

CAMBRIDGE



THINK

STUDENT'S BOOK STARTER

Herbert Puchta, Jeff Stranks & Peter Lewis-Jones

A1

English
Profile

THINK

STUDENT'S BOOK STARTER

A1

Herbert Puchta, Jeff Stranks & Peter Lewis-Jones



CAMBRIDGE
UNIVERSITY PRESS

CONTENTS

Welcome p 4

The alphabet; Colours; International words
Classroom objects; Numbers 0–20; Plural nouns; Classroom language

Articles: *a* and *an*; The day; Saying *Hello* and *Goodbye*
Numbers 20–100; Messages; Review

	FUNCTIONS & SPEAKING	GRAMMAR	VOCABULARY
Unit 1 One world p 12	Getting to know someone Talking about yourself and others	Question words <i>to be</i>	Countries and nationalities Adjectives
Unit 2 I feel happy p 20	Talking about feelings Asking questions Expressing likes and dislikes	<i>to be</i> (negative, singular and plural) <i>to be</i> (questions and short answers) Object pronouns	Adjectives to describe feelings Positive and negative adjectives
Review Units 1 & 2 p 28			
Unit 3 Me and my family p 30	Describing good qualities Talking about family Paying compliments	Possessive <i>'s</i> Possessive adjectives <i>this / that / these / those</i>	Family members House and furniture
Unit 4 In the city p 38	Talking about places in a town/city Giving directions Buying in a shop	<i>there is / there are</i> <i>some / any</i> Imperatives	Places in a town/city Prepositions of place Numbers 100+ Prices
Review Units 3 & 4 p 46			
Unit 5 In my free time p 48	Talking about habits and activities Talking about technology habits Encouraging someone	Present simple Adverbs of frequency Present simple (negative and questions)	Free-time activities Gadgets
Unit 6 Friends p 56	Helping a friend Describing people	<i>have / has got</i> (positive, negative and questions) Countable and uncountable nouns	Parts of the body Describing people
Review Units 5 & 6 p 64			
Unit 7 Sporting life p 66	Talking about abilities Telling the time Talking about routines and dates Making suggestions	<i>can</i> (ability) Prepositions of time	Sport Telling the time Months and seasons Ordinal numbers
Unit 8 Dance to the music p 74	Talking about music and feelings Describing a scene Talking about likes and dislikes	Present continuous <i>like / don't like + -ing</i>	Clothes
Review Units 7 & 8 p 82			
Unit 9 Would you like dessert? p 84	Talking about food and eating habits Talking about obligation Asking nicely and offering Offering and asking for help	<i>must / mustn't</i> <i>can</i> (asking for permission) <i>I'd like ... / Would you like ...?</i>	Food and drink Meals
Unit 10 High flyers p 92	Talking about achievement Talking about the past Asking for information about the past Talking about the weather	Past simple: <i>was / wasn't; were / weren't; there was / were</i> Past simple: <i>Was he ...? / Were you ...?</i> Past simple: regular verbs	Time expressions: past The weather
Review Units 9 & 10 p 100			
Unit 11 A world of animals p 102	Asking and answering about past holidays Talking about ability in the past Describing a picture Sequencing (in a story)	Past simple: irregular verbs Past simple (negative and questions) <i>could / couldn't</i>	Verb and noun pairs Adjectives
Unit 12 Getting about p 110	Talking about travel and transport Comparing things At the train station	Comparative adjectives <i>one / ones</i>	Transport Geographical places
Review Units 11 & 12 p 118			

Pronunciation pages 120–121

Get it right! pages 122–126

Speaking activities pages 127–128

PRONUNCIATION	THINK	SKILLS
/h/ or /w/ in question words	Values: The Olympic Spirit Self-esteem: The 'Me' flag	Reading Website: Mad about The Olympics Dialogue: Favourite football teams Photostory: Just a little joke Listening Radio quiz: The One-Minute Challenge Writing Completing a questionnaire: Personal information
Vowel sounds – adjectives	Values: Welcoming a new classmate Train to Think: Categorising	Reading Text messages: Hi there! Dialogue: Deciding what to do Culture: Masks from around the world Listening Dialogues: Talking about feelings Writing Text message: Describing feelings and things
<i>this / that / these / those</i>	Values: Families Self-esteem: Being part of a family	Reading Article: Kate Middleton Dialogue: Agata's family Photostory: A song for Ruby Listening Dialogues: Describing family Writing Description: Your favourite room
Word stress in numbers	Values: My town/city Train to Think: Exploring numbers	Reading Brochure: Window of the World Dialogues: In the shops Culture: Parks around the world Listening Dialogues: Asking for directions Writing Brochure: A brochure for your town / city
Present simple verbs – third person	Values: Better together or better alone? Self-esteem: What makes me happy?	Reading Newsletter: I love Glee club! Quiz: Does TV control your life? Photostory: The school play Listening Monologues: Describing electronic gadgets Writing Paragraph: Days in your life
Long vowel sound /eɪ/	Values: Helping a friend Train to Think: Attention to detail	Reading Article: A real friend Dialogue: A surprise for Olivia Culture: Welcoming people around the world Listening Interview: Friendship bands Writing Paragraph: Describing a friend
Long vowel sound /ɔ:/	Values: The importance of sport Self-esteem: My time cake	Reading Article: They're good! Article: The Other Final Photostory: The big match Listening Phone call: Making arrangements Writing Paragraph: My favourite sportsperson
Intonation – listing items	Values: Music Train to Think: Memorising	Reading Tweets: #musicinsupermarket Dialogue: A conversation at a party Culture: Musical instruments around the world Listening Radio programme: Dances around the world Writing Tweet: Describing a scene
Intonation – giving two choices	Values: How you eat is important. Self-esteem: You are what you eat.	Reading Article: Young kitchen stars Menu and dialogue: In a restaurant Photostory: The pizza Listening Dialogue: Cooking Writing Menu: A meal plan for your friend
Past simple regular verbs	Values: Hard work and achievement Train to Think: Sequencing	Reading Article: It was her dream to be an astronaut Article: Fictional heroes Culture: Statues Listening Dialogue: Freddie's Saturday evening Writing Proposal: A statue in my town
Past simple irregular verbs	Values: Animals and us Self-esteem: Animals and nature	Reading Article: Erin and Tonk to the rescue Article: Extinct animals Photostory: The spider Listening Dialogue: Becky's holiday Writing Blog entry: A day in the life of an animal
Word stress – comparatives	Values: Transport and the environment Train to Think: Comparing	Reading Article: The great race Article: My favourite journey Culture: Transport around the world Listening Dialogue: At the train station Writing Description: Unusual forms of transport

WELCOME

The alphabet

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

1  1.02 Listen to the alphabet. Then listen again and repeat.

2  1.03 Listen to the sounds and repeat.

/eɪ/	/i:/	/e/	/aɪ/	/əʊ/	/u:/	/ɑ:/
a h	b c	f l			q u	r
j k	d e	m	i y	o	w	
	g p	n s				
	t v	x z				

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

Colours

1 Write the colours in the correct places in the key.

black | blue | brown | green | grey | orange
pink | purple | red | white | yellow



Key

- | | |
|----------------|----------|
| 1 <u>white</u> | 7 _____ |
| 2 _____ | 8 _____ |
| 3 _____ | 9 _____ |
| 4 _____ | 10 _____ |
| 5 _____ | 11 _____ |
| 6 _____ | |

2 **SPEAKING** Work in pairs. What colours can you see around you? Tell your partner.



A



B



C



D



E



F



G



H



I



J



K



L

International words

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

1 airport | 2 bus | 3 café
4 city | 5 football | 6 hamburger
7 hotel | 8 phone | 9 pizza
10 restaurant | 11 sandwich
12 sushi | 13 taxi | 14 television
15 tablet | 16 wi-fi

- 2 1.04 Listen, check and repeat.

- 3 **SPEAKING** Work in pairs. Choose one of the words in Exercise 1 and spell it to your partner. He/She writes the word. Is he/she correct?



M



N



O

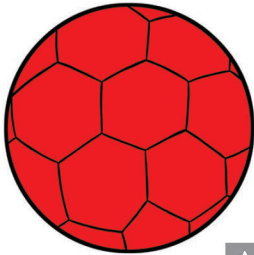


P

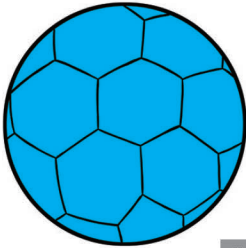
Articles: *a* and *an*

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

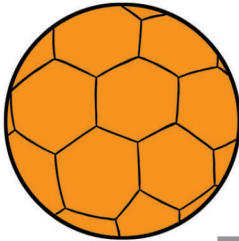
- 1 It's a blue football.
- 2 It's an orange football.
- 3 It's a red football.
- 4 It's a black and white football.



A



B



C



D

2 Write *a* or *an*.

- 0 an airport
- 1 _____ Italian restaurant
- 2 _____ red bus
- 3 _____ sandwich
- 4 _____ yellow taxi
- 5 _____ orange phone
- 6 _____ American football player
- 7 _____ famous actor

The day

1 Write the words in the list under the pictures.

afternoon | evening | morning | night




evening







Saying *Hello* and *Goodbye*

1  1.05 Complete the dialogues with the words in the list. Listen and check.

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



1
ANDY Hello. My name's Andy.
TOM Hi, Andy. I'm Tom, and ⁰ this is Lucy.
LUCY ¹ _____, Andy.
ANDY Hi, Tom. Hi, Lucy.



2
ABI ² _____ afternoon, Mrs Hamilton.
MRS HAMILTON Hi, Abi. ³ _____ are you?
ABI Great, ⁴ _____. And you?
MRS HAMILTON I'm fine, thanks.



3
DAVE Good ⁵ _____, Mr Thomas.
MR THOMAS Hello, Dave. How are you?
DAVE I'm fine, thank you.
MR THOMAS Good. I'll see you in class.
DAVE ⁶ _____, Mr Thomas.



4
JIM Bye, Rachel.
RACHEL Bye, Jim. ⁷ _____ later.
JIM Yeah, ⁸ _____ a good day.



5
SUE Good ⁹ _____, Mum.
MUM Night, Sue. Sleep well.

Classroom objects

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



0 door



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____

- 2 **1.06** Write the words in the list under the pictures in Exercise 1. Listen, check and repeat.

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

- 3 Are there any other classroom objects you can think of?

- 4 **SPEAKING** Work in pairs. Point to the pictures 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 colours.

a red pen

an orange chair

Numbers 0–20

- 1 **1.07** Look at the numbers 0–20. Listen and repeat.

0 zero/'oh'

1 one

11 eleven

2 two

12 twelve

3 three

13 thirteen

4 four

14 fourteen

5 five

15 fifteen

6 six

16 sixteen

7 seven

17 seventeen

8 eight

18 eighteen

9 nine

19 nineteen

10 ten

20 twenty

- 2 **SPEAKING** Work in pairs. Choose three numbers from Exercise 1. Tell a partner to write them. Is he/she right?

- 3 **1.08** Listen and write the phone numbers you hear.

1 _____

3 _____

2 _____

4 _____

- 4 **SPEAKING** What's your favourite number? Compare with a partner.

Plural nouns

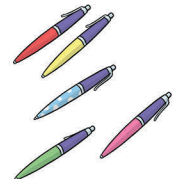
- 1 Write the words under the pictures.



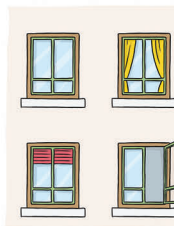
0 two chairs



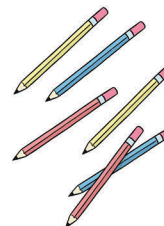
1 _____



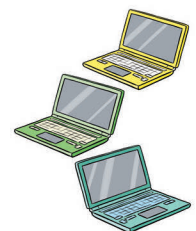
2 _____



3 _____



4 _____



5 _____

- 2 Match the singular and plural nouns.

Singular

0 one man

b

1 one woman

2 one person

3 one child

Plural


a three people

b four men

c six children

d five women

Classroom language

1  1.09 Listen and number the phrases in the order you hear them. Write 1–10 in the boxes.



☐ a Open your books.



☐ c Put your hand up.



☐ e What does this mean?



☐ g That's right.



☒ i Close your books.

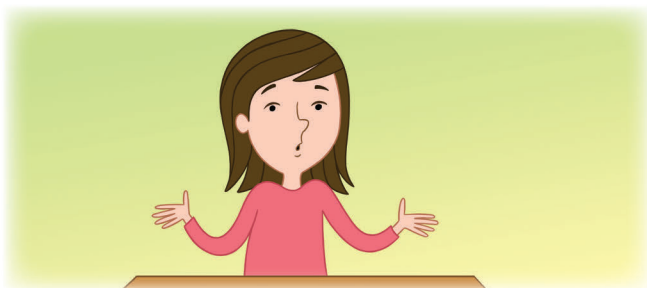
2  1.10 Listen again and repeat.



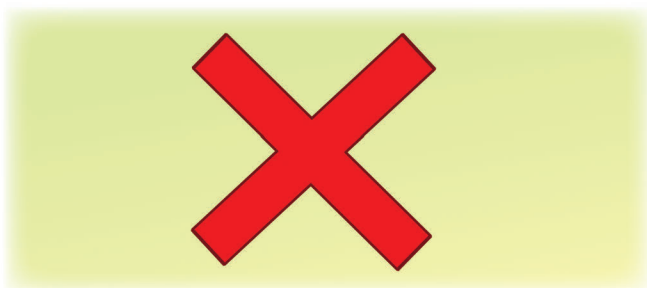
☐ b Listen!



☐ d Look at the picture.



☐ f Sorry, I don't understand.




☐ h That's wrong.



☐ j Work with a partner.


Numbers 20–100

1  1.11 Match the numbers with the words. Listen and check.

- | | |
|-------|--|
| a 20 | <input type="checkbox"/> fifty |
| b 30 | <input type="checkbox"/> eighty |
| c 40 | <input type="checkbox"/> ninety |
| d 50 | <input type="checkbox"/> seventy |
| e 60 | <input type="checkbox"/> one hundred |
| f 70 | <input type="checkbox"/> thirty |
| g 80 | <input checked="" type="checkbox"/> twenty |
| h 90 | <input type="checkbox"/> sixty |
| i 100 | <input type="checkbox"/> forty |

LOOK!

33 = thirty-three 56 = fifty-six 97 = ninety-seven

2  1.12 How do you say these numbers? Listen, check and repeat.

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

3 Write the numbers.

- | | |
|------|--------------------|
| 0 24 | <u>twenty-four</u> |
| 1 47 | _____ |
| 2 60 | _____ |
| 3 89 | _____ |
| 4 30 | _____ |
| 5 58 | _____ |
| 6 72 | _____ |
| 7 91 | _____ |

Messages

1  1.13 Read and listen to the message. Complete the message to Liam.

Hi, Liam,
Message from Oliver Holmes.
His house number is ¹ _____.
The bus number is ² _____.
His phone number is ³ _____.

2  1.14 Now listen and complete the message to Abi.

Hi, Abi,
Message from Mrs Davis.
Her house number is ¹ _____.
The bus number is ² _____.
Her telephone number is ³ _____.



Review

1 1.15 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 <u>p</u>	1 ____	2 ____	3 ____	4 ____	5 ____
Colour	<i>pink</i> <i>purple</i>					
Actor	<i>Penelope Cruz</i> <i>Peter Jackson</i>					
Classroom object	<i>pen</i> <i>pencil</i>					
Number (0–20)	—					
International word	<i>pizza</i> <i>phone</i>					
Total Points	8					

2 Complete the words with the missing vowels and then write them in the correct column in the table below.

- | | |
|--------------------------------------|------------------|
| 0 f <u>o</u> <u>o</u> tb <u>a</u> ll | 6 ch ____r |
| 1 d ____r | 7 f ____v ____ |
| 2 r ____st ____r ____nt | 8 y ____ll ____w |
| 3 ____r ____ng ____ | 9 ____rp ____rt |
| 4 p ____n | 10 gr ____n |
| 5 n ____n ____ | 11 ____ght |

International words	Colours	Numbers	Classroom objects
<i>football</i>			

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

- 1
- | | | |
|-------------------------------------|------|-------------------------|
| <input type="checkbox"/> | JIM | Great, thanks. And you? |
| <input checked="" type="checkbox"/> | JIM | Good morning, Fred. |
| <input type="checkbox"/> | FRED | I'm fine, thanks. |
| <input type="checkbox"/> | FRED | Hi, Jim. How are you? |

- 2
- | | | |
|--------------------------|------|---------------------------|
| <input type="checkbox"/> | LUCY | Yeah, have a good day. |
| <input type="checkbox"/> | LUCY | Bye, Sara. |
| <input type="checkbox"/> | SARA | Bye, Lucy. See you later. |

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

1



4