

CAMBRIDGE



# THINK

STUDENT'S BOOK STARTER

Herbert Puchta, Jeff Stranks & Peter Lewis-Jones

A1

English  
Profile



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**A1**

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PRONUNCIATION	THINK	SKILLS
/h/ or /w/ in question words	<b>Values:</b> The Olympic Spirit <b>Self-esteem:</b> The 'Me' flag	<b>Reading</b> Website: Mad about The Olympics Dialogue: Favourite football teams Photostory: Just a little joke <b>Listening</b> Radio quiz: The 1-minute challenge <b>Writing</b> Completing a questionnaire: Personal information
Vowel sounds – adjectives	<b>Values:</b> Welcoming a new classmate <b>Train to Think:</b> Categorising	<b>Reading</b> Text messages: Hi there! Dialogue: Deciding what to do Culture: Masks from around the world <b>Listening</b> Dialogues: Talking about feelings <b>Writing</b> Text messages: Describing feelings and things
<i>these / that / these / those</i>	<b>Values:</b> Families <b>Self-esteem:</b> Being part of a family	<b>Reading</b> Article: Kate Middleton Dialogue: Agata's family Photostory: A song for Ruby <b>Listening</b> Dialogues: Describing family <b>Writing</b> Description: Your favourite room
Word stress in numbers	<b>Values:</b> My town/city <b>Train to Think:</b> Exploring numbers	<b>Reading</b> Brochure: Window of the World Dialogues: In the shops Culture: Parks around the world <b>Listening</b> Dialogues: Asking for directions <b>Writing</b> Brochure: A brochure for your town
Present simple verbs – 3rd person	<b>Values:</b> Better together or better alone? <b>Self-esteem:</b> What makes me happy?	<b>Reading</b> Newsletter: I love Glee club! Quiz: Does TV control your life? Photostory: The school play <b>Listening</b> Monologues: Describing electronic gadgets <b>Writing</b> Paragraph: Days in your life
Long vowel sound /eɪ/	<b>Values:</b> Helping a friend <b>Train to Think:</b> Attention to detail	<b>Reading</b> Article: A real friend Dialogue: A surprise for Olivia Culture: Welcoming people around the world <b>Listening</b> Interview: Friendship bands <b>Writing</b> Paragraph: Describing a friend
Long vowel sound /ɔ:/	<b>Values:</b> The importance of sport <b>Self-esteem:</b> My time cake	<b>Reading</b> Article: They're good! Article: The Other Final Photostory: The match <b>Listening</b> Phone call: Making arrangements <b>Writing</b> Paragraph: My favourite sportsperson
Intonation – listing items	<b>Values:</b> Music <b>Train to Think:</b> Memorising	<b>Reading</b> Tweets: #musicinsupermarket Dialogue: A conversation at a party Culture: Musical instruments around the world <b>Listening</b> Radio programme: Dances around the world <b>Writing</b> Tweets: Describing a scene
Intonation – giving two choices	<b>Values:</b> How you eat is important. <b>Self-esteem:</b> You are what you eat.	<b>Reading</b> Article: Young kitchen stars Menu and dialogue: In a restaurant Photostory: The pizza <b>Listening</b> Dialogue: Cooking <b>Writing</b> Menu: A meal plan for your friend
Past simple regular verbs	<b>Values:</b> Hard work and achievement <b>Train to Think:</b> Sequencing	<b>Reading</b> Article: It was her dream to be an astronaut Article: Fictional heroes Culture: Statues <b>Listening</b> Dialogue: Freddie's Saturday evening <b>Writing</b> Proposal: A statue in my town
Past simple irregular verbs	<b>Values:</b> Animals and us <b>Self-esteem:</b> Animals and nature	<b>Reading</b> Article: Erin and Tonk to the rescue Article: Extinct animals Photostory: The spider <b>Listening</b> Dialogue: Becky's holiday <b>Writing</b> Blog entry: A day in the life of an animal
Word stress – comparatives	<b>Values:</b> Transport and the environment <b>Train to Think:</b> Comparing	<b>Reading</b> Article: The great race Article: My favourite journey Culture: Transport around the world <b>Listening</b> Dialogue: At the train station <b>Writing</b> 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**

- ▶ 1.02 Listen to the alphabet. Then listen again and repeat.
- ▶ 1.03 Listen to the sounds and repeat.

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

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

## Colours

- 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 | _____        |    |       |

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



A



B



C



D



E



F



G



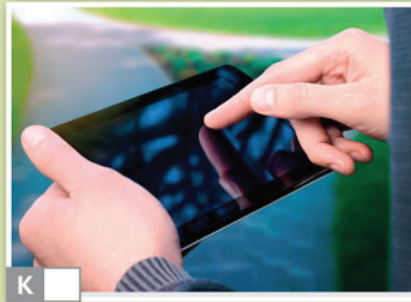
H



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

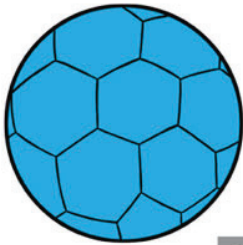
## Articles: *a* and *an*

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

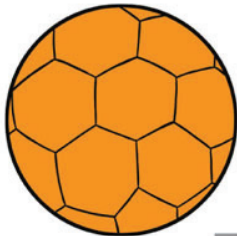
- 1 It's a blue football.
- 2 It's an orange football.
- 3 It's a red football.
- 4 It's a black and white football.



A



B 1



C



D

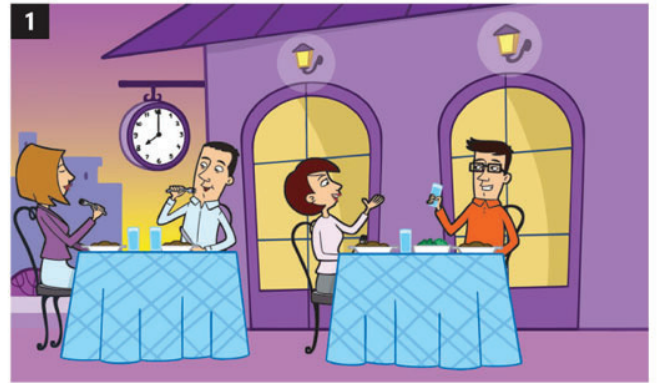
2 Write *a* or *an*.

- 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 <sup>0</sup> this is Lucy.  
LUCY <sup>1</sup> \_\_\_\_\_, Andy.  
ANDY Hi, Tom. Hi, Lucy.



2  
ABI <sup>2</sup> \_\_\_\_\_ afternoon, Mrs Hamilton.  
MRS HAMILTON Hi, Abi. <sup>3</sup> \_\_\_\_\_ are you?  
ABI Great, <sup>4</sup> \_\_\_\_\_. And you?  
MRS HAMILTON I'm fine, thanks.



3  
DAVE Good <sup>5</sup> \_\_\_\_\_, 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 <sup>6</sup> \_\_\_\_\_, Mr Thomas.



4  
JIM Bye, Rachel.  
RACHEL Bye, Jim. <sup>7</sup> \_\_\_\_\_ later.  
JIM Yeah, <sup>8</sup> \_\_\_\_\_ a good day.



5  
SUE Good <sup>9</sup> \_\_\_\_\_, 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 \_\_\_\_\_



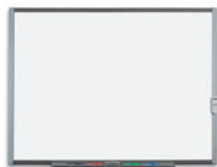
6 \_\_\_\_\_



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 \_\_\_\_\_

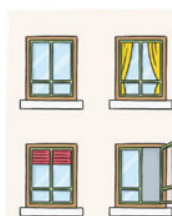
- 4 **SPEAKING** What's your favourite number? Compare with a partner.

## Plural nouns

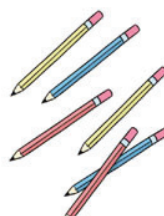
- 1 Write the words under the pictures.



0 two chairs 1 \_\_\_\_\_ 2 \_\_\_\_\_



3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_



- 2 Match the singular and plural nouns.


Singular

0 one man   
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.



7 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 <sup>1</sup> \_\_\_\_\_.  
 The bus number is <sup>2</sup> \_\_\_\_\_.  
 His phone number is <sup>3</sup> \_\_\_\_\_.

- 2  1.14 Now listen and complete the message to Abi.

Hi, Abi,  
 Message from Mrs Davis.  
 Her house number is <sup>1</sup> \_\_\_\_\_.  
 The bus number is <sup>2</sup> \_\_\_\_\_.  
 Her telephone number is <sup>3</sup> \_\_\_\_\_.



## 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 <i>p</i>	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 <i>o</i> <i>e</i> <i>o</i> t <b>b</b> <i>a</i> 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>			

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

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

- 1
- JIM Great, thanks. And you?
- 7 JIM Good morning, Fred.
- FRED I'm fine, thanks.
- FRED Hi, Jim. How are you?
- 2
- LUCY Yeah, have a good day.
- LUCY Bye, Sara.
- SARA Bye, Lucy. See you later.

1



4