

# STEP A2

Miss Carla

# 1.2 TRAVEL LIGHT

G *this/that, these/those; possessives*

P *word stress; this, that, these, those*

V *objects*

## VOCABULARY

### OBJECTS

**1 A** Match the words in the box with objects A–P in the picture. Which object isn't in the picture?

a camera **J** a mobile (phone) **keys** a diary  
a passport **a magazine** a credit card  
an MP3 player and earphones **a newspaper**  
a toothbrush **a sweater** sunglasses **a watch**  
a purse **a ticket** a laptop **shampoo**

**B**  **1.5 WORD STRESS** Listen and underline the stressed syllable in the words.

*camera*

**C** Work in pairs and take turns. Student A: point to an object in the picture. Student B: name the object.

**A:** *What's this?*

**B:** *It's a camera.*

**D** Work in pairs and discuss. What five things are always in your bags?

**A:** *I always have a laptop in my bag.*

**B:** *Me too.*

## READING

**2 A** Look at the picture again. Work in pairs and discuss. What five things are always in your carry-on bag on a plane?

**A:** *I think a laptop is important.*

**B:** *Yes. Sunglasses? No. Take sunglasses in your pocket.*

**B** Read the information and circle the correct number. Take 9 / 10 / 11 / 12 things in your carry-on bag.

**C** Read the text again and write the names of objects 1–5.



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_

**D** Read the text again and put a tick (✓) next to two good ideas and a cross (✗) next to two bad ideas. Then work in pairs and discuss.

## Take it or leave it!

With only 10 kilograms for your carry-on bag, what's important to take?



### Electrical Things

- **MP3 PLAYER** good for music and audiobooks – put it in your bag.
- **MOBILE PHONE** put it in your pocket, but take the charger in your bag.
- **CAMERA** is your mobile a camera too? Then leave your camera at home.
- **EARPHONES** good for watching DVDs on your laptop. Put them with your mobile phone.
- **LAPTOP** in your bag, with an adaptor, of course.

### Practical Things

- **DIARY** with all your important travel and contact information. Put it in your bag.
- **KEYS** put them in the bag so they're easy to find.
- **PASSPORT AND TICKET** these are important so have them in a pocket on your bag.
- **PURSE** coins are a problem at security. Put them in a purse in your bag – yes, men too.

### Other Things

- **MAGAZINES AND NEWSPAPERS** leave them at home; they're free on the plane.
- **SHAMPOO** most hotels have shampoo or buy it in town.
- **SUNGGLASSES** go in your pocket or on your head, not in the bag!
- **SWEATER** wear it. It's good for the plane if it's cold.
- **TOOTHBRUSH AND TOOTHPASTE** max 100 ml in your carry-on bag.

## GRAMMAR

### THIS/THAT, THESE/THOSE; POSSESSIVES

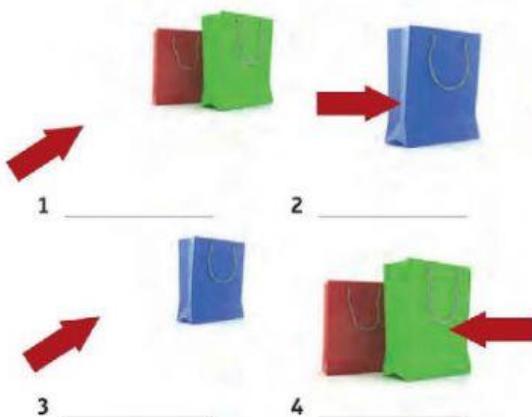
**3 A**  **1.6** Listen to three conversations. Where are the people? Write the number of the conversation under the picture.



**B**  **1.7** Underline the correct alternative in the extracts below. Then listen and check.

1 **S:** Is <sup>1</sup>this/<sup>2</sup>these your bag?  
**W:** Yes, it is.  
**S:** Could you open it, please?  
**W:** What's the problem?  
**S:** <sup>2</sup>This/<sup>3</sup>Those is the problem.  
**W:** <sup>3</sup>These/<sup>4</sup>That's my shampoo.  
**S:** What's <sup>4</sup>that/<sup>5</sup>those in your pocket?  
**M:** Ah, sorry, <sup>5</sup>these/<sup>6</sup>those are my keys.  
**S:** OK, go ahead.  
**M:** Excuse me, <sup>6</sup>that's/<sup>7</sup>those are my <sup>7</sup>friend/friend's bags. Can I ...?  
**W:** Sorry, <sup>8</sup>this is/<sup>9</sup>that's my bag. The black one. In your hand.  
**M:** No, <sup>9</sup>this/<sup>10</sup>these is my <sup>10</sup>friend's/friend.  
**W:** Look, my name's on it. It's <sup>11</sup>my/mine.  
**M:** Oh, sorry, you're right. It's <sup>12</sup>your/yours.

**4 A** Write *this*, *that*, *these* or *those* under the pictures below.



**B**  **1.8** **WEAK FORMS: this, that, these, those**

Listen to the pronunciation. Then listen and repeat.

- 1 Is this /ðɪs/ your bag?
- 2 Are these /ði:z/ your bags?
- 3 Is that /ðæt/ your bag?
- 4 Are those /ðəuz/ your bags?

**5 A** Correct the sentences. Use Exercise 3B to help.

- 1 That's the bag of my friend. **X**  
 That's my friend's bag. **✓**
- 2 This is the mobile of John. **X**  
 This is John's mobile. **✓**
- 3 That's mine bag. **X** That's my bag. **✓**
- 4 It's my. **X** It's mine. **✓**
- 5 They're yours bags. **X** They're your bags. **✓**
- 6 They're your. **X** They're you're. **✓**
- 7 This bag is Sally. **X** This bag is Sally's. **✓**

**B** Complete the conversation. Use the words in brackets to help.

**A:** Is that <sup>1</sup> my book? (I)  
**B:** No, it isn't. It's <sup>2</sup>                   . (Maria)  
**A:** Where's <sup>3</sup>                   ? (I)  
**B:** Is this <sup>4</sup>                   ? (you)  
**A:** Yes, thanks. Is this <sup>5</sup>                    bag? (you)  
**B:** No, it isn't <sup>6</sup>                   . (I)  
**A:** Maybe it's <sup>7</sup>                   . (Ali)

► page 128 **LANGUAGE BANK**

## SPEAKING

**6** Work in pairs. Student A: point to an object in the classroom and ask your partner what it is. Student B: name the object.

**A:** *What's this in English?*  
**B:** *It's a dictionary.*  
**A:** *What are those in English?*  
**B:** *They're windows.*

**7 A** Work in groups. Put two objects from your bag/pocket on a table. Identify the objects.

*Silvia's bag, Cheng's keys, my watch ...*

**B** Work with a partner from another group. Look at their objects. Ask and answer questions.

**A:** *Is that your pen?*  
**B:** *No, it isn't. It's Bruno's.*  
**A:** *Are these Jack's glasses?*  
**B:** *No, they aren't. They're Veronika's.*

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**LIVE WORKSHEETS**