red	jacket
street	this	train	lemon	has

- 6 **PAIR WORK** Read aloud a word from the Pronunciation chart.
Your partner says another word from the same group.

“ fish ”

“ six ”

NOW YOU CAN

Invite someone to join you at the table

1 **4:12 CONVERSATION MODEL**

Read and listen.

- A: Hi, Alison. Nice to see you!
B: You too, Rita. Do you come here often?
A: Yes, I do. Would you like to join me?
B: Sure. What are you drinking?
A: Lemonade.
B: Mmm. Sounds good.

2 **4:13 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 name and your own foods or drinks or use the pictures. Then change roles.

- A: Hi, Nice to see you!
B: You, too, Do you come here often?
A: Yes, I do. Would you like to join me?
B: Sure. What are you ?
A:
B: Mmm. Sounds good.

DON'T STOP!

Offer foods and drinks.



RECYCLE THIS LANGUAGE.

Would you like [coffee]?
Yes, thanks. / No, thanks.

- 4 **CHANGE PARTNERS** Invite another classmate to join you.



EXTENSION

- 1  **READING** Read a recipe with only three ingredients.

Hungarian Cabbage and Noodles

Ingredients

- 1 large head of green cabbage
- 1/2 cup unsalted butter
- 11 ounces (700 grams) of egg noodles


1. Cut the cabbage into small slices.
2. Put the cabbage into a large bowl and add salt.
3. Put the cabbage into the refrigerator overnight.
4. The next day, drain the cabbage.
5. Melt the butter in a large pan.
6. Sauté the cabbage until it is light brown and very soft (30-40 minutes).
7. Cook the noodles and drain them. Mix them with the cabbage. Add lots of black pepper.



Source: Adapted from *Recipes 1-2-3* by Rozanne Gold (New York: Viking, 1997)

- 2 **READING COMPREHENSION** Answer the questions. Compare your answers with a partner.

- 1 How many ingredients does the recipe have?
- 2 What are the ingredients?
- 3 Is there any butter or oil in the recipe?

- 3  **LISTENING COMPREHENSION** Listen to the radio cooking program. Write the correct quantity next to each ingredient. Then listen again and number the pictures in the correct order. Listen again and check your work.

Pasta with Garlic and Olive Oil

Ingredients:

- ___ cloves of garlic
- ___ tablespoons of olive oil
- ___ box of pasta



- 4 **SPEAKING PRACTICE** Tell a partner what you eat for each meal.

“ My favorite food for breakfast is eggs. ”

GRAMMAR BOOSTER • p. 61
Unit 1 review

FOR ADDITIONAL LANGUAGE PRACTICE...

FLAGSHIP POP • Lyrics p. 67
“Fruit Salad, Baby”

REVIEW

Monday / Wednesday / Friday
 Michael: do laundry
 (Monday only)
 Sylvia: go shopping
 Sylvia: cook dinner
 Tuesday / Thursday / Saturday
 Sylvia: take out the garbage
 Michael: go shopping and cook dinner
 Sunday
 No Chores!

Monday



Tuesday



MEMORY GAME Look at the pictures for one minute. Then close your books and say all the foods and drinks you remember. Use count and non-count nouns correctly.

DESCRIPTION Use the schedule and the pictures to describe Michael and Sylvia's activities and habitual actions. Use the present continuous and the simple present tense. For example:

It's Tuesday. Michael is cooking dinner.
 Sylvia cooks dinner on Mondays.

PAIR WORK

- Ask and answer questions about the pictures. Use **How many** and **How much**. Answer with **There is** and **There are**. For example:
 A: How many boxes of pasta are there on the counter?
 B: There are two.
- Create conversations for Michael and Sylvia in the three pictures. For example:
 A: Would you like peas?
 B: Yes, please. And please pass the salt.

WRITING Write about what you eat on a typical day. Start like this:

For breakfast I eat ...

WRITING BOOSTER • p. 65

Guidance for this writing exercise

Friday



NOW I CAN

- ☐ Discuss ingredients for a recipe.
- ☐ Offer and ask for foods.