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Student's Book & Workbook

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Express Publishing

Contents

	Vocabulary	Grammar	Skills/Functions	Writing/Learning Evidence
 Module 1 Profiles (pp. 5-25)				
1	greetings & introductions		<ul style="list-style-type: none"> greet people introduce yourself & others say goodbye 	
2	the English alphabet	personal subject pronouns	<ul style="list-style-type: none"> ask about names listen to identify information 	write & spell names
3	<ul style="list-style-type: none"> cardinal numbers (1-100) colours 	<ul style="list-style-type: none"> the verb <i>to be</i> (affirmative) word order of subject & verb 	<ul style="list-style-type: none"> listen for specific information count from 1-100 	complete sentences
4	telephone numbers	<i>what</i> questions	<ul style="list-style-type: none"> address people give personal information apply for membership 	fill in a form
5	countries, continents & nationalities		Reading: <i>Our Global Village</i>	write your profile
6	jobs	the verb <i>to be</i> (negative)	<ul style="list-style-type: none"> Reading: <i>Famous People</i> read for specific information 	write profiles of famous people
7	occupations	<ul style="list-style-type: none"> the verb <i>to be</i> (questions & short answers) question words 	act out a job interview	write a job interview
8	family & relatives	<ul style="list-style-type: none"> possessive adjectives possessive case 	<ul style="list-style-type: none"> identify relations talk about your family members Reading: <i>The British Royal Family</i> 	draw your family tree & present it to the class
9	<ul style="list-style-type: none"> physical appearance months, seasons ordinal numbers (1st - 30th) 	<ul style="list-style-type: none"> questions pronunciation of /s/, /j/, /tʃ/ 	<ul style="list-style-type: none"> Reading: <i>My best friend</i> talk about your best friend read dates 	<ul style="list-style-type: none"> complete dialogues make a birthday calendar
10	family & feelings	<ul style="list-style-type: none"> <i>have got</i> 	<ul style="list-style-type: none"> Reading: <i>An amazing talent</i> read for specific information 	<ul style="list-style-type: none"> make a chart about your family write an email to a friend about your family

Self-Check 1 (p. 26)

 Module 2 Everyday activities (pp. 27-47)				
1	everyday activities	<ul style="list-style-type: none"> present simple (affirmative) <i>at, in</i> 	<ul style="list-style-type: none"> listen for specific information sequence of events 	a paragraph about your daily routine
2	activities	present simple (3rd person singular) – pronunciation	<ul style="list-style-type: none"> match texts to visual prompts listen for gist complete charts 	write an email about your parents' jobs & their daily routine
3	the time		ask for & tell the time	write about your Monday routine
4	<ul style="list-style-type: none"> school subjects lifestyles 	<ul style="list-style-type: none"> present simple (negative) <i>too – but</i> (linking ideas) 	<ul style="list-style-type: none"> listen for specific information compare class timetables Reading: <i>Lifestyles</i> 	compare your daily routine to a student's routine in Kenya
5	work routines	present simple (affirmative/negative)	<ul style="list-style-type: none"> Reading: <i>The Ravenmaster</i> use graphic organisers 	make a poster about jobs around the world
6	<ul style="list-style-type: none"> sports days of the week 	present simple (yes/no questions) – intonation	Reading: <i>A school announcement</i>	write sentences about your favourite sport
7	leisure activities	adverbs & expressions of frequency	<ul style="list-style-type: none"> Blog: leisure activities talk about frequency 	a blog entry about your leisure activities
8	means of transportation	present simple (wh- questions) – intonation	<ul style="list-style-type: none"> interview a person read for specific information 	write an interview about a person's school routine & study activities
9	places to go & activities	prepositions of time (<i>at, on, in</i>)	<ul style="list-style-type: none"> invite/accept - decline Reading: <i>Are you a couch potato?</i> 	write a few sentences about your friend's lifestyle
10	hobbies	punctuation	<ul style="list-style-type: none"> express likes/dislikes use dictionaries 	write an email about your favourite hobby

Self-Check 2 (p. 48)

Vocabulary	Grammar	Skills/Functions	Writing/Learning Evidence
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Weather and clothes (pp. 49-69)

1	holiday activities	present continuous (affirmative)	<ul style="list-style-type: none"> describe actions happening now pronunciation of <i>-ing</i> ending 	write a description of actions happening now
2	carnival	present continuous (negative)	<ul style="list-style-type: none"> describe pictures report a parade happening now 	write a report of a parade happening now
3	the weather	present continuous (yes/no questions)	<ul style="list-style-type: none"> read for specific information act out a telephone conversation describing what you are doing now 	describe what you are doing
4	seasonal activities		<ul style="list-style-type: none"> read postcards read for specific information 	write a postcard to your pen pal
5	clothes	present continuous (wh-questions)	<ul style="list-style-type: none"> talk about actions happening now listen for gist 	describe activities happening now & people's clothes
6	shops	<ul style="list-style-type: none"> <i>this/these – that/ those</i> spelling 	<ul style="list-style-type: none"> identify places buy clothes/ask about prices 	write sentences about shops
7	parts of the body & verbs related to them	<i>can/can't</i> (ability)	<ul style="list-style-type: none"> Reading: <i>A Real Superhero</i> learn new vocabulary 	design your own superhero & describe what he/she can do
8	celebrations	present simple vs. present continuous	<ul style="list-style-type: none"> listen for specific information describe a celebration 	write an email to your pen pal about a celebration
9	action verbs	object pronouns	<ul style="list-style-type: none"> improve speaking skills read a comic strip 	write a comic strip
10	actions verbs (at sports camps)	<i>and, or</i> (linking ideas)	<ul style="list-style-type: none"> Reading: <i>A letter from a sports camp</i> complete charts 	write an informal letter following a plan

Self-Check 3 (p. 70)



Food (pp. 71-91)

1	foods/drinks	<ul style="list-style-type: none"> plurals – countable/ uncountable nouns pronunciation of <i>-s</i> ending plural forms /s/, /z/, /ɪz/ 	<ul style="list-style-type: none"> describe how often you eat/drink certain foods/drinks express likes/dislikes about various foods/drinks 	write sentences about foods/drinks you like/dislike
2	party food	<i>a/an – some/any – There is/There are</i>	<ul style="list-style-type: none"> offer foods/drinks Reading: <i>Birthdays around the world</i> 	write a short text about how you celebrate birthdays in your country
3	containers	<ul style="list-style-type: none"> <i>how many/how much, too many/too much, a lot of, some, few/not many, little/not much, any</i> pronunciation/intonation 	<ul style="list-style-type: none"> Reading: <i>Food for Fuel</i> read for specific information predict content talk about your eating habits 	write a paragraph about what you eat for breakfast/lunch/ dinner
4	supermarket sections	<ul style="list-style-type: none"> pronunciation of /θ/, /ð/ sentence stress 	<ul style="list-style-type: none"> decide on a shopping list listen for gist 	write your shopping list
5	UK currency (coins & notes)		<ul style="list-style-type: none"> pay for things Reading: <i>Shopping habits</i> 	<ul style="list-style-type: none"> compare your shopping habits to another person's write a text about your family's shopping habits
6	food preparation – ingredients & measurements		<ul style="list-style-type: none"> give instructions how to make a Mexican dish describe activities happening now 	write a recipe – convert measurements
7	food verbs	<i>how much/how many, some/any</i> (revision)	<ul style="list-style-type: none"> Reading: <i>National dishes</i> describe how to cook a dish 	write about a typical dish from your country
8	tastes	<ul style="list-style-type: none"> <i>can/could/may</i> pronunciation of <i>would you, I'd, can I, could I</i> 	<ul style="list-style-type: none"> describe different tastes give your order 	write a menu (dishes & prices)
9	places to buy food/drinks	<ul style="list-style-type: none"> the imperative prepositions of place 	ask for/give directions	compare your area to another area
10	market products	<i>was/were</i>	<ul style="list-style-type: none"> Reading: <i>Special Markets</i> 	write a blog entry about a market in your town

Self-Check 4 (p. 92)

What's in the module?



Vocabulary

- the alphabet
- cardinal/ordinal numbers
- colours
- telephone numbers
- addresses
- countries, continents & nationalities
- jobs & occupations
- family members
- physical appearance
- months & seasons
- ages & birthdays

Grammar

- present simple of the verb *to be*
- *what* questions
- personal pronouns
- possessive adjectives
- *have got*

Skills

- greet people/say goodbye
- introduce yourself & others
- spell names
- apply for a DVD rental store membership
- have a job interview
- introduce your family members & describe them
- give your telephone number
- give personal information
- pronunciation of /s/, /j/, /tʃ/

Writing

- fill out forms & charts
- write a profile
- draw your family tree
- write an email about your family

Find the page numbers for ...

- an email
- a membership card
- a family tree
- a world map

1.1 Hi!

Reading

- 1 Listen and read the dialogues (A-C). Match them to the groups of people (1-3) in the pictures. Then match the headings to the dialogues.

Greet & introduce yourself

Say goodbye

Greet & introduce others

A

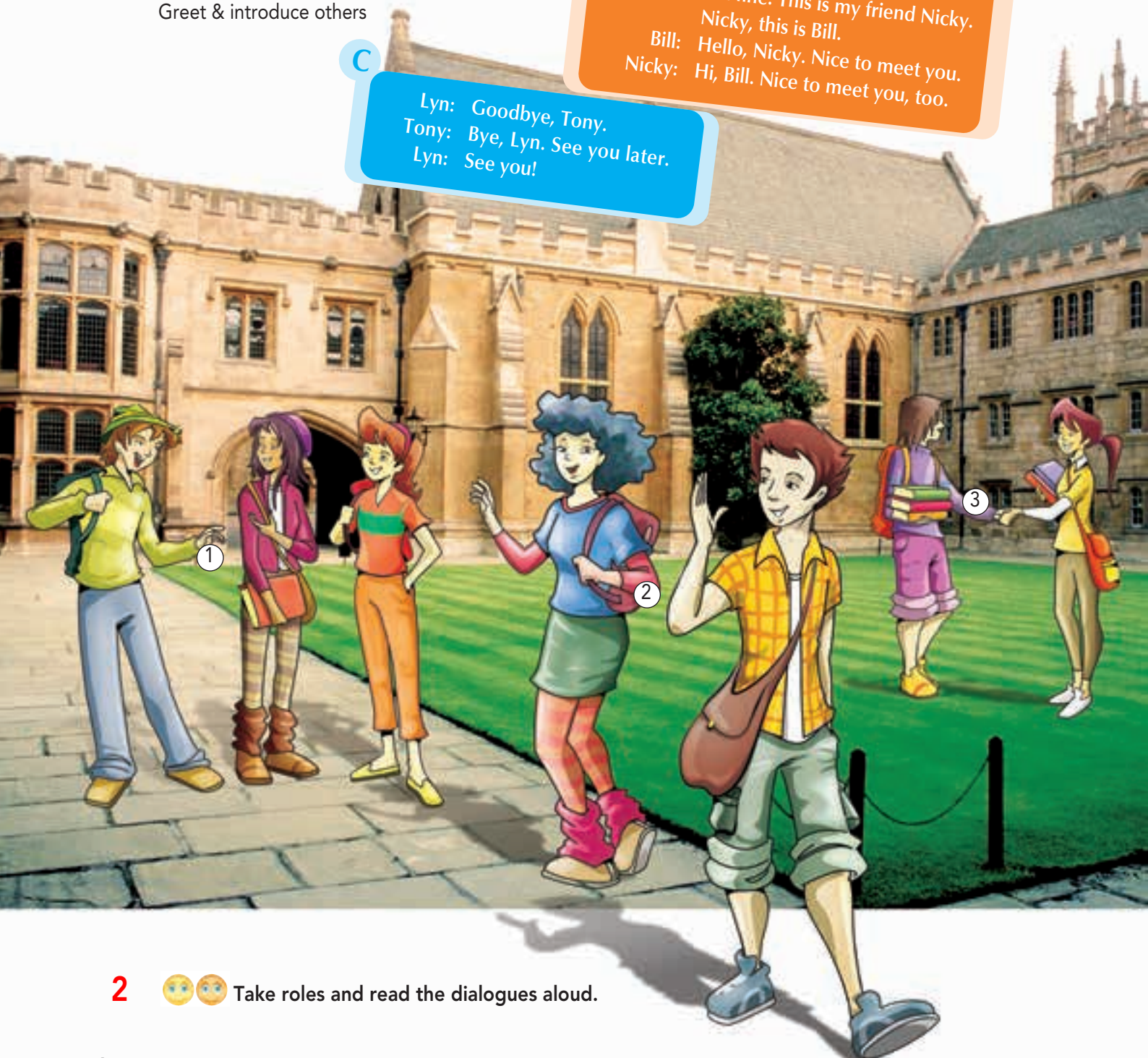
Steve: Hi! I'm Steve.
Stella: Hi, Steve. I'm Stella.
Steve: Nice to meet you, Stella.
Stella: Nice to meet you, too.

B

Sally: Hi, Bill. How's it going?
Bill: Not bad. And you?
Sally: I'm fine. This is my friend Nicky.
Nicky, this is Bill.
Bill: Hello, Nicky. Nice to meet you.
Nicky: Hi, Bill. Nice to meet you, too.

C

Lyn: Goodbye, Tony.
Tony: Bye, Lyn. See you later.
Lyn: See you!



- 2 🗣️🗣️ Take roles and read the dialogues aloud.

Greeting people

- 3 Read the phrases. Then complete the speech bubbles (1-4) with the correct greeting.



Listening

- 4 Listen and circle the correct response.

- 1 a Not bad.
b Nice to meet you.
- 2 a See you later.
b So-so.
- 3 a I'm fine, thanks.
b It's a pleasure to meet you.
- 4 a Good morning.
b Bye, Sally.
- 5 a I'm Kathy.
b Fine, thanks.



Speaking

- 5 Look at the pictures. Use the expressions to act out short exchanges.

Introduce yourself

- Hi! I'm ...
- Hello! I'm ...

Respond

- Nice to meet you.
- It's a pleasure to meet you.

Say goodbye

- Goodbye.
- Bye.
- See you.
- See you later.
- See you tomorrow.
- Take care.

1.2

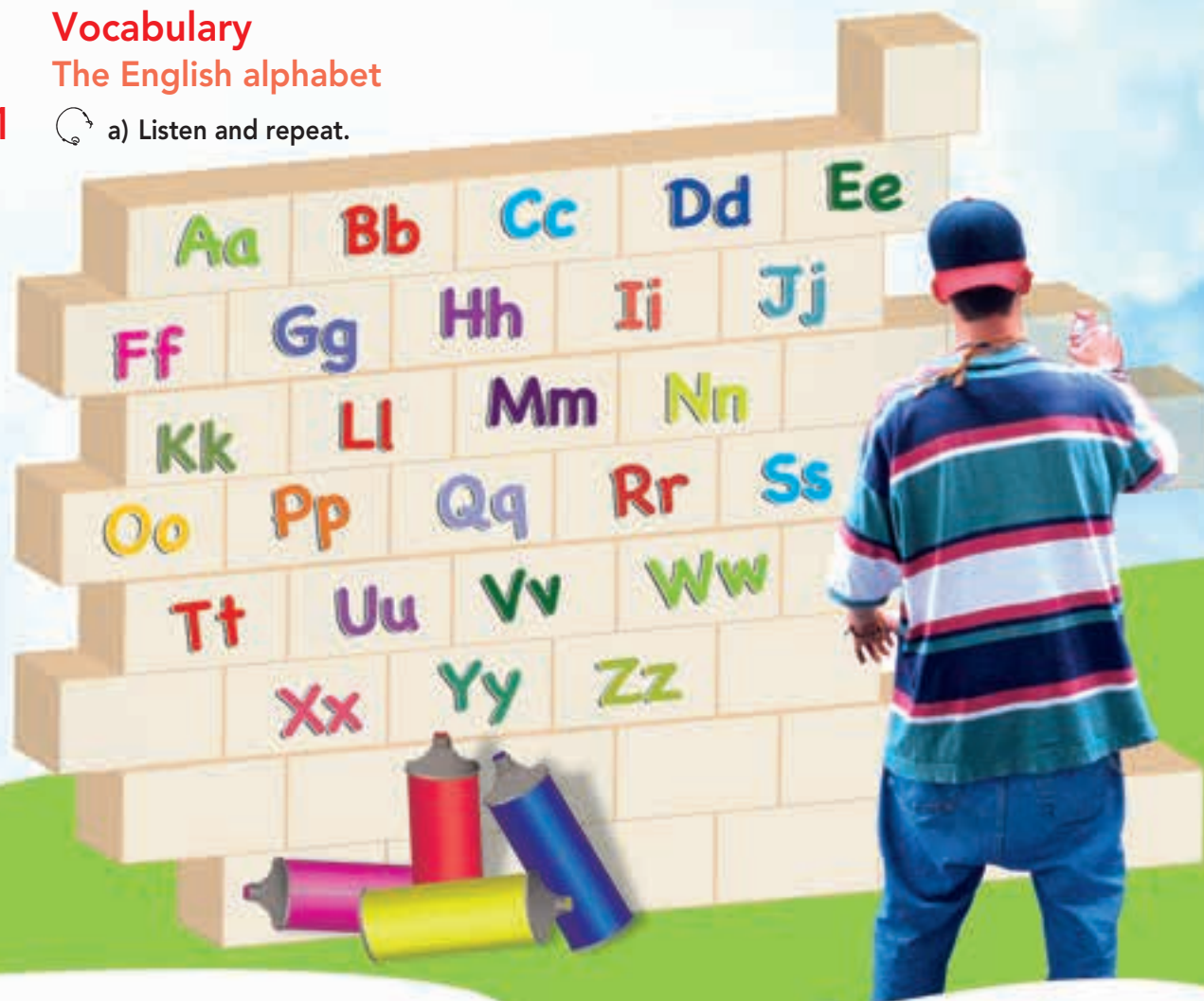
Names

Vocabulary

The English alphabet

1

a) Listen and repeat.



b) Write the missing letter.

1 A, B, C, , E

2 J, K, , M, N

3 P, , R, S, T

c) 🧐🧐 Now read letters aloud to your partner. Your partner points to the letters he/she hears.

Listening

2

a) Listen and circle the letter you hear.

1 A E

5 G D

2 I Y

6 B P

3 P T

7 P V

4 S X

8 D B

b) Listen and circle the name you hear. Then spell each name.

1 Anna Anya Annie

2 Miller Miler Myler

3 Kate Katie Kathy

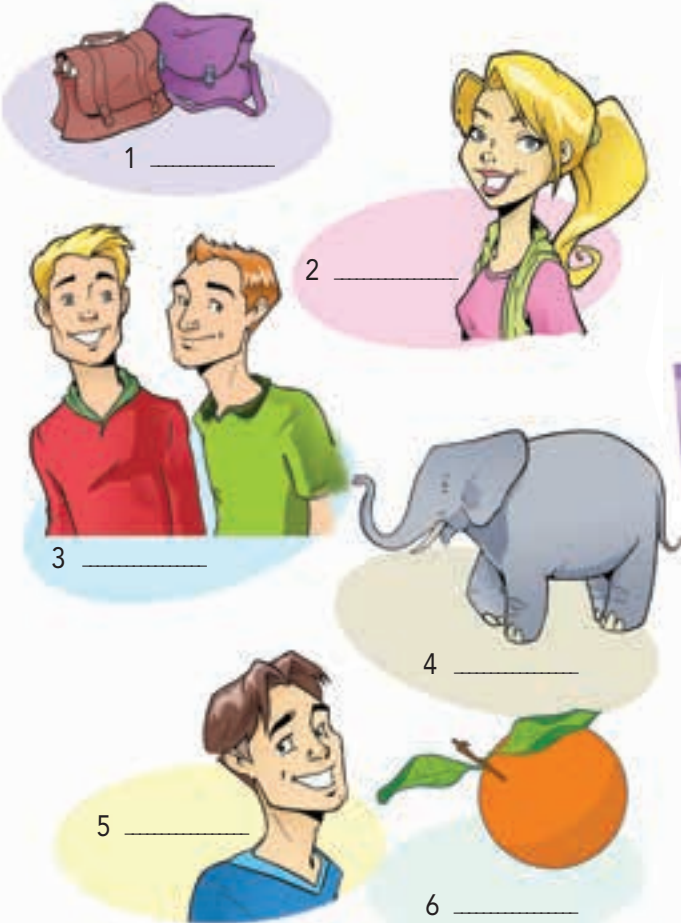
Grammar

Personal subject pronouns

3 a) Study the table.

SINGULAR	PLURAL
I	we
you	you
he	
she	they
it	

b) Look at the pictures. Fill in: *he, she, it, they*.



Note:

Proper names, that is names of people and places, start with a capital letter. *Mary, Mexico*

Reading & Speaking

Asking about names

4 a) Listen and read the dialogue.

A: What's your name?
B: Anna.
A: And your surname?
B: Milles.
A: How do you spell that?
B: M - I - double L - E - S.

b) Use the names (1-5) to act out similar dialogues.

1 Estella Gonzales

2 Antony Marques

3 Jim Wheeler

4 Natasha Williams

5 Hoang Li

5 Think of famous people. Spell their names.



J - E - double N - I - F - E - R L - O - P - E - Z

1.3

Numbers & Colours

Vocabulary

Cardinal numbers (1-100)

1 a) Listen and repeat.



b) Read the numbers.



c) Listen and repeat.

10 ten	17 seventeen	24 twenty-four	40 forty
11 eleven	18 eighteen	25 twenty-five	50 fifty
12 twelve	19 nineteen	26 twenty-six	60 sixty
13 thirteen	20 twenty	27 twenty-seven	70 seventy
14 fourteen	21 twenty-one	28 twenty-eight	80 eighty
15 fifteen	22 twenty-two	29 twenty-nine	90 ninety
16 sixteen	23 twenty-three	30 thirty	100 a/one hundred

Listening

2 Listen and circle the numbers you hear.



3 a) Write the numbers using words.

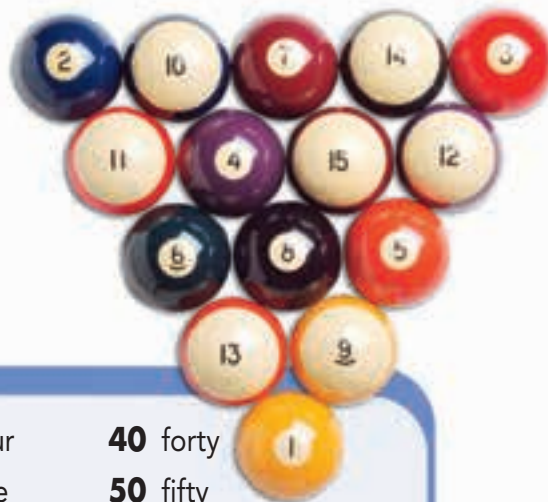
- The number of letters in the English alphabet.

- The number of letters in your surname.

- The number of people in your classroom.

- The number of desks in your classroom.

b) Look at the picture for a minute. Cover it and try to remember as many numbers as possible.



Colours

4 a) Listen and repeat.

b) What colour is each number?
Write the colours.

42 10 35
1 80 3
one red 9 20 74

Grammar

The verb to be (affirmative)

5 Study the table. Then fill in the blanks with 'm, 's, or 're.

AFFIRMATIVE	
Full Form	Short Form
I am Anna.	I'm Anna.
You are fifteen.	You're fifteen.
This is Bill. He is sixteen.	He's sixteen.
This is Helen. She is ten.	She's ten.
Seven is a number. It is a number.	It's a number.
We are sixteen.	We're sixteen.
You are ten.	You're ten.
They are eleven.	They're eleven.

Name/Subject Pronoun + Verb

Andy is twelve. He is twelve.

- I'm Pedro and she _____ Marta.
- You _____ sixteen.
- We _____ fifteen and they _____ twenty.
- He _____ Daniel.
- It _____ my birthday. I _____ twenty.
- Anna _____ nine.
- They _____ twenty-eight.
- Mr Brown _____ sixty years old.

Reading & Writing

6 a) Fill in the blanks with am, is, or are.

Hello!

My name 1) _____ Vanessa. I 2)

_____ fifteen years old. It 3) _____

my birthday today. My favourite colours

4) _____ yellow and black.

She 1) _____ Clara

and he 2) _____ Peter.

They 3) _____ friends.

They 4) _____ sixteen

years old. Their favourite

colour 5) _____ blue.

b) Complete the sentences.

- Vanessa is _____ years old.
- Peter is Clara's _____.
- Clara and Peter _____ years old.
- It's Vanessa's _____ today.
- Vanessa's favourite colours _____.

Did you know?

In the UK the number 13 is an unlucky number. There is often no house with the number 13 on a street.

13