

Student Book

Blueprint



BRITISH ENGLISH

1



BIGBOX
Learning App

MP3
Free Download

A1

Beginner

Eric Williams · August Niederhaus

Student Book

Blueprint



BRITISH ENGLISH

1

A1

Beginner

Eric Williams · August Niederhaus

Contents

	Module Goals and CEFR Level	Unit and Summary	Lessons	Vocabulary*
Module 1: A New Class Pages 6 to 33	<p>A1 Understand and use basic introductions, greetings, and goodbyes</p> <p>A1 Ask and answer simple personal questions; describe yourself simply</p> <p>A1 Ask and answer basic questions</p> <p>A1 Understand and use words and phrases about family, personal details, and simple everyday situations</p>	<p>* Unit 1 * <small>p. 8</small> New People</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"> 1 What's your name? 2 I'm the teacher. 3 Titles 4 Where are you from? 5 Bye. 	<p>Basic kinds of people</p> <p>Common questions and ways to answer</p> <p>Words and phrases used in greetings, introductions, and goodbyes</p> <p>Common jobs, marital statuses, and titles</p> <p>Country names and nationalities</p>
	<p>A1 Understand and use common classroom language</p> <p>A1 Understand and use numbers to count</p> <p>A1+ Understand and use simple words in descriptions of objects (for example, colours)</p>	<p>* Unit 2 * <small>p. 20</small> The Classroom</p> <p>Students learn to discuss the classroom environment, including physical objects in it as well as some common things outside classes that are relevant to them and their classmates.</p>	<ol style="list-style-type: none"> 1 What do you have in here? 2 What do you have outside? 3 Whose is it? 4 The Things Around You 5 Where is it? 	<p>School supplies</p> <p>Numbers</p> <p>Colours</p> <p>Classroom objects</p> <p>Prepositions of location</p>
Module 2: Life and School Pages 34 to 61	<p>A1 Build a vocabulary of words and phrases about family and personal details</p> <p>A1 Describe your family in short, simple spoken or written phrases</p> <p>A1 Understand, ask, and answer simple personal questions such as <i>How old are you?</i></p> <p>A1 Understand and use days of the week and months of the year</p>	<p>* Unit 3 * <small>p. 36</small> About Family</p> <p>Students expand on their ability to talk about life outside the classroom by discussing family, including family members and their appearance.</p>	<ol style="list-style-type: none"> 1 In My Family 2 Technology and Media 3 Family Photos 4 That's his wife. 5 Appearance 	<p>Family members</p> <p>Technology and media</p> <p>Demonstratives</p> <p>Extended family</p> <p>Appearance</p>
	<p>A1 Understand and use numbers as ages and dates</p> <p>A1 Give personal information, such as age and basic information about family</p> <p>A1+ Describe your family simply (for example, the members, how old they are, and what they do)</p> <p>A1+ Indicate time using phrases such as <i>in November</i></p>	<p>* Unit 4 * <small>p. 48</small> School Life</p> <p>This unit teaches students to talk about their own daily school lives as well as those of family members of similar ages, with special focus on students' class-related plans, habits, and timetables.</p>	<ol style="list-style-type: none"> 1 Ages and Birthdays 2 Studying 3 Do you have classes on Friday? 4 Going to University 5 I study at night. 	<p>Months</p> <p>Dates and ordinal numbers</p> <p>Days of the week</p> <p>School-related verbs and verb phrases</p> <p>Schools and year levels</p> <p>Parts of the day (<i>morning, etc.</i>)</p> <p>Daily activities</p>

Grammar and Structures	Listening / Reading	Writing / Speaking
<p>Lesson 1 Simple present: <i>be</i></p> <p>Lesson 2 Short forms (contractions)</p> <p>Lesson 3 Short forms (contractions) in negative statements</p> <p>Lesson 4 <i>be</i> questions with question words</p> <p>Lesson 5 Possessives</p>	<p>R&L: Meeting a tutor, a teacher, or a careers advisor</p> <p>R&L: Greeting a classmate</p> <p>L: Short forms and intonation</p> <p>L: A phone call to hotel reception</p> <p>R: Chats and text messages</p> <p>R&L: Goodbyes</p> <p>R&L: A list of names</p>	<p>W: Filling out name tags</p> <p>W&S: Meeting important people</p> <p>S: Stating an opinion</p> <p>W: A visa application</p> <p>W&S: Introducing other people</p> <p>W: Labelling a map</p> <p>W&S: Saying goodbye</p> <p>W: Writing a chat</p>
<p>Lesson 1 Articles <i>a</i> and <i>an</i></p> <p>Lesson 2 Simple present: <i>have</i></p> <p>Lesson 3 Possessives: pronouns and questions</p> <p>Lesson 4 Questions and statements with <i>there is</i> and <i>there are</i></p> <p>Lesson 5 Prepositions of location and prepositional phrases</p>	<p>R&L: A shopping list</p> <p>R: A simple survey</p> <p>R&L: Descriptions of school environment and supplies</p> <p>R: Labelled pictures</p> <p>R: A note with instructions</p>	<p>W&S: Describing your environment and possessions</p> <p>W: Listing what people have</p> <p>W: Marking up text</p> <p>S: Asking what things are called</p> <p>S: Asking about the location of things</p> <p>W: Writing a note that gives instructions</p> <p>S: A guessing game</p>
<p>Lesson 1 <i>how many</i> questions and their answers</p> <p>Lesson 2 <i>some</i> and <i>any</i></p> <p>Lesson 3 Questions with <i>who</i></p> <p>Lesson 4 Plurals</p> <p>Lesson 5 Describing appearance using <i>with</i> Prepositional phrases</p>	<p>R&L: Descriptions of families and their members</p> <p>L: A video call</p> <p>R: A family tree</p> <p>R&L: Descriptions of photos</p> <p>R&L: Descriptions of people's appearance</p>	<p>W: Names and information about family members</p> <p>W: Listing what people have</p> <p>S: Talking about photos</p> <p>W&S: Doing interviews</p> <p>S: Describing people's appearance</p> <p>S: Describing a picture</p> <p>W: Drawing and labelling a family tree</p> <p>W: Writing about your family</p>
<p>Lesson 1 Questions with <i>when</i> and <i>how old</i></p> <p>Lesson 2 Simple present in affirmative statements</p> <p>Lesson 3 Simple present in questions and answers</p> <p>Lesson 4 3rd person singular subjects in simple present affirmative</p> <p>Lesson 5 Prepositional phrases of time</p>	<p>R&L: Conversations about ages and birthdays</p> <p>R&L: Conversations about classes and routines</p> <p>R: A planner</p> <p>R&L: Information about other people's lives</p> <p>R: A note inviting someone to a surprise party</p>	<p>W: Writing invitations on cards or as notes</p> <p>W&S: Listing study habits and interviewing people about them</p> <p>W&S: Filling out and summarising a timetable</p> <p>W: Filling in a chart with information you hear, and then using the chart to report information</p> <p>W&S: Describing the lives of family members</p>

Contents

	Module Goals and CEFR Level	Unit and Summary	Lessons	Vocabulary*
Module 3: Around Campus Pages 62 to 89	<p>A1 Understand and use numbers in times</p> <p>A1 Understand simple words and phrases like <i>excuse me</i>, <i>sorry</i>, and <i>thank you</i></p> <p>A1 Use short, memorised phrases for specific purposes with reasonable accuracy</p> <p>A1+ Indicate time using phrases such as <i>three o'clock</i></p> <p>A1 Build a basic vocabulary of words and phrases about personal details and simple everyday situations</p> <p>A1 Very simply describe where you go to school</p> <p>A1 Write about yourself and where you go to school using short, simple phrases</p> <p>A1+ Ask and answer simple questions and respond to simple statements on very familiar topics (for example, student life) with help</p>	<p>* Unit 5 * <small>p. 64</small> Doing Things at School</p> <p>Here students learn to talk more about things they do around campus between classes or after classes, including getting from one class to another or finding a place to study.</p>	<ol style="list-style-type: none"> Telling Time What do you do after classes? Where do you go after classes? In That Building Directions 	<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>A1 Understand and use numbers in prices</p> <p>A1 Buy things in shops where pointing and gestures can support what is said</p> <p>A1 Ask and answer questions about things shops have</p> <p>A1+ Ask people for things and give them things</p> <p>A1 Very simply describe where you live</p> <p>A1 Join simple phrases with words like <i>and</i></p> <p>A1+ Describe what you like and don't like</p> <p>A1+ Describe what you can and can't do</p>	<p>* Unit 6 * <small>p. 76</small> Places on Campus</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"> The computer lab smells new. Could I speak to Dr Roberts? In the Common Room At the Student Centre It's a really nice day. 	<p>Places and things in a building</p> <p>Telephone language</p> <p>Things in a common room</p> <p>Common questions with <i>how</i></p> <p>Things outside of buildings on a school campus</p>
Module 4: Done for the Day Pages 90 to 117	<p>A1 Understand and use numbers in prices</p> <p>A1 Buy things in shops where pointing and gestures can support what is said</p> <p>A1 Ask and answer questions about things shops have</p> <p>A1+ Ask people for things and give them things</p> <p>A1 Very simply describe where you live</p> <p>A1 Join simple phrases with words like <i>and</i></p> <p>A1+ Describe what you like and don't like</p> <p>A1+ Describe what you can and can't do</p>	<p>* Unit 7 * <small>p. 92</small> Study or Eat?</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"> Are you going to the cafeteria? In the Library At the Cafeteria At the Restaurant At the Café 	<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>
	<p>A1 Understand and use numbers in prices</p> <p>A1 Buy things in shops where pointing and gestures can support what is said</p> <p>A1 Ask and answer questions about things shops have</p> <p>A1+ Ask people for things and give them things</p> <p>A1 Very simply describe where you live</p> <p>A1 Join simple phrases with words like <i>and</i></p> <p>A1+ Describe what you like and don't like</p> <p>A1+ Describe what you can and can't do</p>	<p>* Unit 8 * <small>p. 104</small> Away from School</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"> Going Home On the Way Arriving Home Hobbies at Home Dinner Time 	<p>Addresses and types of houses</p> <p>Modes of transport</p> <p>Words and phrases found on signs</p> <p>Parts of a house</p> <p>Hobbies</p> <p>Household chores</p>

Grammar and Structures	Listening / Reading	Writing / Speaking
<p>Lesson 1 <i>what time</i> questions and their answers</p> <p>Lesson 2 Simple present: <i>go</i> and <i>do</i>; <i>before</i> and <i>after</i> phrases</p> <p>Lesson 3 <i>how often</i> and adverbs of frequency</p> <p>Lesson 4 More <i>where</i> questions and their answers</p> <p>Lesson 5 More <i>how</i> questions and their answers</p>	<p>R&L: Reading about the details of people's routines</p> <p>R: Reading clocks to tell time</p> <p>R: Labelled pictures</p> <p>R&L: Descriptions of buildings</p> <p>R&L: Reading and listening to directions</p>	<p>S: Telling time</p> <p>S: Talking about when things happen</p> <p>W: Filling out a class timetable</p> <p>W&S: Describing habits</p> <p>S: Describing buildings</p> <p>W: Writing directions and drawing a map</p> <p>W: Describing other people's routines</p>
<p>Lesson 1 Adjectives and linking verbs</p> <p>Lesson 2 Adjectives before nouns</p> <p>Lesson 3 Adverbs of frequency with <i>be</i></p> <p>Lesson 4 More <i>how</i> questions: <i>how</i> + adjective/adverb</p> <p>Lesson 5 Intensifiers</p>	<p>R&L: Descriptions of buildings on campus and places inside them</p> <p>R&L: A phone conversation</p> <p>L: Taking notes on things you hear</p> <p>R&L: Conversations asking for information</p> <p>R: A university brochure</p>	<p>W&S: Describing rooms, offices, and other places in a building</p> <p>S: Pronouncing phone numbers and other numbers</p> <p>W&S: Having a short conversation on the phone</p> <p>W&S: Using notes to help you describe a place</p> <p>S: Asking questions to get information</p> <p>W&S: Describing weather and places that are outside</p>
<p>Lesson 1 Present continuous tense</p> <p>Lesson 2 <i>want</i> and <i>would like</i></p> <p>Lesson 3 Questions with <i>what</i> and <i>what kind (of)</i></p> <p>Lesson 4 Questions with <i>what</i> and <i>which</i></p> <p>Lesson 5 Questions with <i>how many</i> and <i>how much</i>; uncountable nouns</p>	<p>R&L: A conversation about where someone is going</p> <p>R&L: A request for help from a librarian</p> <p>R&L: Conversations about what to eat or drink</p> <p>L: People ordering food in a restaurant</p> <p>R: Reading about books in a bookshop</p>	<p>S: Discussing what people and animals are doing</p> <p>S: Discussing what you want or would like</p> <p>S: Talking about food, cooking, and eating</p> <p>W: Taking notes and using them to write a paragraph</p> <p>S: Listing things you buy or want</p> <p>W&S: Things you want to do</p> <p>S: Discussing what is required for certain activities</p> <p>S: Role-playing a transaction in a bookshop</p>
<p>Lesson 1 Present continuous in information questions, including subject questions</p> <p>Lesson 2 Negative imperatives; conjunction <i>or</i></p> <p>Lesson 3 Conjunctions <i>and</i> and <i>but</i></p> <p>Lesson 4 Simple present: <i>like</i> in statements and questions</p> <p>Lesson 5 Simple present: <i>can</i></p>	<p>R&L: A conversation between a taxi driver and a passenger</p> <p>R: Reading signs</p> <p>R&L: Reading paragraphs and listening to monologues</p> <p>L: Descriptions of houses</p> <p>R: A description of how to make an omelette</p> <p>R: An advert for a house</p>	<p>S: Giving an address</p> <p>S: Talking about people who are travelling somewhere</p> <p>W: Writing classroom rules</p> <p>S: Describing houses</p> <p>W&S: Listing and discussing hobbies</p> <p>W&S: Taking notes and talking about things you and your classmates can do</p> <p>W: Writing a how-to paragraph</p> <p>W: Writing an advert</p>

A NEW CLASS

Module 1 Goals

Understand and use basic introductions, greetings, and goodbyes

Ask and answer simple personal questions; describe yourself simply

Ask and answer basic questions

Understand and use words and phrases about family, personal details, and simple everyday situations

Understand and use common classroom language

Understand and use numbers to count

Understand and use simple words in descriptions of objects (for example, colours)



Scan for Audio

Preview

Look at pages 8 to 33. What pages are these things on?

names of colours _____

a green clock _____

telephones _____

a lorry _____

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 ...



Unit 1

Scan the QR code to watch a preview video.



Unit 2

Lesson 1

What's your name?



A Model Conversation

Read the conversation. Then listen. Track 02

- Woman: Hello. Are you the tutor?
 Man: Yes, I am. Are you here for tutoring?
 Woman: Yes. 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 surname is Mandelli, right?
 Maya: Yes, that's me.
 Man: Great. My name's Martín, by the way. Martín Abreu.

B Vocabulary: People

Read the words. Then listen to the conversation again and fill in the gaps. Track 02



← 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 name and surname 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

Simple present: *be*

Brief note

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

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

Brief note

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

E Grammar Practice

Write *be* questions. Then (circle *yes* or *no* and) fill in the gaps.

1. Q: _____ you John?

A: (Yes / No), _____ Daniel.

2. Q: _____ you teachers?

A: (Yes / No), _____ are teachers.

3. Q: _____ he your boss?

A: Yes, _____ is my _____.

4. Q: Are _____ our teacher?

A: Yes, I'm _____ teacher.

5. Q: Is _____ your cat?

A: No. _____ a rabbit.

F Use the Language

Introductions

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



A: _____

B: _____

A: _____

B: _____

2. Choose a partner. Role-play your conversation.

Lesson 2

I'm the teacher.



A Model Conversation

Read the conversation. Then listen. Track 03

- Woman:** Hi. Is this 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.

Brief note

We say "oh" when we're surprised.

Brief note

We say "aha" when we learn or understand something.

B Vocabulary

Read the expressions. Then fill in the gaps, and then listen. Track 04

Greetings	Other common expressions
Hello. Hi. Hey. <div style="background-color: #FFD700; padding: 2px; display: inline-block;"> Brief note <i>Hey is informal.</i> </div>	Please People (But) You can } call me <u>(name)</u> .
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 answer. Then fill in the blank.

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	are	you're
they	are	they're

Brief note

We usually use short forms when speaking. Long forms are used for emphasis.

Brief note

You can mean one person or many people.

E Grammar Practice

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

- Hello. _____ Bren.
- _____ a new student.
- _____ not classmates.
- _____ the teacher.

F Pronunciation

Short forms and intonation

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



- Listen again and repeat.

G Listen to Speak

Listen to two conversations. Which conversation matches the picture? Why do you think so? 

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

