



FLAGSHIP

5



Pearson

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Flagship Level 5

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SCOPE AND SEQUENCE

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
 Staying in Shape PAGE 6	<ul style="list-style-type: none"> Plan an activity with someone Talk about habitual activities and future plans Discuss fitness and eating habits Describe your routines 	<ul style="list-style-type: none"> Physical activities Places for sports and exercise Frequency adverbs 	<ul style="list-style-type: none"> Can and have to The present continuous and the simple present tense: Review GRAMMAR BOOSTER <ul style="list-style-type: none"> Can and have to: form and common errors Can and have to: information questions Can and be able to: present and past forms The simple present tense: non-action verbs The simple present tense: placement of frequency adverbs Time expressions
 On Vacation PAGE 20	<ul style="list-style-type: none"> Greet someone arriving from a trip Ask about someone's vacation Discuss vacation preferences Describe good and bad vacation experiences 	<ul style="list-style-type: none"> Adjectives to describe trips Intensifiers Decline and accept help Adjectives for vacations Bad and good travel experiences 	<ul style="list-style-type: none"> The past tense of be: Review Contractions The simple past tense: Review Regular and irregular verb forms GRAMMAR BOOSTER <ul style="list-style-type: none"> The past tense of be: form The simple past tense: spelling rules for regular verbs The simple past tense: usage and form
 Shopping for Clothes PAGE 34	<ul style="list-style-type: none"> Shop and pay for clothes Ask for a different size or color Navigate a mall or department store Discuss clothing do's and don'ts 	<ul style="list-style-type: none"> Clothes and clothing departments Types of clothing and shoes Formal clothes Clothing that comes in "pairs" Store departments Clothing sizes Interior store locations and directions Prepositions of interior location Formality and appropriateness in clothing 	<ul style="list-style-type: none"> Uses of object pronouns Subject and object pronouns Comparative adjectives GRAMMAR BOOSTER <ul style="list-style-type: none"> Direct objects: usage Indirect objects: usage rules and common errors Comparative adjectives: spelling rules
 Taking Transportation PAGE 48	<ul style="list-style-type: none"> Discuss schedules and buy tickets Book travel services Understand airport announcements Describe transportation problems 	<ul style="list-style-type: none"> Kinds of tickets and trips Ways to express disappointment Travel services Airline passenger information Some flight problems Transportation problems Means of transportation 	<ul style="list-style-type: none"> Modals <u>should</u> and <u>could</u> Be going to + base form to express the future: Review GRAMMAR BOOSTER <ul style="list-style-type: none"> Modals can, could, and <u>should</u>: meaning, form, and common errors Expansion: future actions
 Spending Money PAGE 62	<ul style="list-style-type: none"> Ask for a recommendation Bargain for a lower price Discuss showing appreciation for service Describe where to get the best deals 	<ul style="list-style-type: none"> Financial terms How to bargain How to describe good and bad deals 	<ul style="list-style-type: none"> Superlative adjectives Irregular forms Too and enough GRAMMAR BOOSTER <ul style="list-style-type: none"> Comparative and superlative adjectives: usage and form Intensifiers <u>very</u>, <u>really</u>, and <u>too</u>
Reference Charts PAGE 76			
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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 <i>Why don't we...?</i> to suggest an activity Say <i>Sorry</i>, I can't to apologize for turning down an invitation Provide a reason with <i>have to</i> to decline an invitation Use <i>Well</i>, how about...? to suggest an alternative Use <i>How come?</i> to ask for a reason Use a negative question to confirm information 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen to activate grammar Listen for main ideas Listen for details Apply and personalize information <p>Pronunciation</p> <ul style="list-style-type: none"> Can / can't Third-person singular -s: Review 	<p>Texts</p> <ul style="list-style-type: none"> A bar graph A fitness survey A magazine article A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> Interpret a bar graph Infer information Summarize 	<p>Task</p> <ul style="list-style-type: none"> Write about one's exercise and health habits <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Punctuation of statements and questions
<ul style="list-style-type: none"> Say <i>Welcome back!</i> to indicate enthusiasm about someone's return from a trip Acknowledge someone's interest with <i>Actually</i> Decline an offer of assistance with <i>It's OK, I'm fine</i>. Confirm that an offer is declined with <i>Are you sure?</i> Use <i>Absolutely</i> to confirm a response Show enthusiasm with <i>No kidding!</i> and <i>Tell me more</i>. 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for main ideas Listen for details Infer meaning <p>Pronunciation</p> <ul style="list-style-type: none"> The simple past tense ending: Regular verbs 	<p>Texts</p> <ul style="list-style-type: none"> Travel brochures Personal travel stories A vacation survey A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> Activate language from a text Identify supporting details Support an opinion Draw conclusions 	<p>Task</p> <ul style="list-style-type: none"> Write a guided essay about a vacation <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Time order
<ul style="list-style-type: none"> Use <i>Excuse me</i> to indicate you didn't understand or couldn't hear Use <i>Excuse me</i> to begin a conversation with a clerk Follow a question with more information for clarification Acknowledge someone's assistance with <i>Thanks for your help</i> Respond to gratitude with <i>My pleasure</i> 	<p>Listening Skills</p> <ul style="list-style-type: none"> Infer the appropriate location Understand locations and directions <p>Pronunciation</p> <ul style="list-style-type: none"> Contrastive stress for clarification 	<p>Texts</p> <ul style="list-style-type: none"> An online clothing catalogue Simple and complex diagrams and plans A travel article A personal opinion survey A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> Identify supporting details Paraphrase Apply information 	<p>Task</p> <ul style="list-style-type: none"> Write a letter or e-mail explaining what clothes to pack <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Connecting ideas with <i>because</i> and <i>since</i>
<ul style="list-style-type: none"> Use <i>I'm sorry</i> to respond with disappointing information Use <i>Well</i> to introduce an alternative Use <i>I hope so</i> to politely respond to an offer of help Use <i>Let me check</i> to buy time to get information 	<p>Listening Skills</p> <ul style="list-style-type: none"> Infer the type of travel service Understand public announcements Listen for details Use reasoning to evaluate statements of fact <p>Pronunciation</p> <ul style="list-style-type: none"> Intonation for offering alternatives 	<p>Texts</p> <ul style="list-style-type: none"> Transportation schedules Public transportation tickets Arrival and departure boards Magazine and newspaper articles A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> Make decisions based on schedules and needs Critical thinking 	<p>Task</p> <ul style="list-style-type: none"> Write about two different trips, one past trip and one future trip <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> The paragraph
<ul style="list-style-type: none"> Use <i>Well</i> to connect an answer to an earlier question Use <i>How about...?</i> to make a financial offer Use <i>OK</i> to indicate that an agreement has been reached 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for key details Listen for main ideas Listen for details <p>Pronunciation</p> <ul style="list-style-type: none"> Rising intonation for clarification 	<p>Texts</p> <ul style="list-style-type: none"> A travel guide Product ads A magazine article Personal travel stories A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> Classify information Draw conclusions Apply information 	<p>Task</p> <ul style="list-style-type: none"> Write a guide to your city, including information on where to stay, visit, and shop <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Connecting contradictory ideas: even though, <i>however</i>, on the other hand



UNIT

1

Staying in Shape



COMMUNICATION GOALS

- 1 Plan an activity with someone.
- 2 Talk about habitual activities and plans.
- 3 Discuss fitness and eating habits.
- 4 Describe your routines.

KEY VOCABULARY

- Fitness activities
- Places for sports and exercise
- Eating habits

KEY GRAMMAR

- Can and have to
- The present continuous and the simple present tense: Review
- Frequency adverbs

STAYING IN SHAPE

How many calories can you burn in one hour?



*Based on a person weighing 150 pounds / 68.2 kilograms

A **VOCABULARY • Activities** Look at the graph. Then listen and repeat.

B **CLASS SURVEY** According to the graph, approximately how many calories do you burn every day? Find out who in your class burns more than 1,500 calories a day.



PHOTO STORY Read and listen to people talk about playing tennis.



Lynn: Hi, Joy! What are you up to?

Joy: Lynn! How are you? I'm playing tennis, actually. In the park.

Lynn: You play tennis? I didn't know that.

Joy: I do. About three times a week.

Do you play?

Lynn: Not as much as I'd like to.

Joy: Well, why don't we meet at the park on Saturday?

Lynn: This coming Saturday? Sorry, I can't. I have to work. What about Sunday?

Joy: Perfect. Hey, how about your husband? Can he come, too?

Lynn: Ken? No way. He's a total couch

potato. He just watches TV and eats junk food. He's so out of shape.

Joy: Too bad. My husband's crazy about tennis.

Lynn: Listen. I'm on my way home right now. Let's talk tomorrow. OK?

Joy: Terrific.

D FOCUS ON LANGUAGE Look at the underlined expressions in the Photo Story.

Use the context to help you choose the correct meaning of the following sentences.

- 1 What are you up to?
 - a What are you doing?
 - b Where are you going?
- 2 Why don't we play tennis sometime?
 - a Can you explain why we don't play tennis?
 - b Would you like to play tennis sometime?
- 3 My husband is really out of shape.
 - a My husband doesn't exercise.
 - b My husband exercises a lot.
- 4 I'm crazy about tennis.
 - a I hate tennis.
 - b I love tennis.
- 5 I'm on my way to the park.
 - a I'm going to the park right now.
 - b I'm going to go to the park this afternoon.

A SPEAKING • Personalize Look at the activities on page 8. List the activities you do ...

every day	every weekend	once a week	almost never	never

B PAIR WORK Compare activities with a partner.

“ What do you do every weekend? ”

“ Me? I go shopping. ”

GRAMMAR *Can* and *have to***can**Use **can** + the base form of a verb for possibility.

We **can stay** out late tonight. There are no classes tomorrow morning.
I'm too busy this afternoon. I **can't play** golf.
Mona **can meet** us at the park, but her husband **can't**.

QuestionsCan you **go** running tomorrow at 3:00? (Yes, I can. / No, I can't.)**have to**Use **have to** or **has to** + the base form of a verb for obligation.I **have to** / **don't have to** **work** late tonight.She **has to** / **doesn't have to** meet her cousin at the airport at 3:00.**Questions**

Do they **have to work** tomorrow? (Yes, they do. / No, they don't.)
Does he **have to go** to class now? (Yes, he does. / No, he doesn't.)

Remember: *Can* + base form also expresses ability.
We **can speak** English.
They **can't play** piano.

Usage: When declining an invitation, use *have to* to provide a reason.
Sorry, I **can't** / **have to work** late.

GRAMMAR BOOSTER p. 77

Can and have to:
• Form and common errors
• Information questions
Can and be able to: present and past forms

A FIND THE GRAMMAR Look at the Photo Story on page 9 again. Find one statement using can't to decline an invitation. Find one example of have to to provide a reason. Find one question using can for possibility.

B GRAMMAR PRACTICE Read the sentences carefully. Then complete each sentence with can or a form of have to.

- I'd like to go out tonight, but we have a test tomorrow. I **study**
- Audrey **not / meet** us for lunch today. She **help** her boss write a report.
- Good news! I **not / work** late tonight. We **go running** together at 6:00.
- My sister **not / go shopping** at the mall today. She **go** to the doctor.
- Henry **go** to Toronto next week, so he **not / play** golf with us.
- Sorry, I **not / go** to aerobics class tonight. I **meet** with my boss.

C GRAMMAR PRACTICE Write three questions using can and three questions using a form of have to. Then practice asking and answering the questions with a partner.

PRONUNCIATION *Can* / *can't*


A ^{3:26} Read and listen to the pronunciation and stress of can and can't. Then listen again and repeat.

/kən/ I **can call** you today./kɪnt/ I **can't call** you tomorrow.

B ^{3:27} Listen to the statements and check can or can't. Then listen again and repeat each statement.

1 ☐ can ☐ can't3 ☐ can ☐ can't5 ☐ can ☐ can't2 ☐ can ☐ can't4 ☐ can ☐ can't6 ☐ can ☐ can't

CONVERSATION MODEL

- A**  **3:28** Read and listen to two people plan an activity together.

A: Hey, Gary. Why don't we go running sometime?
B: Great idea. When's good for you?
A: Friday morning at 9:00?
B: Sorry, I can't. I have to work on Friday.
A: Well, how about Sunday afternoon at 2:00?
B: That's good for me. See you then.

- B**  **3:29** **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN

Plan an activity with someone

- A** **NOTEPADDING** Write your schedule for this weekend in the daily planner.

	Friday	Saturday	Sunday
9:00	go running	visit Mom	

Daily Planner			
	Friday	Saturday	Sunday
9:00			
11:00			
1:00			
3:00			
5:00			
7:00			

- B** **CONVERSATION ACTIVATOR** Now personalize the Conversation Model with a partner, using your daily planners. Suggest an activity, a day, and a time. Then change roles.

A: Hey, Why don't we sometime?
B: When's good for you?
A: ?
B: Sorry, I can't. I have to
A: Well, how about ?
B:

DON'T STOP!

- Suggest other times and activities.
- Discuss where to meet.

- C** **CHANGE PARTNERS** Practice the conversation again. Plan other activities. Use your daily planner to respond.



VOCABULARY • Places for sports and exercise

A  3:30 Read and listen. Then listen again and repeat.



a pool



an athletic field



a golf course



a track



a tennis court



a park



a gym

B PAIR WORK Tell your partner what you do at these places.

GRAMMAR • The present continuous and the simple present tense: Review

“ I play soccer at the athletic field next to the school. ”

The present continuous
(for actions in progress and future plans)
I'm **making** dinner right now.
They're **swimming** at the pool in the park.
He's **meeting** his friends for lunch tomorrow.

Questions

Are you **going** running tomorrow?
What time are you **playing** tennis today?

Be careful!

Don't use the present continuous with frequency adverbs.

Don't say: She's **never playing** tennis.

Don't use the present continuous with have, want, need, or like.

Don't say: She's **liking** the gym.

The simple present tense
(for frequency, habits, and routines)
I **make** dinner at least twice a week.
They usually **swim** at the pool on Tuesdays.
He hardly ever **meets** his friends for dinner.

Questions

Do you always **play** golf on Saturdays?
How often **do** you **lift** weights?



Frequency adverbs

100% always
almost always
usually / often / generally
sometimes / occasionally
hardly ever
never
0%

GRAMMAR BOOSTER p. 78

Can and have to:

The simple present tense:

- Non-action verbs
- Placement of frequency adverbs
- Time expressions

A VOCABULARY / GRAMMAR PRACTICE Tell a partner how frequently you play sports or exercise at the places from the Vocabulary.

“ I almost always go to my gym on Fridays. ”

“ There's a pool near my house, but I hardly ever go swimming there. ”

B GRAMMAR PRACTICE Complete the sentences. Use the simple present tense or the present continuous.

- Brian can't answer the phone right now.
.....
he / study
- How often walking?
she / go
- tennis this weekend.
we / play
- weights three times a week.
he / lift
- lunch. Can they call you back?
they / make
- How often the house?
you / clean
- aerobics every day.
I / do
- shopping tonight.
she / go

C LISTEN TO ACTIVATE GRAMMAR Listen to the conversations. Circle the frequency adverb that best completes each statement.

- She (often / hardly ever / never) plays golf.
- He (often / sometimes / always) goes to the gym four times a week.
- She (often / sometimes / never) plays tennis in the park.
- He (always / often / never) goes swimming.
- She (always / sometimes / never) rides her bike on weekends.

CONVERSATION MODEL

A Read and listen to two people talk about habitual activities and future plans.

- A: Hey, Nancy. Where are you off to?
B: Hi, Trish. I'm going to the gym.
A: Really? Don't you usually go there on weekends?
B: Yes. But not this weekend.
A: How come?
B: Because this weekend I'm going to the beach.

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

C FIND THE GRAMMAR Look at the Conversation Model again. Underline one example of the simple present tense and two examples of the present continuous. Which one has future meaning?



NOW YOU CAN

Talk about habitual activities and plans

A CONVERSATION ACTIVATOR With a partner, change the Conversation Model, using a different place from the Vocabulary. Then change roles.

- A: Hey, Where are you off to?
B: Hi, I'm going to the
A: Really? Don't you usually go there ?
B: Yes. But not this
A: How come?
B: Because this I'm

B CHANGE PARTNERS Practice the conversation again. Use a different place and plan.

DON'T STOP!


Say more about your activities.

I'm going to the gym. I have an aerobics class.
I'm going to the park. I'm playing tennis with my friend Julie.
Invite your partner to do something.
Why don't we _____ sometime?

BEFORE YOU LISTEN

WARM-UP In your opinion, is it important for people to stay in shape? Why? What do people have to do to stay in shape?

LISTENING COMPREHENSION

- A**  **3:35** **LISTEN FOR MAIN IDEAS** Listen to people talk about their fitness and eating habits. Check the box next to the name if the person exercises regularly.




- B**  **3:36** **LISTEN FOR DETAILS** Now listen again and check each person's habits.

	Mark	Rika	Richard
1 goes to a gym	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 takes exercise classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 exercises outside	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 avoids grains	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 avoids desserts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 avoids fatty foods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 eats smaller portions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 eats a lot of seafood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 eats slowly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C DISCUSSION

- In your opinion, which of the three people have good fitness and eating habits? Explain.
- Whose habits are like your own? Explain.

PRONUNCIATION • Third-person singular -s: Review

- A**  **3:37** Read and listen to the three third-person singular endings. Then listen again and repeat.

/s/	/z/	/ɪz/
sleeps	goes	watches
eats	plays	exercises
works	avoids	munches

- B** **PAIR WORK** Take turns making statements about the three people's habits. Use the information in the chart in Listening Comprehension Exercise B. Pay attention to third-person singular endings.

“ Rika exercises outside every day. ”

NOW YOU CAN**Discuss** fitness and eating habits**A FRAME YOUR IDEAS** Take the health survey.

Do you stay in shape?

Check the statements that are true for you. Then add up your score.

- 1 ☐ a I exercise regularly.
☐ b I hardly ever exercise.
☐ c I never exercise.

- 2 ☐ a I usually sleep seven hours or more.
☐ b I generally sleep less than seven hours.
☐ c I rarely sleep more than four hours.

- 3 ☐ a I avoid junk food.
☐ b I sometimes eat junk food.
☐ c I eat a lot of junk food.

- 4 ☐ a I hardly ever eat sweets.
☐ b I sometimes eat sweets.
☐ c I eat too many sweets.

- 5 ☐ a I hardly ever watch TV.
☐ b I sometimes watch TV.
☐ c I watch a lot of TV.

Score

Each a answer = 10 points

Each b answer = 5 points

Each c answer = 0 points

Your total points =

Points

40-50 You stay in great shape!

30-35 You're getting in shape!

20-25 You can do more!

0-15 You're a couch potato!

**B PAIR WORK** Compare your survey answers and scores.**C GROUP WORK** Walk around the classroom and ask questions. Write names and take notes on the chart.

DON'T STOP!

Ask for more information:

Why are you out of shape?
 What junk foods do you eat?
 Where do you exercise?

Find someone who ...	Name	Other information
stays in great shape.	Toni	goes running every day
is out of shape.		
eats a lot of junk food.		
avoids sweets.		
avoids fatty foods.		
never sleeps more than four hours.		

D DISCUSSION Now discuss fitness and eating habits. Tell your classmates about the people on your chart.

“ Toni stays in great shape.
 She goes running every day. ”