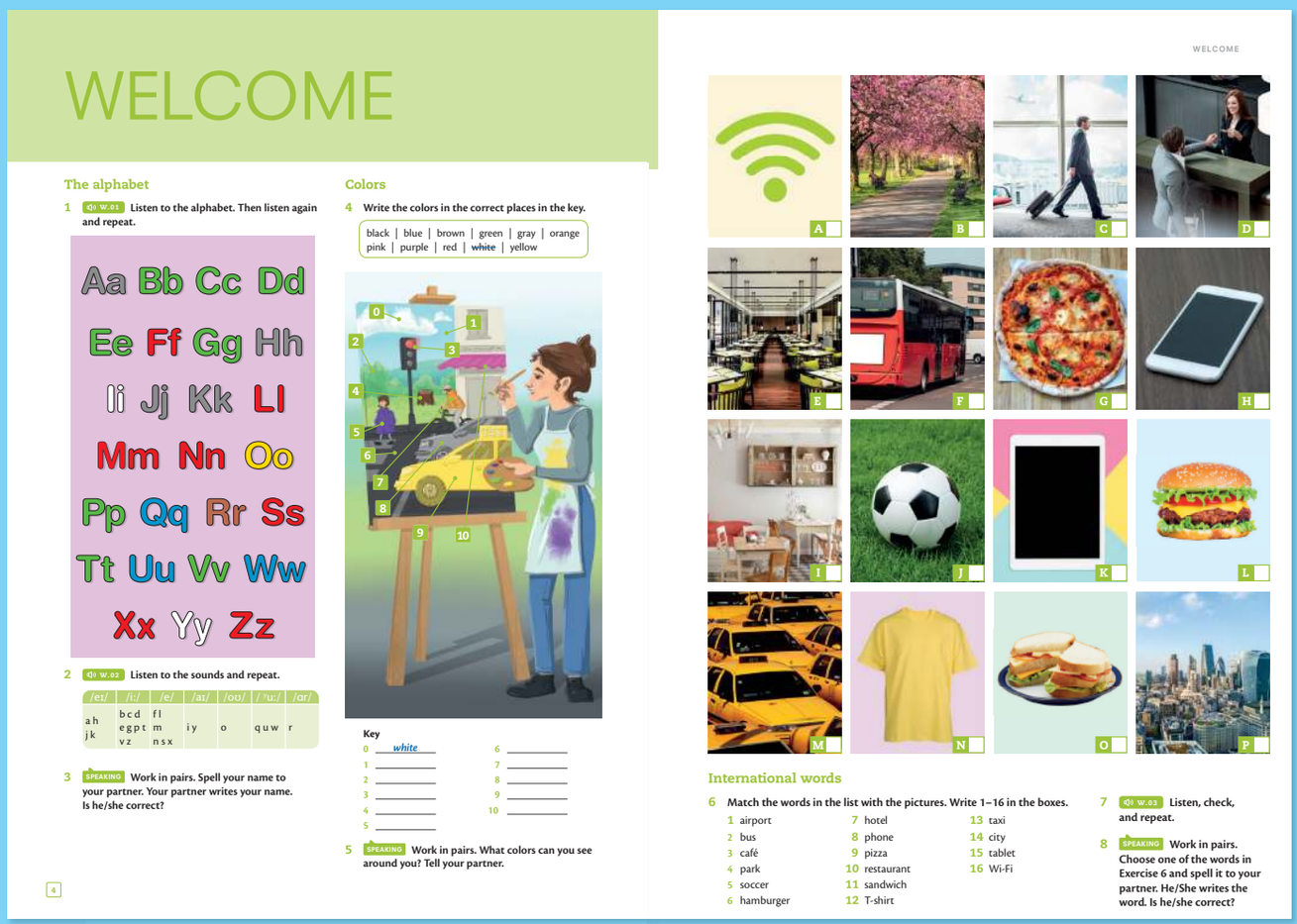
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# Welcome



WELCOME

The alphabet

1 W.01 Listen to the alphabet. Then listen again and repeat.

Aa Bb Cc Dd
Ee Ff Gg Hh
Ii Jj Kk Ll
Mm Nn Oo
Pp Qq Rr Ss
Tt Uu Vv Ww
Xx Yy Zz

2 W.02 Listen to the sounds and repeat.

| /eɪ/ | /iː/ | /e/ | /aɪ/ | /oʊ/ | /ˈuː/ | /ɑr/ |
|---|---|---|---|---|---|---|
| a h j k | b c d e g p t v z | f l m n s x | i y | o | q u w | r |

3 SPEAKING Work in pairs. Spell your name to your partner. Your partner writes your name. Is he/she correct?

Colors

4 Write the colors in the correct places in the key.

black | blue | brown | green | gray | orange | pink | purple | red | ~~white~~ | yellow

Key
0 white
1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____

5 SPEAKING Work in pairs. What colors can you see around you? Tell your partner.

4

WELCOME

A B C D E F G H I J K L M N O P

International words

6 Match the words in the list with the pictures. Write 1–16 in the boxes.

1 airport
2 bus
3 café
4 park
5 soccer
6 hamburger
7 hotel
8 phone
9 pizza
10 restaurant
11 sandwich
12 T-shirt
13 taxi
14 city
15 tablet
16 Wi-Fi

7 W.03 Listen, check, and repeat.

8 SPEAKING Work in pairs. Choose one of the words in Exercise 6 and spell it to your partner. He/She writes the word. Is he/she correct?

## The alphabet

**1** W.01
Students' own answers

**2** W.02
Students' own answers

**3** Students' own answers

## Colors

**4** 1 blue 2 green 3 red 4 brown 5 purple 6 black 7 orange 8 gray 9 yellow 10 pink

**5** Students' own answers

## International words

**6** 1C 2F 3I 4B 5J 6L 7D 8H 9G 10E 11O 12N 13M 14P 15K 16A

**7** W.03
Students' own answers

**8** Students' own answers

## TH!NK more

**Workbook**
The alphabet, Colors, International words
pp4–5, Ex.1–7



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# Welcome



### Articles: *a* and *an*

**1** Match the sentences in the list with the pictures. Write 1–4 in the boxes.

1 It's a red T-shirt.
2 It's a black and green T-shirt.
3 It's an orange T-shirt.
4 It's a blue T-shirt.

A B C D

**2** Write *a* or *an*.

0 ___an___ airport
1 _____ Indian restaurant
2 _____ red bus
3 _____ pizza
4 _____ yellow taxi
5 _____ orange phone
6 _____ American basketball player
7 _____ internet page

### The day

**3** Write the words in the list under the pictures.

afternoon | ~~evening~~ | morning | night

1 ___evening___
2 _____
3 _____
4 _____

### Saying *Hello* and *Goodbye*

**4** W.04 Complete the dialogues with the words in the list. Listen and check.

Bye | Good | have | Hi | How | morning | night | See you | thanks | ~~this~~

1
Carmen Hello. My name's Carmen.
Felix Hi, Carmen. I'm Felix, and [9] ___this___ is Isabella.
Isabella [1] _____, Carmen.
Carmen Hi, Felix. Hi, Isabella.

2
Harper [2] _____ afternoon, Mrs. Cortez.
Mrs. Cortez Hi, Harper. [3] _____ are you?
Harper Great, [4] _____. And you?
Mrs. Cortez I'm fine, thanks.

3
Leo Good [5] _____, Mr. Williams.
Mr. Williams Hello, Leo. How are you?
Leo I'm fine, thank you.
Mr. Williams Good. I'll see you in class.
Leo [6] _____, Mr. Williams.

4
Violet Bye, Ezra.
Ezra Bye, Violet. [7] _____ later.
Violet Yeah, [8] _____ a good day.

5
Lucia Good [9] _____, Mom.
Mom Night, Lucia. Sleep well.

## Articles: *a* and *an*

**1** 1 C 2 D 3 B 4 A

**2** 1 an 2 a 3 a 4 a 5 an 6 an 7 an

## The day

**3** 2 night 3 morning 4 afternoon

## Saying *Hello* and *Goodbye*

**4** W.04
1 Hi 2 Good 3 How 4 thanks 5 morning 6 Bye 7 See you 8 have 9 night

## THINK more

**Workbook**
Articles: *a* and *an*, The day, Saying *Hello* and *Goodbye* pp6–7, Ex.1–6

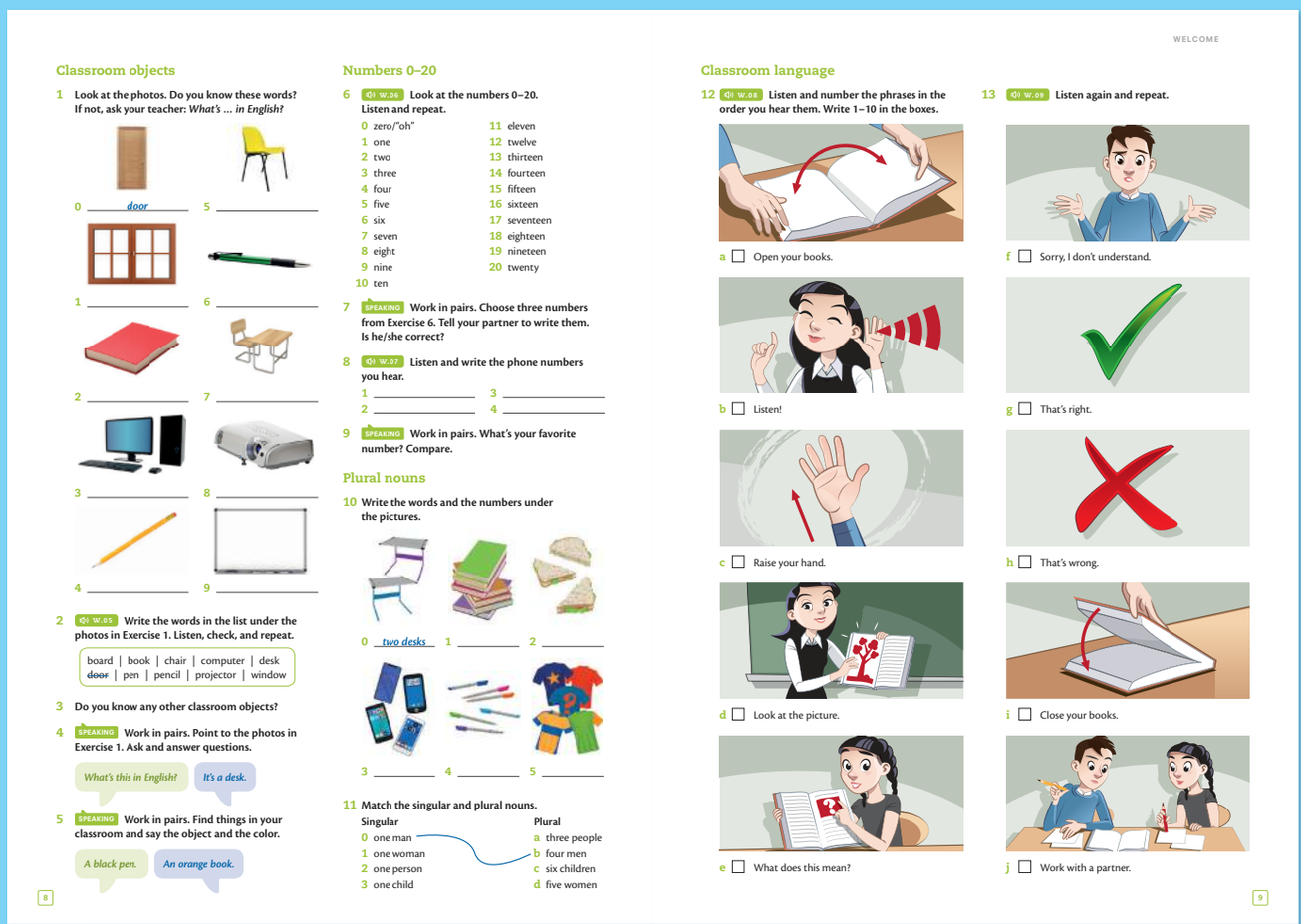


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# Welcome



WELCOME

**Classroom objects**

1 Look at the photos. Do you know these words? If not, ask your teacher: *What's ... in English?*

0 door 5 _____
1 _____ 6 _____
2 _____ 7 _____
3 _____ 8 _____
4 _____ 9 _____

2 W.05 Write the words in the list under the photos in Exercise 1. Listen, check, and repeat.

board | book | chair | computer | desk | ~~door~~ | pen | pencil | projector | window

3 Do you know any other classroom objects?

4 SPEAKING Work in pairs. Point to the photos in Exercise 1. Ask and answer questions.

*What's this in English?* *It's a desk.*

5 SPEAKING Work in pairs. Find things in your classroom and say the object and the color.

*A black pen.* *An orange book.*

8

**Numbers 0–20**

6 W.06 Look at the numbers 0–20. Listen and repeat.

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

7 SPEAKING Work in pairs. Choose three numbers from Exercise 6. Tell your partner to write them. Is he/she correct?

8 W.07 Listen and write the phone numbers you hear.

1 _____ 3 _____
2 _____ 4 _____

9 SPEAKING Work in pairs. What's your favorite number? Compare.

**Plural nouns**

10 Write the words and the numbers under the pictures.

0 *two desks* 1 _____ 2 _____
3 _____ 4 _____ 5 _____

11 Match the singular and plural nouns.

| Singular | Plural |
|---|---|
| 0 one man | a three people |
| 1 one woman | b four men |
| 2 one person | c six children |
| 3 one child | d five women |

**Classroom language**

12 W.08 Listen and number the phrases in the order you hear them. Write 1–10 in the boxes.

a ☐ Open your books.
b ☐ Listen!
c ☐ Raise your hand.
d ☐ Look at the picture.
e ☐ What does this mean?

13 W.09 Listen again and repeat.

f ☐ Sorry, I don't understand.
g ☐ That's right.
h ☐ That's wrong.
i ☐ Close your books.
j ☐ Work with a partner.

9

## Classroom objects

**1** Students' own answers

**2** W.05
1 window 2 book 3 computer 4 pencil 5 chair 6 pen 7 desk 8 projector 9 board

**3** Students' own answers

**4** Students' own answers

**5** Students' own answers

## Numbers 0–20

**6** W.06
Students' own answers

**7** Students' own answers

**8** W.07
1 435-4619 2 897-2387 3 672-8076 4 760-9234

**9** Students' own answers

## Plural nouns

**10** 1 eight books 2 three sandwiches 3 four phones 4 six pens 5 five T-shirts

**11** 1 d 2 a 3 c

## Classroom language

**12** W.08
a 5 b 3 c 4 d 7 e 9 f 10 g 2 h 8 i 1 j 6

**13** W.09
Students' own answers

## TH!NK more

**Workbook**
Classroom objects, Numbers 0–20, Plural nouns, Classroom language pp7–8, Ex.1–6

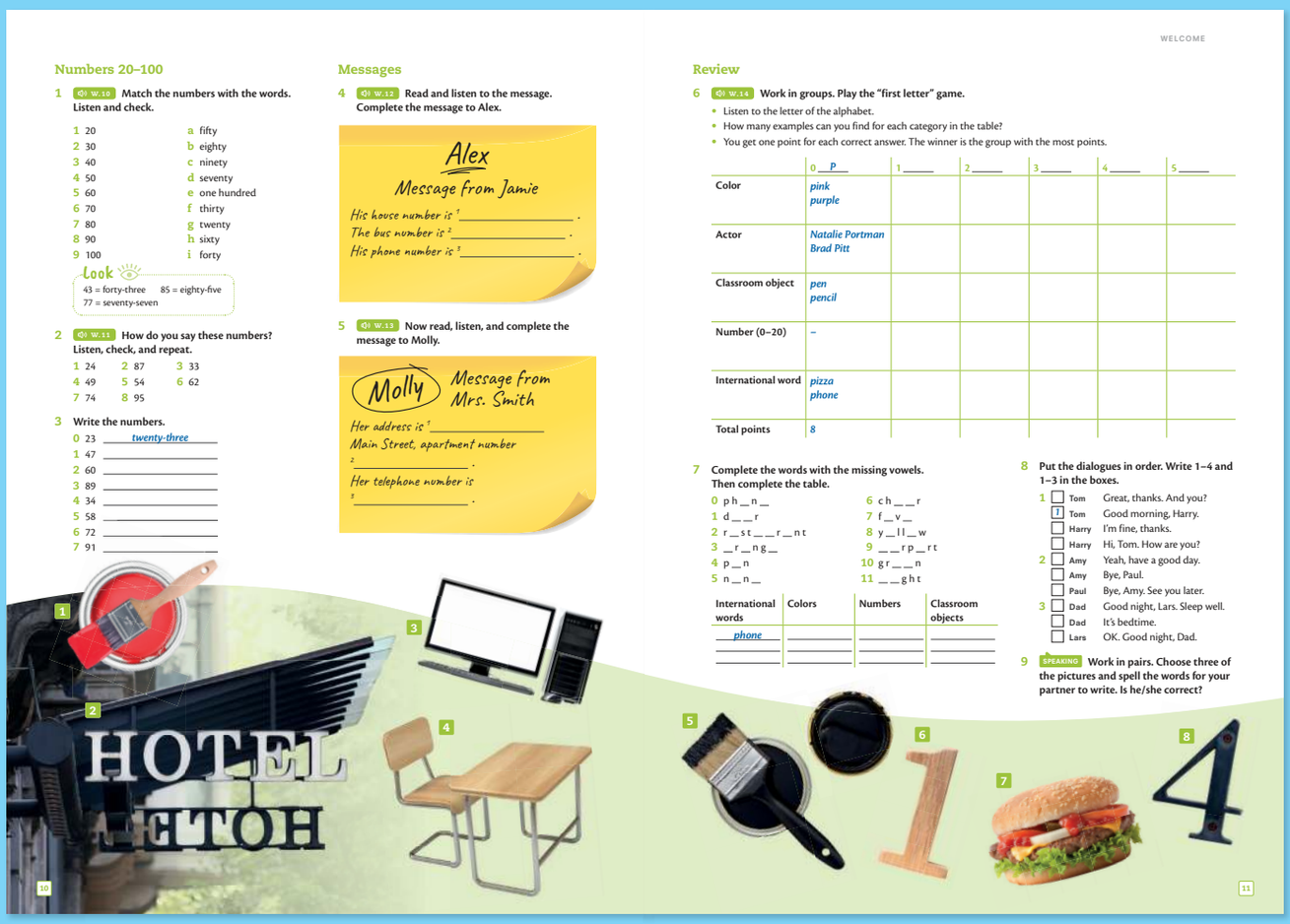


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# Welcome



WELCOME

**Numbers 20–100**

1 W.10 Match the numbers with the words. Listen and check.

| | |
|---|---|
| 1 20 | a fifty |
| 2 30 | b eighty |
| 3 40 | c ninety |
| 4 50 | d seventy |
| 5 60 | e one hundred |
| 6 70 | f thirty |
| 7 80 | g twenty |
| 8 90 | h sixty |
| 9 100 | i forty |

Look
43 = forty-three 85 = eighty-five
77 = seventy-seven

2 W.11 How do you say these numbers? Listen, check, and repeat.

1 24 2 87 3 33
4 49 5 54 6 62
7 74 8 95

3 Write the numbers.

0 23 twenty-three
1 47 _____
2 60 _____
3 89 _____
4 34 _____
5 58 _____
6 72 _____
7 91 _____

**Messages**

4 W.12 Read and listen to the message. Complete the message to Alex.

Alex
Message from Jamie
His house number is [1] _____.
The bus number is [2] _____.
His phone number is [3] _____.

5 W.13 Now read, listen, and complete the message to Molly.

Molly
Message from Mrs. Smith
Her address is [1] _____
Main Street, apartment number [2] _____.
Her telephone number is [3] _____.

**Review**

6 W.14 Work in groups. Play the "first letter" game.

- Listen to the letter of the alphabet.
- How many examples can you find for each category in the table?
- You get one point for each correct answer. The winner is the group with the most points.

| | 0 P | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| Color | pink<br>purple | | | | | |
| Actor | Natalie Portman<br>Brad Pitt | | | | | |
| Classroom object | pen<br>pencil | | | | | |
| Number (0–20) | – | | | | | |
| International word | pizza<br>phone | | | | | |
| Total points | 8 | | | | | |

7 Complete the words with the missing vowels. Then complete the table.

0 p h _ n _
1 d _ _ r
2 r _ s t _ _ r _ n t
3 _ r _ n g _
4 p _ n
5 n _ n _
6 c h _ _ r
7 f _ v _
8 y _ l l _ w
9 _ _ r p _ r t
10 g r _ _ n
11 _ _ g h t

| International words | Colors | Numbers | Classroom objects |
|---|---|---|---|
| phone | | | |
| | | | |
| | | | |

8 Put the dialogues in order. Write 1–4 and 1–3 in the boxes.

1 ☐ Tom Great, thanks. And you?
☐ Tom Good morning, Harry.
☐ Harry I'm fine, thanks.
☐ Harry Hi, Tom. How are you?
2 ☐ Amy Yeah, have a good day.
☐ Amy Bye, Paul.
☐ Paul Bye, Amy. See you later.
3 ☐ Dad Good night, Lars. Sleep well.
☐ Dad It's bedtime.
☐ Lars OK. Good night, Dad.

9 SPEAKING Work in pairs. Choose three of the pictures and spell the words for your partner to write. Is he/she correct?

## Numbers 20–100

**1** W.10
1 g 2 f 3 i 4 a 5 h 6 d 7 b 8 c 9 e

**2** W.11
Students' own answers

**3** 1 forty-seven 2 sixty 3 eighty-nine 4 thirty-four
5 fifty-eight 6 seventy-two 7 ninety-one

## Messages

**4** W.12
1 32 2 12 3 913-5826

**5** W.13
1 25 2 51 3 851-5327

## Review

**6** W.14
1 B 2 S 3 R 4 W 5 T
Students' own answers

**7** 1 door 2 restaurant 3 orange 4 pen 5 nine 6 chair
7 five 8 yellow 9 airport 10 green 11 eight
*International words: restaurant, airport*
*Colors: orange, yellow, green*
*Numbers: nine, five, eight*
*Classroom objects: door, pen, chair*

**8** 1 3, 1, 4, 2 2 3, 1, 2 3 3, 1, 2

**9** Students' own answers

**THINK more**

**Workbook**
Numbers 20–100, Messages p9, Ex.1–4



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## Warmer

Write the alphabet in a column on the board. Divide the class into two teams and give each team a different color pen. Teams have five minutes to think of a country (in English) for each letter. When time is up, teams take turns to write the name of a country beginning with A on the board. When they have run out of ideas for A, move on to B. Do the same with C, D, E, etc. The winning team is the one with the most countries.

## ▶ 01 Get THINKing

Play the video and discuss the question with your class.

1 Put a copy of the map up on the board before students open their books. Challenge students in pairs to label it without seeing the list of countries.
A 5 B 2 C 12 D 1 E 11 F 8 G 7 H 10 I 6 J 3 K 9 L 4

2 If space allows, encourage students to walk around the classroom to find someone who has a person from a country that they don't have, so by the end of the activity all students have someone for each country.

3 **1.01 Check/clarify:** *singer, tennis player, pianist, musician, guitar player.*
Ask students to read the questions and options before they read. Encourage them to focus on answering the questions and not to worry if they don't understand every word.
1 ten 2 Newcastle 3 singer 4 Brazilian 5 11 6 Indonesia 7 pianist



1 ALL TOGETHER

OBJECTIVES
FUNCTIONS: getting to know someone; talking about yourself and others
GRAMMAR: question words; the verb *to be*
VOCABULARY: countries and nationalities; adjectives

Get THINKING
Watch the video and think: where do you live?

READING

1 Match the names of the countries with the places on the map. Write 1–12 in the boxes.

1 Brazil | 2 Ecuador | 3 Indonesia | 4 Japan
5 Mexico | 6 Russia | 7 South Africa | 8 Spain
9 Sudan | 10 Turkey | 11 the UK | 12 the US

2 SPEAKING Work in pairs. Talk about famous people from different countries.

*Rafael Nadal is from Spain.*

3 1.01 Read and listen to the website. Then choose the correct words.
0 Cenc is from *Brazil* / *Turkey*.
1 Cenc is *ten* / *11*.
2 Jess is from *Newcastle* / *Manchester*.
3 Bruno Mars is a *singer* / *tennis player*.
4 Flavia is *Brazilian* / *Russian*.
5 Flavia is *11* / *12*.
6 Li Jun is from *Japan* / *Indonesia*.
7 Yuja Wang is a *singer* / *pianist*.

12

## Objectives

**Functions and speaking** Getting to know someone; talking about yourself and others
**Grammar** Question words; the verb *to be*
**Vocabulary** Countries and nationalities; adjectives
**Values** Don't stop the music!
**Life Competencies** Being patient

## Resources for this unit

All available online

**Videos**
- Get THINKing: *Where do you live?*
- Grammar rap!: Question words
- Vlog: Being patient

**Tests**
- Unit, extension, and skills test 1

**Worksheets**
- Grammar and vocabulary: Basic, Standard, and Extension Worksheets
- Project: Around the world
- Communication: One world
- Get THINKing, Grammar rap!, and Life Lessons video Worksheets



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4 **Check/clarify:** *slogan.*

5 At the end of the exercise, listen to some of the students' ideas and encourage open class discussion.

## Homework

Ask students to find a photo of their favorite musician and make a fact file similar to the ones on the website. They should use the questions as a guide. As a follow-up, students can bring the fact file to the next lesson, present it to the class, and discuss who the most popular musician is.

## Culture notes

Ed Sheeran is a singer-songwriter from England. Born in 1991, Sheeran began recording music in 2004 and released his first collection of work, *Spinning Man*, independently. He released another EP in 2009 and by 2010 had begun to be seen by more people over the internet through YouTube. After signing with a record company, his debut album + (pronounced "plus") was released in 2011. The following year, he won the Brit Awards for Best British Male Solo Artist and British Breakthrough Act. Sheeran has sold more than 150 million records worldwide, making him one of the world's best-selling music artists.

Bruno Mars is a singer-songwriter, record producer, and multi-instrumentalist from the United States. Born in 1985 in Hawaii, his real name is Peter Gene Hernandez. He released his first studio album in 2010 and rose to fame. His third studio album, *24K Magic*, received seven Grammy Awards including Album of the Year. Mars has sold over 180 million singles worldwide, making him one of the best-selling music artists of all time.

Blackpink is an all-female four-piece pop band from South Korea. Their debut album *Square One* was released in August 2016. The first two singles from the album charted at number one and two on the Billboard World Digital Songs Sales chart, becoming the fastest act to do so. Within the first five months, the group had won several awards. Blackpink is the highest-charting female K-pop act on Billboard Hot 100 and, as of September 2019, the most-subscribed music group on YouTube, surpassing British boy band One Direction.

Yuja Wang is a classical pianist from Beijing, China. Born in 1987, she began playing the piano at the age of six. At seven, she was enrolled in Beijing's Central Conservatory of Music to study for seven years. At the age of 15, she began five years of study at the Curtis Institute of Music in Philadelphia and graduated in 2008. By the age of 21, she was an internationally recognized concert pianist and performed recitals around the world. In 2011, at the age of 24, she played the world-famous Carnegie Hall in New York.




**Creative TH!NKing**
**Creating new content from own ideas or other resources**
*Responds imaginatively (e.g., in the form of a story, poem, drawing) to contemporary or historical events and ideas.*

## TH!NK more

**Worksheets**
Project Around the world
Communication One world
Get **TH!NK**ing *Where do you live?*



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# Unit 1
# All together

## Vocabulary; Grammar; Pronunciation

### Warmer

Ask students to try to remember as many countries from the map on p12 as they can. Write them on the board.

**1** 1.02

1 the UK 2 the US 3 Turkey
4 Japan 5 Mexico 6 Russia
7 Sudan 8 Ecuador 9 Indonesia
10 South Africa 11 Spain

**2** Before students do the task, ask *What is the nationality adjective for your country?* Ask students if they know any adjectives for the countries on the board. During feedback, say each of the nationalities out loud to practice pronunciation. Point out differences in spelling between each country and its nationality adjective. Tell students that there is no rule for the formation of nationality adjectives.

-an/-ian: Brazilian, Mexican, Russian, Ecuadorian, Indonesian, South African, American
-ish: British, Spanish, Turkish
-ese: Japanese, Sudanese

**3** Give your own example to get students started.

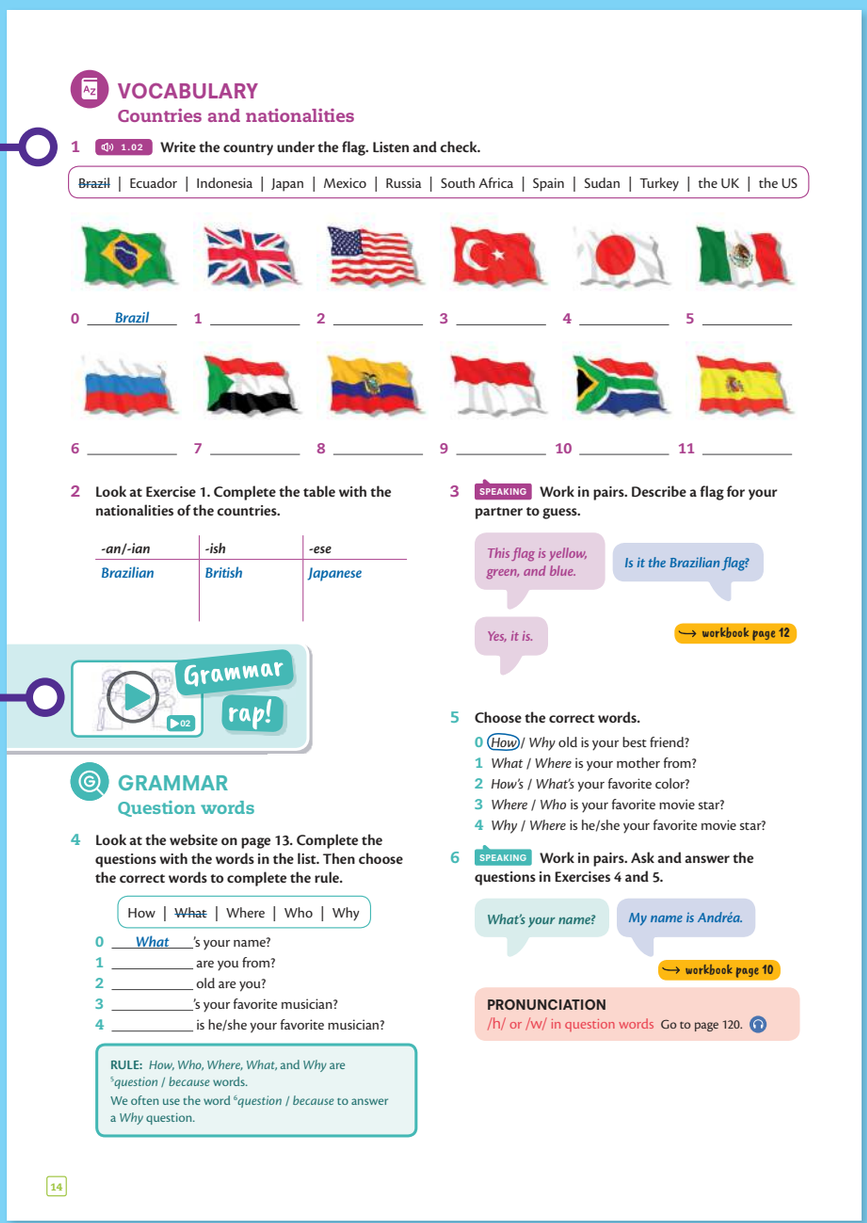
Workbook p12

### ▶ 02 Grammar rap! Question words

**4** During feedback, say each of the sentences for students to repeat. Check pronunciation of the question words and that the intonation for each question is correct.

1 Where 2 How 3 Who 4 Why
RULE: 5 question 6 because

**5** 1 Where 2 What's 3 Who 4 Why



**VOCABULARY**
**Countries and nationalities**

**1** 1.02 **Write the country under the flag. Listen and check.**

~~Brazil~~ | Ecuador | Indonesia | Japan | Mexico | Russia | South Africa | Spain | Sudan | Turkey | the UK | the US

0 *Brazil* 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

6 _____ 7 _____ 8 _____ 9 _____ 10 _____ 11 _____

**2** **Look at Exercise 1. Complete the table with the nationalities of the countries.**

| -an/-ian | -ish | -ese |
|---|---|---|
| Brazilian | British | Japanese |

**3** SPEAKING **Work in pairs. Describe a flag for your partner to guess.**

*This flag is yellow, green, and blue.* — *Is it the Brazilian flag?* — *Yes, it is.*

→ workbook page 12

Grammar rap! 02

**GRAMMAR**
**Question words**

**4** **Look at the website on page 13. Complete the questions with the words in the list. Then choose the correct words to complete the rule.**

How | ~~What~~ | Where | Who | Why

0 *What* 's your name?
1 _____ are you from?
2 _____ old are you?
3 _____ 's your favorite musician?
4 _____ is he/she your favorite musician?

RULE: *How, Who, Where, What,* and *Why* are [5]*question / because* words.
We often use the word [6]*question / because* to answer a *Why* question.

**5** **Choose the correct words.**

0 (*How*) / *Why* old is your best friend?
1 *What* / *Where* is your mother from?
2 *How's* / *What's* your favorite color?
3 *Where* / *Who* is your favorite movie star?
4 *Why* / *Where* is he/she your favorite movie star?

**6** SPEAKING **Work in pairs. Ask and answer the questions in Exercises 4 and 5.**

*What's your name?* — *My name is Andréa.*

→ workbook page 10

**PRONUNCIATION**
/h/ or /w/ in question words Go to page 120.

14

**6** You could move on to pronunciation at this stage, prior to doing the speaking task. Give students some time to think about their answers before they speak.

Workbook p10

### Pronunciation
/h/ or /w/ in question words

Student's Book p120

### Activity idea Fast finishers

Ask students to add as many nationalities to each column in Exercise 2 as they can.

### Activity idea Mixed ability

Weaker classes may benefit from further practice of the question words. Ask students to read the question words. Elicit how they say them in their own language. Ask *Which words do we use for … people* (who), *places* (where), *manner* (how), *and reason* (why)?

## TH!NK more

**Workbook**
Vocabulary p12, Ex.1–2
Grammar p10, Ex.1–3
Pronunciation p118

**Worksheets**
Vocabulary Worksheets 1
Grammar Worksheets 1
Grammar rap! Question words



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# Unit 1
# All together — Listening; Speaking; Grammar

**7** Ask students to look at the flags and work with a partner to name the countries and the nationality adjectives. Invite students to share their ideas with the rest of the class, but do not give the answers yet.

**8** 1.05 Tell students not to worry if they don't understand every word, but to focus on completing the exercise by carefully listening for country or nationality words.
1 B 2 B 3 B 4 A 5 B

**9–11** Give your own examples to get students started on this.

**12** Before doing the task, look at items 1–4 with students and elicit which photos they match in Exercise 7. Point out there is one extra photo (Cape Town). During feedback, ask students what *'s* is short for (*is*).
1 a, g 2 b, d 3 c, f 4 e, h

**13** Tell students it is very common to use the contracted form when we are speaking and say each of the contracted forms for students to repeat. Make sure they are not stressing the verb *to be*.
1 am 2 are 3 is
RULE: 4 are 5 is

**14 Check/clarify:** *best friends.*
If you're short on time, assign this exercise for homework. During feedback, clarify that we can contract *is*/*are* in all sentences except sentence 2.
1 's 2 are 3 're 4 're

Workbook p11

## Get it Right!
*To be*; Subject pronouns and *to be*

Student's Book p122

## Homework
Ask students to write five true sentences and one false one about themselves, their friends, and family using the correct form of *to be*. As a follow-up in the next lesson, students can work in pairs and try to guess which of their partner's sentences is false.



### LISTENING

**7** Work in pairs. Look at the photos and check (✓) the correct flag (A or B) for each photo.




**8** 1.05 Listen to a radio quiz called *One-Minute Challenge* and check your answers.

### SPEAKING

**9** Choose things that you like.
- two colors
- two activities
- one animal

**10** Use your ideas from Exercise 9 to draw a flag.

**11** Tell your partner about your flag.

*My flag is blue and yellow.*
*They're my favorite colors.*
*Here is a soccer ball. Soccer is my favorite sport.*
*Here is music. I love music.*
*Here is a lion. It's my favorite animal.*



### GRAMMAR
*to be*

**12** Match sentences a–h with items 1–4. Write the letters in the boxes.

1 Coco Gauff ☐ ☐
2 paella ☐ ☐
3 Cariocas ☐ ☐
4 Yalitza Aparicio ☐ ☐

a She's American.
b It's Spanish.
c They're Brazilian.
d It's food.
e She's an actor.
f They're from Rio.
g She's a tennis player.
h She's Mexican.

**13** Look at the sentences from the radio quiz. Choose the correct words. Then complete the rule.
1 I *am* / *are* from Birmingham.
2 You *am* / *are* wrong.
3 It *is* / *are* a Spanish dish.

**RULE:** The verb ***to be*** changes for different subject pronouns.
*I **am** American.*
*You/We/They [4]_____ American.*
*He/She/It [5]_____ American.*
We often use contracted forms after pronouns.
*I am = I'm*
*You/We/They are = You're / We're / They're*
*He/She/It is = He's / She's / It's*

**Look**

| Singular | Plural |
|---|---|
| I | we |
| you | you |
| he/she/it | they |

**14** Complete the sentences. Use contracted forms where possible.
0 I *'m* _____ from New York.
1 She _____ a famous actor.
2 Liam and Ben _____ my best friends.
3 We _____ in Class 2B.
4 You _____ wrong. Sorry.

→ workbook page 11



## Language note
Point out to students that we do not contract *are* when we name people. *David and Violet are actors. ~~David and Violet're actors.~~*

## Activity idea Extension
Ask students to work with a partner and draw a flag for a famous person of their choice. Divide the class into groups of four and ask students to guess whose flag the other pair has drawn.

## THINK more

**Workbook**
Listening p16, Ex.1–3
Grammar p11, Ex.4–6

**Worksheets**
Grammar Worksheets 1



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Cambridge University Press
978-1-108-93664-4 — Think Starter Teacher's Book with Digital Pack American English 2nd Ed
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# Unit 1
# All together

## Reading; Functions

### Warmer

Ask students questions about pop music. You could show them photos of famous singers and ask *Who is this? Who is your favorite pop star? Who knows more about music – boys or girls?* Divide the class into pairs for students to discuss their answers. Listen to some of their ideas in open class.

**1** **1.06 Check/clarify:** *fan.* Tell students to cover the dialogue and ask *Which singer is on the girl's T-shirt?* (*Ariana Grande*) Tell students not to focus on understanding every word for now, but to focus on listening for the answer.
Camila

**2** Tell students to underline key information in the dialogue that helped them answer each question.
1 T 2 F Camila is from a small town.
3 T 4 F Shawn Mendes is from Canada.

**3** If necessary, tell students to look back at the dialogue to help them.
1 What's your name?
2 Where are you from?
3 Who's your favorite singer?

**4** **1.07** Elicit things people might say to each other when they meet for the first time.
5, 7, 9, 3, 1, 4, 6, 8, 2

**5** Encourage students to express interest when asking questions and listening to answers. During feedback, check pronunciation and intonation.

**6** Give students six to eight minutes to prepare their dialogues. Monitor to make sure all students are on task. Encourage them to use the key language.

## READING

**1** 1.06 **Read and listen to the dialogue. Who knows more about music, Steve or Camila?**

**Steve** Nice T-shirt.
**Camila** Thank you. It's Ariana Grande.
**Steve** I know. I'm an Ariana Grande fan, too. So, what's your name?
**Camila** Camila. And what's your name?
**Steve** I'm Steve.
**Camila** Nice to meet you, Steve.
**Steve** Nice to meet you, too, Camila. Where are you from?
**Camila** I'm from Spain. I'm from a small town called Teruel.
**Steve** Spain is a beautiful country.
**Camila** Yes, it is. Who's your favorite singer?
**Steve** Umm … uh … well, it's that British guy, Shawn Mendes.
**Camila** Shawn Mendes?
**Steve** Yes, he's great.
**Camila** Yes, he is. But he isn't a British singer.
**Steve** No?
**Camila** No! He's from Canada!
**Steve** Oh!
**Camila** I need to go now. Bye, Steve.
**Steve** Oh, OK! Bye!




**2** **Read the dialogue again. Mark the sentences T (true) or F (false). Then write the correct sentences.**

0 Steve is a Taylor Swift fan. F
*Steve is an Ariana Grande fan.*
1 Camila is Spanish. ☐
2 Camila is from a big town. ☐
3 Shawn Mendes is a singer. ☐
4 Shawn Mendes is from the UK. ☐

**3** **Write the questions.**

1 Q _____
A I'm Steve.
2 Q _____
A I'm from a small town called Teruel.
3 Q _____
A Shawn Mendes.

## FUNCTIONS
### Getting to know someone

**4** 1.07 **Put the dialogue in order. Listen and check.**

☐ **Anna** Nice to meet you, too.
☐ **Anna** I'm from Rome.
☐ **Anna** Yes, it is.
☐ **Anna** I'm Anna.
1 **Anna** What's your name?
☐ **Manuel** Nice to meet you, Anna.
☐ **Manuel** Where are you from, Anna?
☐ **Manuel** Rome is a beautiful city.
☐ **Manuel** I'm Manuel. And you?

**5** SPEAKING **Work in pairs. Act out the dialogue.**

**6** SPEAKING **Work in pairs. Make your own dialogue.**



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### Culture notes

Ariana Grande is a singer-songwriter and actor from the United States. Born in 1993, she began her career at the age of 15 in the Broadway musical *13*. She rose to fame in 2010 playing the role of Cat Valentine in the TV series *Victorious*. Her debut album, *Yours Truly*, was released in 2013 and entered the US Billboard 200 chart at number one. She is currently the only artist to have their first four number one songs debut at the top. In 2016 and 2019, *Time* magazine named her as one of the 100 most influential people in the world.

Shawn Mendes is a singer-songwriter from Canada. Born in 1998, he gained a following in 2013 after posting song covers on a video-sharing application. Mendes released a self-titled debut EP in 2014 and his debut studio album *Handwritten* in 2015. Entering the chart at number one, the album made Mendes one of only five artists ever to debut at number one before the age of 18. His third album, also self-titled, was released in 2018 and went straight to number one, making him the third-youngest artist to achieve three number one albums.

## TH!NK more

**Workbook**
Reading p14 Ex.1–3



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**7** **1.08 Check/clarify:** *train, jeans.* Before students do the task, write the nouns from Exercise 7 on the board. Ask what they might describe with the adjectives, e.g., *What is expensive?* (*a car, jeans,* etc.)

1 *a dirty T-shirt* 2 *a small hotel*
3 *a new soccer ball* 4 *a cheap car*
5 *a fast train* 6 *a big hotel*
7 *clean jeans* 8 *an old soccer ball*
9 *a slow train*

**8** **Check/clarify:** *opposite.*
1 *c* 2 *e* 3 *b* 4 *a*

**9** Remind students that we use an article with a noun and that the adjective comes between the article and the noun. Elicit or explain that there is no article with *shirts* and *tickets* because they are plural.

1 *a new T-shirt*
2 *an expensive restaurant*
3 *a fast car* 4 *clean shoes*
5 *a cheap hotel*

Workbook p12

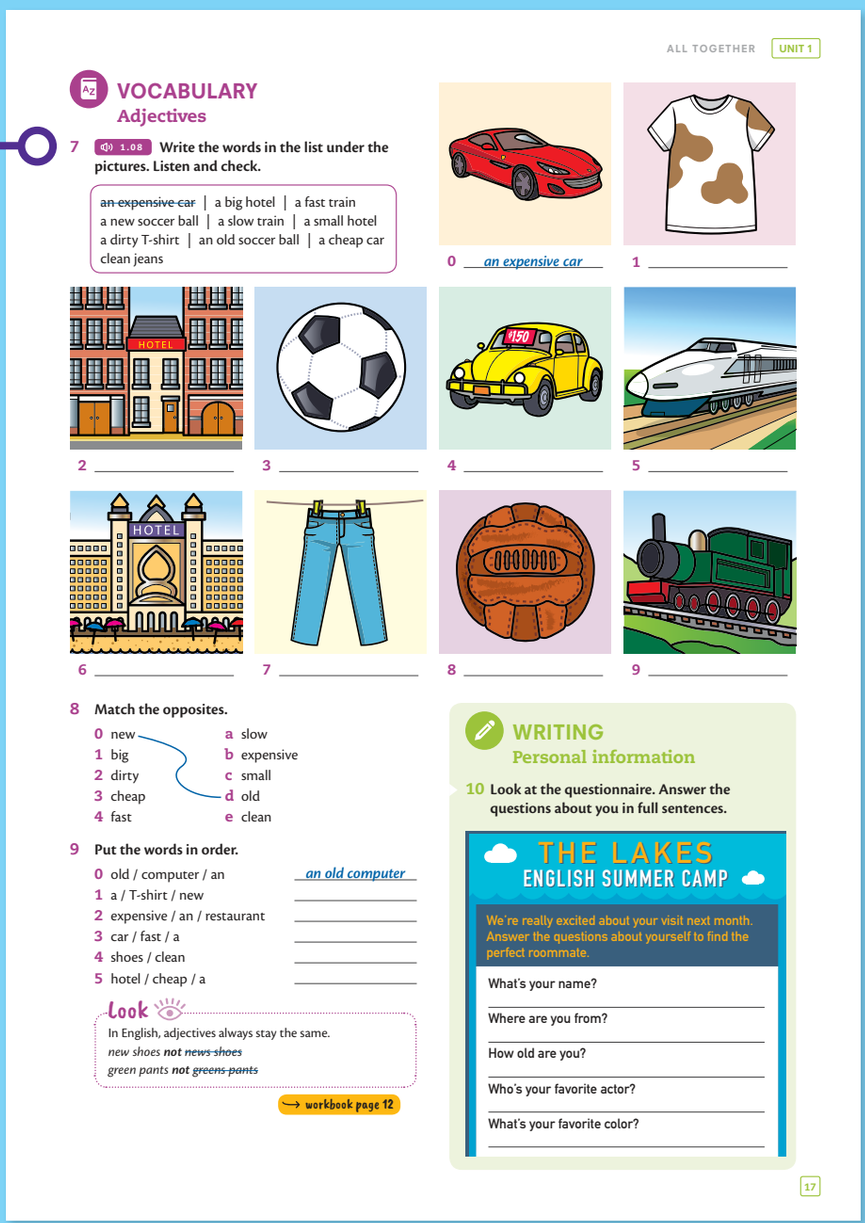
**10** **Check/clarify:** *roommate.* If space allows, encourage students to walk around the classroom to find someone who could be their perfect roommate.

## Homework

Ask students to interview a member of their family and complete a similar questionnaire.

## Activity idea Extension

Students take turns to close their books and recall as many of the items in Exercise 7 as possible. To earn one point, they have to say both the adjective and the noun. An alternative to this activity is for students to close their books and use the adjectives from the exercise to say items that were not in the exercise, e.g., *a slow car, an expensive pizza.* However, these have to make sense in order to score a point, e.g., they can't say *a fast pizza*!



ALL TOGETHER UNIT 1

### VOCABULARY
Adjectives

**7** 1.08 **Write the words in the list under the pictures. Listen and check.**

~~an expensive car~~ | a big hotel | a fast train | a new soccer ball | a slow train | a small hotel | a dirty T-shirt | an old soccer ball | a cheap car | clean jeans

0 *an expensive car* 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____

**8** **Match the opposites.**

| | | | |
|---|---|---|---|
| 0 | new | a | slow |
| 1 | big | b | expensive |
| 2 | dirty | c | small |
| 3 | cheap | d | old |
| 4 | fast | e | clean |

**9** **Put the words in order.**

0 old / computer / an *an old computer*
1 a / T-shirt / new _____
2 expensive / an / restaurant _____
3 car / fast / a _____
4 shoes / clean _____
5 hotel / cheap / a _____

**Look**
In English, adjectives always stay the same.
*new shoes* **not** ~~*news shoes*~~
*green pants* **not** ~~*greens pants*~~

workbook page 12

### WRITING
Personal information

**10** **Look at the questionnaire. Answer the questions about you in full sentences.**

THE LAKES
ENGLISH SUMMER CAMP

We're really excited about your visit next month. Answer the questions about yourself to find the perfect roommate.

What's your name? _____
Where are you from? _____
How old are you? _____
Who's your favorite actor? _____
What's your favorite color? _____

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## Language note Indefinite articles

The indefinite articles *a* and *an* are used before a singular noun. They show that what is referred to is not already known to the speaker/writer: *Do you have a cat?* This can be seen in contrast to *the*, which is a definite article and shows that what is referred to is already know to the speaker/writer: *Where is the cat?*

We use *a* /ə/ before a consonant sound: *a car, a T-shirt, a big apple.* We use *an* /ən/ before a vowel sound: *an **o**ld car, an **e**xpensive T-shirt, an **a**pple.*

Note that some words that begin with a vowel letter in writing have a consonant sound and so do not use *an*: *a university, a one-year-old child.*

## THINK more

**Practice Extra**
Unit 1 Practice it!

**Workbook**
Vocabulary p12, Ex.3–4
Vocabulary Extra p13, Ex.1–2
Developing Writing p15

**Worksheets**
Vocabulary Worksheets 1



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