



# Master Blueprint

STUDENT BOOK

**A1**

**BEGINNER**

 Compass  
Publishing



# Master Blueprint

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# Contents

	Module Goals and CEFR Level	Unit and Summary	Lessons	Vocabulary*
Module 1: A New Class Pages 6 to 35	<p><b>A1</b> Understand and use basic introductions, greetings, and farewells</p> <p><b>A1</b> Ask and answer simple personal questions; describe yourself simply</p> <p><b>A1</b> Ask and answer basic questions</p> <p><b>A1</b> Understand and use words and phrases about family, personal details, and simple everyday situations</p> <p><b>A1</b> Understand and use common classroom language</p> <p><b>A1</b> Understand and use numbers to count</p> <p><b>A1+</b> Understand and use simple words in descriptions of objects (for example, colors)</p>	<p><b>+ Unit 1 +</b> p. 8 <b>New People</b></p> <p>In the first unit, students learn to introduce themselves and greet the people they're talking to, give basic information about themselves and people they know, and end a conversation appropriately.</p>	<ol style="list-style-type: none"> <li>1 What's your name?</li> <li>2 I'm the teacher.</li> <li>3 Titles</li> <li>4 Where are you from?</li> <li>5 Bye.</li> </ol>	<p>Basic kinds of people</p> <p>Common questions and ways to answer</p> <p>Words and phrases used in greetings, introductions, and farewells</p> <p>Common jobs, marital statuses, and titles</p> <p>Country names and nationalities</p>
	<p><b>A1</b> Understand and use numbers to count</p> <p><b>A1+</b> Understand and use simple words in descriptions of objects (for example, colors)</p>	<p><b>+ Unit 2 +</b> p. 20 <b>The Classroom</b></p> <p>Students learn to discuss the classroom environment, including physical objects in it as well as some common things outside class that are relevant to them and their classmates.</p>	<ol style="list-style-type: none"> <li>1 What do you have in here?</li> <li>2 What do you have outside?</li> <li>3 Whose is it?</li> <li>4 The Things around You</li> <li>5 Where is it?</li> </ol>	<p>School supplies</p> <p>Numbers</p> <p>Colors</p> <p>Classroom objects</p> <p>Prepositions of location</p> <p>Possessions</p>
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Grammar and Structures	Listening / Reading	Writing / Speaking
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# Contents

	Module Goals and CEFR Level	Unit and Summary	Lessons	Vocabulary*	
Module 3: Around Campus Pages 66 to 95	<p><b>A1</b> Understand and use numbers in times</p> <p><b>A1</b> Understand simple words and phrases like <i>excuse me</i>, <i>sorry</i>, and <i>thank you</i></p> <p><b>A1</b> Use short, memorized phrases for specific purposes with reasonable accuracy</p> <p><b>A1+</b> Indicate time by such phrases as <i>three o'clock</i></p> <p><b>A1</b> Build a basic vocabulary of words and phrases about personal details and simple everyday situations</p> <p><b>A1</b> Very simply describe where you go to school</p> <p><b>A1</b> Write about yourself and where you go to school using short, simple phrases</p> <p><b>A1+</b> Ask and answer simple questions and respond to simple statements on very familiar topics (for example, student life) with help</p>	<p><b>* Unit 5 * p. 68</b> <b>Doing Things at School</b></p> <p>Here students learn to talk more about things they do around campus between classes or after class, including getting from one class to another or finding a place to study.</p>	<ol style="list-style-type: none"> <li>Telling Time</li> <li>What do you do after class?</li> <li>Where do you go after class?</li> <li>In That Building</li> <li>Directions</li> </ol>	<p>Words and phrases related to times of day, including things done at those times</p> <p>Names of classes/subjects</p> <p>Adverbs of frequency</p> <p>Parts of a building</p> <p>Verbs and phrases used to give or get directions</p>	
	<p><b>A1</b> Very simply describe where you go to school</p> <p><b>A1</b> Write about yourself and where you go to school using short, simple phrases</p> <p><b>A1+</b> Ask and answer simple questions and respond to simple statements on very familiar topics (for example, student life) with help</p>	<p><b>* Unit 6 * p. 80</b> <b>Places on Campus</b></p> <p>This unit expands on students' ability to talk about things they do around campus by introducing more places on campus, both inside and outside, for studying or relaxing.</p>	<ol style="list-style-type: none"> <li>The computer lab smells new.</li> <li>Could I speak to Dr. Roberts?</li> <li>In the Lounge</li> <li>At the Student Center</li> <li>It's a really nice day.</li> </ol>	<p>Places and things in a building</p> <p>Telephone language</p> <p>Things in a lounge or common area</p> <p>Common questions with <i>how</i></p> <p>Things outside of buildings on a school campus</p>	
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Module 4: Done for the Day Pages 96 to 125	<p><b>A1</b> Understand and use numbers in prices</p> <p><b>A1</b> Buy things in shops where pointing and gestures can support what is said</p> <p><b>A1</b> Ask and answer questions about things shops have</p> <p><b>A1+</b> Ask people for things and give them things</p> <p><b>A1</b> Very simply describe where you live</p> <p><b>A1</b> Join simple phrases with words like <i>and</i></p> <p><b>A1+</b> Describe what you like and don't like</p> <p><b>A1+</b> Describe what you can and can't do</p>	<p><b>* Unit 7 * p. 98</b> <b>Study or Eat?</b></p> <p>Students have things to do before they leave school. They often need to eat or get books from the library to use at home. Here students learn to talk about some things they do before leaving campus.</p>	<ol style="list-style-type: none"> <li>Are you going to the cafeteria?</li> <li>In the Library</li> <li>At the Cafeteria</li> <li>At the Restaurant</li> <li>At the Café</li> </ol>	<p>More places and things on campus</p> <p>Language used in the library</p> <p>Kinds of food and ways of cooking</p> <p>Language used in a restaurant or with purchases</p>	
		Unit 7 Review			
	<p><b>A1+</b> Describe what you like and don't like</p> <p><b>A1+</b> Describe what you can and can't do</p>	<p><b>* Unit 8 * p. 110</b> <b>Away from School</b></p> <p>After classes and studying are done, students go home. In this unit, they learn to discuss how they get there and things they see on the way, as well as to describe their home and what they do there.</p>	<ol style="list-style-type: none"> <li>Going Home</li> <li>On the Way</li> <li>Arriving Home</li> <li>Home Hobbies</li> <li>Dinnertime</li> </ol>	<p>Addresses and types of houses</p> <p>Modes of transportation</p> <p>Words and phrases found on signs</p> <p>Parts of a house</p> <p>Hobbies</p> <p>Household chores</p>	
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Grammar and Structures	Listening / Reading	Writing / Speaking
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<p><b>Lesson 1</b> Present continuous in information questions, including subject questions</p> <p><b>Lesson 2</b> Negative imperatives; conjunction <i>or</i></p> <p><b>Lesson 3</b> Conjunctions <i>and</i> and <i>but</i></p> <p><b>Lesson 4</b> Simple present: <i>like</i> in statements and questions</p> <p><b>Lesson 5</b> Simple present: <i>can</i> and <i>can't</i></p>	<p><b>R&amp;L:</b> A conversation between a taxi driver and a passenger</p> <p><b>R:</b> Reading signs</p> <p><b>R&amp;L:</b> Reading paragraphs and listening to monologues</p> <p><b>L:</b> Descriptions of houses</p> <p><b>R:</b> A description of how to make an omelet</p> <p><b>R:</b> An advertisement for a house</p>	<p><b>S:</b> Giving an address</p> <p><b>S:</b> Talking about people who are going places</p> <p><b>W:</b> Writing classroom rules</p> <p><b>S:</b> Describing houses</p> <p><b>W&amp;S:</b> Listing and discussing hobbies</p> <p><b>W&amp;S:</b> Taking notes and talking about things you and your classmates can do</p> <p><b>W:</b> Writing a how-to paragraph</p> <p><b>W:</b> Writing an advertisement</p>



# A NEW CLASS



## MODULE GOALS

- 1 Understand and use basic introductions, greetings, and farewells
- 2 Ask and answer simple questions; describe yourself simply
- 3 Ask and answer basic questions
- 4 Understand and use words and phrases about family, personal details, and simple everyday situations
- 5 Understand and use common classroom language
- 6 Understand and use numbers to count
- 7 Understand and use simple words in descriptions of objects (for example, colors)

## PREVIEW

Look at pages 6 to 35. What pages are these things on?

- names of colors \_\_\_\_\_
- a green clock \_\_\_\_\_
- telephones \_\_\_\_\_
- a truck \_\_\_\_\_

## DISCUSS

Talk about the questions with a partner.

- 1 Do you think the people are workers or students?  
*I think the... are...*
  - 2 In English, what is the name of your country?  
*In..., the name of my country is...*
  - 3 What's the name of your language?  
*The... of my language is...*
  - 4 What are some greetings in your language?  
*In my language,... and... are greetings.*
  - 5 Do you greet your teachers in your language or in English?  
*I greet my teachers in...*
-

## NEW PEOPLE



AUDIO



VIDEO

## 1. WHAT'S YOUR NAME?

## A MODEL CONVERSATION

Read the conversation. Then listen. (1-01)

**Woman:** Hello. Are you the tutor?

**Man:** Yes, I am. Are you here for tutoring?

**Woman:** Yeah. Is it just me?

**Man:** No, I have a list of seven names here. What's yours?

**Woman:** It's Maya.

**Man:** Maya. Yep, right here. Your last name is Mandelli, right?

**Maya:** Yeah, that's me.

**Man:** Great. My name's Martín, by the way. Martín Abreu.

## B VOCABULARY: PEOPLE

Study the words. Then listen to the conversation again and fill in the blanks. (1-01)

People

People  
at school

- Maya is the **a.** \_\_\_\_\_. She is a **b.** \_\_\_\_\_. Her **c.** \_\_\_\_\_ name is Mandelli.
- The **a.** \_\_\_\_\_ is Martín. His last **b.** \_\_\_\_\_ is Abreu. He is a **c.** \_\_\_\_\_.
- They **a.** \_\_\_\_\_ not **b.** \_\_\_\_\_.

## C IN YOUR WORLD

Look at the name tags. Write your first and last name on a tag. Then choose a partner. Ask his or her name and design a name tag for him or her.

What is your name?

HELLO!  
My name is

What is your partner's name?

HELLO!  
My name is

## D GRAMMAR

### Brief note

Use *he* for a man, *she* for a woman, and *it* for a thing.

### Brief note

Yep, *yeah*, and *nope* are informal. Use them with your friends.

### Simple present: *be*

<i>be</i> questions	answers to <i>be</i> questions	<i>be</i> statements
<b>Am</b> I a student?	✓ Yes, you <b>are</b> (a student).	You're a student.
<b>Are</b> you a teacher?	✗ No, I'm <b>not</b> (a teacher).	I'm <b>not</b> a teacher.
<b>Is</b> he a man?	✓ Yeah (, he's a man).	He's a man.
<b>Are</b> we classmates?	✗ Nope (, you're <b>not</b> classmates).	You're <b>not</b> classmates.
<b>Are</b> you girls?	✓ Yep (, we're girls).	We're girls.
<b>Are</b> they friends?	✗ No, they <b>aren't</b> (friends).	They <b>aren't</b> friends.

Write *be* questions. Then circle *yes* or *no* and fill in the blanks.

- Q: \_\_\_\_\_ you John? A: ( Yes / No ), \_\_\_\_\_ Daniel.
- Q: \_\_\_\_\_ you teachers? A: ( Yes / No ), \_\_\_\_\_ are teachers.
- Q: \_\_\_\_\_ he your boss? A: Yes, \_\_\_\_\_ is my \_\_\_\_\_.
- Q: Are \_\_\_\_\_ our teacher? A: Yes, I'm \_\_\_\_\_ teacher.
- Q: Is \_\_\_\_\_ your dog? A: No, \_\_\_\_\_ my cat.

## E USE THE LANGUAGE

### Introductions

- Think of your first meeting with an important person—a friend, your manager, etc. Write the first conversation between you and that person.

A: \_\_\_\_\_

\_\_\_\_\_

B: \_\_\_\_\_

\_\_\_\_\_

A: \_\_\_\_\_

\_\_\_\_\_

B: \_\_\_\_\_

\_\_\_\_\_



- Choose a partner. Role-play your conversation.

## 2. I'M THE TEACHER.



### Brief note

We say "oh" when we're surprised.  
We say "aha" when we learn or understand something.

### A MODEL CONVERSATION

Read the conversation. Then listen. (1-02)

- Woman:** Hi. Is this the chemistry class?  
**Man:** Yep, it sure is.  
**Woman:** Great. I'm Bren. So, you're in this class too? Then we're classmates. What's your name?  
**Man:** Oh. No, we're not classmates, actually. I'm not a student. I'm the teacher.  
**Bren:** Aha. The teacher. Sorry. That's embarrassing.  
**Man:** No, don't be embarrassed. It's not a problem. Anyway, I'm Mr. Pearl.  
**Bren:** Mr. Pearl. Well, it's good to meet you, Mr. Pearl.  
**Mr. Pearl:** Good to meet you, too, Bren. So, are you a new student?  
**Bren:** Yeah, it's my first day in this school.  
**Mr. Pearl:** Well, welcome to chemistry class.

### B VOCABULARY

Study the expressions. Then fill in the blanks, and then listen. (1-03)

Greetings	Other common expressions
Hello. Hi. Hey. <i>Brief note</i> Hey is informal.	Please People (But) You can } call me (name).
Q: How's it going? / How are you (doing)? A: (I'm...) (Very) Well/Good. Not bad. Okay. All right. (Thanks.)	Q: How/What about } you? A: Me, too. / Not me. Q: And
Good morning/afternoon. It's good to see you.	I'm sorry. What? / Could you repeat that?
Introductions	
Nice/Good to meet you.	Welcome. I'm... / My name is... I'm new here. / I'm a new student here.

1. **Man:** a. \_\_\_\_\_ morning, Cynthia.  
**Cynthia:** Hey, Frank. How b. \_\_\_\_\_ you?  
**Frank:** Not c. \_\_\_\_\_, thanks. And you?  
**Cynthia:** I'm all right.
2. **Man:** Hi. I'm Robert Dixon, but please a. \_\_\_\_\_ me Bob. I'm a new teacher b. \_\_\_\_\_.  
**Woman:** It's nice to c. \_\_\_\_\_ you, Bob.

### C ABOUT YOU

Circle the correct answers. Then fill in the blanks.

1. I ( am / am not ) a new student here.
2. People call me \_\_\_\_\_.

## D GRAMMAR

### Short forms (contractions)

subject pronouns	be verbs	short forms
I	am	I'm
you	are	you're
he / she / it	is	he's / she's / it's
we	are	we're
you (guys/all)	are	you're
they	are	they're

#### Brief note

Use short forms often. Use long forms (subject pronoun + be) to highlight.

#### Brief note

You can mean one person or many people. Americans often say *you guys* or *you all* for more than one person.

Look at the model conversation and fill in the blanks with the long forms.

1. Hello. \_\_\_\_\_ Bren.
2. \_\_\_\_\_ a new student.
3. \_\_\_\_\_ not classmates.
4. \_\_\_\_\_ the teacher.

## E PRONUNCIATION

### Short forms and intonation (1-04)

1. Listen to the conversations. Look at the underlined words. Does the speaker use the long form or the short form? Why?



2. Listen again and repeat.

## F LISTEN TO SPEAK

Listen to two conversations. Which conversation matches the picture? Why do you think so? (1-05)

Tell your partner. Does your partner agree? Why or why not? Write.

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# 3. TITLES

## A MODEL CONVERSATION

Read the conversation. Then listen. (A 1-06)

- Woman:** Hello, Mr. Garza.  
**Mr. Garza:** Oh. Hi, Miss Wells. Please call me Jimmy.  
**Miss Wells:** Okay, then you can call me Angela.  
**Jimmy:** All right. And how are you today, Angela?  
**Angela:** I'm good, Jimmy. What about you?  
**Jimmy:** Yeah, I'm okay, too. Is the teacher here?  
**Angela:** Mrs. Watson? I don't know. I don't see her.

## B VOCABULARY

Study the words and phrases. Listen and repeat. Then try to add more jobs. (A 1-07)

### Marital status

husband



married

wife



single

### Jobs



doctor



professor



truck driver



police officer

### Other jobs



## C VOCABULARY: TITLES

**man:** Mister (Mr.)

**woman:** Ms.

**married woman:** Mrs.

**unmarried woman:** Miss

**medical doctor or PhD:** Doctor (Dr.)

**university professor:** Professor (Prof.)

Listen and practice. (A 1-08)

- Mr. & Mrs. Smith
- Prof. Alvarez
- Ms. Green
- Dr. Jones
- Miss Perkins

## D ABOUT YOU

Fill out the first part of a visa application form.

What country are you going to?

\_\_\_\_\_

## VISA APPLICATION

Visa application time: 9:00–11:00 a.m. M-F  
Visa pick-up time: 11:00 a.m.–12:00 p.m. M-F

### Part 1: Personal Information

Title Mr. \_\_\_ Mrs. \_\_\_ Miss \_\_\_ Ms. \_\_\_

Marital Status Single \_\_\_ Married \_\_\_ Divorced \_\_\_ Widow(er) \_\_\_ Other \_\_\_

Name Given Name (First Name)

Surname (Family Name)

\_\_\_\_\_

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