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Third Edition Solutions

Elementary

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I

Introduction

IA

Vocabulary

Personal information

I can exchange basic personal information.



- 1 Complete the questions in the dialogue with the phrases below.

are you from do you spell old are you your name

Woman Hello. Welcome to Europa Language School!

Kadir Thank you!

Woman What's ¹ _____?

Kadir Kadir Demir.

Woman How ² _____ that?

Kadir K-A-D-I-R, Kadir. D-E-M-I-R, Demir.

Woman Thank you. Where ³ _____?

Kadir I'm from Turkey.

Woman And how ⁴ _____, Kadir?

Kadir I'm eighteen.

Woman Great! Thank you. You're in room 53.

Kadir Thanks. See you later!

- 2 **1.02** Listen and check your answers. Then listen and repeat the dialogue.

- 3 **1.03** Listen and repeat the alphabet. What sound do the **blue** letters share?

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

- 4 Now put the **red** letters into the correct category below, depending on the sound they share.

1 b, c, ...

2 f, l, ...

- 5 **SPEAKING** Work in groups or as a class. Think of a famous person and start spelling his or her name. Who can guess the person first?

T-A-Y-...

Taylor Swift!

- 6 **1.04 VOCABULARY** Listen and repeat the numbers (1–50). Then say the numbers backwards (50–1) around the class.

50

49

48

47

➔ **Vocabulary Builder** Numbers and ordinals: page 117

- 7 **1.05** Listen to two dialogues. Complete the table with the names and ages of the four speakers.

Name	Age
1 Antoine	
2	
3	
4	

- 8 **1.05 VOCABULARY** Which country are the students in exercise 7 from? Listen again and match them with countries from the list below.

Countries Argentina Australia Brazil Canada China
Croatia the Czech Republic Egypt France Germany
Greece Hungary India Italy Japan Mexico Poland
Russia Slovakia Spain Turkey the UK Ukraine the USA

- 9 **SPEAKING** Work in pairs. Test your partner's spelling of the countries in exercise 8.

How do you spell 'Spain'?

S-P-A-I-N. How do you spell ... ?

- 10 Answer the questions about the countries in exercise 8.

- Which are in Europe?
- Which are in Asia?
- Which are in North and South America?
- Which are English-speaking countries?
- Which are near your own country?

- 11 Work in pairs. Invent a new identity for yourself. Choose a new name, a new nationality and a different age.

- 12 **SPEAKING** Work in pairs. Find out your partner's information. Ask and answer questions from the dialogue in exercise 1.

What's your name?

It's ...

How do you spell that?

be and have got*I can use be and have got.*

- 1 **1.06** Read and listen to the dialogue. How old is Joanna's sister?

Max Have you got a brother?

Joanna No, I haven't. But I've got a sister. Here's a photo of us. I'm on the right.

Max Are you twins?

Joanna Yes, we are, but we aren't identical. Emma's got black hair, like me, but she hasn't got brown eyes.

Max Is that your dog in the photo?

Joanna Yes, it is. She's called Rosie. Rosie is Emma's dog, really.

Max How old is she?

Joanna She's sixteen, of course.

Max That's very old for a dog!

Joanna No, Emma's sixteen. Rosie is six.



- 2 Find all the examples of **be** in the dialogue in exercise 1. Complete the **Learn this!** box. Use short forms.

LEARN THIS! *be***Affirmative**I ¹ _____he / she / it ² _____

you / we / they are

Interrogative

am I?

⁴ _____ he / she / it?⁵ _____ you / we / they?**Negative**

I'm not

he / she / it isn't

you / we / they ³ _____**Short answers**

Yes, I am. / No, I'm not.

Yes, he / she / it ⁶ _____.

No, he / she / it isn't.

Yes, you / we / they ⁷ _____.

No, you / we / they aren't.

- 3 Write two sentences with the verb **be**, one affirmative and one negative. Which is true for you? Which is false? Write T or F.

1 We _____ at school.

We are at school. T We aren't at school. F

2 My teacher _____ very tall.

3 I _____ 16 years old.

4 My friends _____ all girls.

5 It _____ very cold today.

6 My friends and I _____ in an English lesson.

- 4 **SPEAKING** Complete the questions with the correct form of the verb **be**. Then ask and answer the questions in pairs.

1 _____ you hungry?

2 _____ our teacher male?

3 _____ we at school?

4 _____ your friends all at this school?

5 _____ you eighteen years old?

6 _____ I from the UK?

Are you hungry?

Yes, I am. / No, I'm not.

- 5 Complete the **Learn this!** box. Use short forms. Use the dialogue in exercise 1 to help you. What are the long forms?

LEARN THIS! *have got*

We use **have got** to talk about possessions and family members.

AffirmativeI / you / we / they ¹ _____ gothe / she / it ² _____ got**Negative**

I / you / we / they haven't got

he / she / it ³ _____ got**Interrogative**⁴ _____ I / you / we / they got?

Has he / she / it got?

Short answersYes, I have. / No, I ⁵ _____.

Yes, he / she / it has. No, he / she / it hasn't.

Yes, you / we / they have. No, you / we / they haven't.

- 6 Complete the sentences with the correct form of **have got**, affirmative or negative. Make them true for you.

1 I _____ two brothers.

2 We _____ a maths lesson next.

3 Our teacher _____ short hair.

4 I _____ blue eyes.

5 Our teachers _____ a big teachers' room.

- 7 **1.07** Listen. Tick the things that Joe and Amy have got.

	Joe	Amy	You	Your partner
a pet				
a skateboard				
a bike				
a smartphone				
a laptop				
a watch				

- 8 Write sentences about Joe using the information in the table in exercise 7. Use the correct form of **have got**.

Joe's got ... He hasn't got ...

- 9 **SPEAKING** Complete the column for you in exercise 7. Then ask and answer in pairs and complete the column for your partner.

Have you got ... ?

- 10 **SPEAKING** Tell the class about your partner.

Marianne hasn't got a pet.

Talking about ability and asking for permission

I can talk about ability and ask for permission.



- 1 **1.08** Read and listen to the dialogue. What is Alfie's opinion of the girl in the photo? What is Rose's opinion?

Alfie Let's stop and listen. This is a great song.
Rose Hmm. She isn't very good. She can't sing.
Alfie She can play the guitar really well. And her voice isn't bad.
Rose I can't hear the words.
Alfie But she's really young. She's only fourteen or fifteen. Can you play the guitar like that?
Rose No, I can't. But I can play the piano. Come on, let's go.
Alfie No, wait.
Rose What's the problem?
Alfie I can't find my money. Can I borrow £1, please?
Rose For her? Really? Oh, OK.

- 2 Read the **Learn this!** box. Find an affirmative, negative and interrogative form of **can** in the dialogue in exercise 1.

LEARN THIS! can

- a We use **can** to talk about ability.
b The form of **can** is the same for all persons (I, you, he, she, we, etc.).
Affirmative: *I can play football.*
Negative: *They can't hear you.*
Interrogative: *Can you dance? Yes, I can. / No, I can't.*
c We also use **can** to ask for permission.
Can I use your phone? Yes, you can. / No, you can't.

- 3 Complete the sentences about the dialogue in exercise 1. Use the affirmative or negative form of **can**.

- The girl _____ play the guitar well.
- Rose _____ hear the words of the song.
- Rose _____ play the guitar.
- Rose _____ play the piano.
- Alfie _____ find his money.

- 4 **SPEAKING** Work in pairs. Ask permission to do the things below. Use **Can I ... ?**

borrow your pencil use your dictionary ask a question
share your book copy your answer

Can I borrow ... ?

Yes, you can. / No, you can't.

➔ **Grammar Builder IC** page 122

- 5 **VOCABULARY** Complete the list of musical instruments. The missing words are in the dialogue in exercise 1. Then check the meaning of all the words.

Instruments clarinet drums flute g _____
keyboard p _____ saxophone trumpet violin

- 6 **1.09** Listen and identify the instruments.

- | | |
|------------|---------|
| 1 clarinet | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ | |

➔ **Vocabulary Builder** Musical instruments: page 117

- 7 **VOCABULARY** Check the meaning of the verbs below. Match four of them with pictures 1–4.

Action verbs dance play basketball / football / tennis
play the drums / clarinet ride a bike / a horse skate
skateboard sing ski speak Chinese / French / Spanish
swim



- 8 Write a questionnaire about ability for your partner. Write six questions with **can**. Choose verbs from exercise 7 and include one musical instrument from exercise 5.

- Can you play the violin?
- Can you ... ?

- 9 **SPEAKING** Work in pairs. Do your questionnaires. Make a note of your partner's answers.

Can you play the violin?

No, I can't.

- 10 **SPEAKING** Tell the class about your partner.

Mina can't play the violin. She can ...


Articles: *the, a / an, some; this / that / these / those*

I can use articles and this, that, these and those correctly.

- 1 VOCABULARY** Match the pictures with eight of the words below. Check the meaning of all the words.

In the classroom bin blackboard calculator chair
computer cupboard desk eraser exercise book
interactive whiteboard pen pencil pencil case
pencil sharpener ruler schoolbag shelf



- 2**  **1.10** Read and listen to the dialogue. Where is Olivia's pencil case?

Charlie Have you got a pencil and an eraser?
Olivia I've got a pencil, but I haven't got an eraser. The pencil is on my desk.
Charlie Thanks. Have you got a coloured pen?
Olivia No, but I've got some coloured pencils.
Charlie What colours?
Olivia Red, blue, green, brown – lots of colours. They're in my pencil case.
Charlie Is that your pencil case?
Olivia No. That's Jemma's. My pencil case is in my schoolbag. Hang on. ... Oh, no! It's at home. Sorry.



- 3** Read the **Learn this!** box. Underline all the examples of *a / an, some* and *the* in the dialogue in exercise 2.

LEARN THIS! Articles

- a** The definite article is *the*. We can use it with singular and plural nouns.
the chair the books
- b** The indefinite article is *a*, or *an* if the noun begins with a vowel sound. We only use it with singular nouns.
a pen an exam
- c** We can use *some* with plural nouns when we don't know, or we don't want to say, exactly how many.
I've got a pen and some pencils.
- d** We use *a / an* and *some* when we mention things for the first time.
I've got a skateboard and some rollerblades.
- e** We use *the* when we mention them again.
I've got a skateboard and some rollerblades. The skateboard is red and the rollerblades are blue.

- 4 SPEAKING** Work in pairs. Ask and answer questions about the things in exercise 1. Use *a* or *an*.

Have you got a pen in your schoolbag?

Yes, I have. / No, I haven't.

Have we got an interactive whiteboard in our classroom?

Yes, we have. / No, we haven't.

➔ Grammar Builder ID page 122

- 5** Put *a, an* or *some* in front of the nouns.

- | | | |
|----------------|---------------------|--------------------|
| 1 ____ address | 5 ____ eye | 9 ____ cat |
| 2 ____ pens | 6 ____ blue pencils | 10 ____ photos |
| 3 ____ old car | 7 ____ rollerblades | 11 ____ watch |
| 4 ____ dogs | 8 ____ teachers | 12 ____ skateboard |

- 6** Complete the sentences with *a, an, some* or *the*.

- I've got ____ red pen and ____ green pen. ____ red pen is on my desk. ____ green pen is in my pencil case.
- We've got ____ exams next week. ____ first exam is maths, ____ second is history and ____ third is science.
- My mum's got ____ orange Fiat and my dad's got ____ blue Renault. ____ Fiat is new, but ____ Renault is very old.
- I've got ____ CDs and ____ DVDs, but I can't play ____ DVDs because my DVD player is broken.
- We've got ____ cat, ____ dog and ____ mice. ____ cat's name is Sooty and ____ dog's name is Freddy.

LEARN THIS! *this / that / these / those*

We use *this* (singular) and *these* (plural) for things that are close to us, and *that* (singular) and *those* (plural) for things that are further away.

this chair these books that cat those dogs

- 7** Read the **Learn this!** box. Find an example of *this, that, these* or *those* in the dialogue in exercise 2.

- 8 SPEAKING** Work in pairs. Take turns to ask and answer questions about the pictures.



Are these your coloured pencils?

Yes, they are. Is this your ... ?

➔ Grammar Builder ID page 122

1

Family and friends

1A

Vocabulary

Family

I can talk about family members.

Unit map

Vocabulary

Family members
Adjectives and prepositions
Housework
Describing people
Personality adjectives

Word Skills

Singular and plural nouns

Grammar

Present simple (affirmative)
Present simple (negative and interrogative)

Listening

Spelling and pronunciation



Reading

Sibling rivalry



Speaking

Describing people



Writing

A personal profile

Culture 1

The Royal Family



Vocabulary Builder

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page 125



- 1 **1.11 VOCABULARY** Work in pairs. Put the family members below into three groups: a) female b) male c) male or female. Then listen and check.

Family members aunt brother child / children cousin daughter
father (dad) grandchild / grandchildren granddaughter grandfather (grandad)
grandmother (grandma) grandparent grandson husband mother (mum)
nephew niece parent sister son uncle wife


LEARN THIS! Possessive 's

- a We add 's to a name or noun to show possession or a family relationship.
my cousin's husband
- b We just add an apostrophe (') to plural nouns ending in -s.
my parents' friends (but *his children's school*)

- 2 Read the **Learn this!** box. Then complete the sentences, adding possessive 's and the correct family member.

- 1 Harry is Tom's *son*.
- 2 Martin is Tom _____.
- 3 Nathan and Rosie are Sophie _____.
- 4 Harry is Liz _____.
- 5 Lisa is Mia _____.
- 6 Clare and Liz are Jessica _____.
- 7 Poppy, Harry and Mia are Rosie _____.


➡ Grammar Builder 1A page 124

3  1.12 Listen and check your answers to exercise 2.

4 Work in pairs. Write four more sentences like the ones in exercise 2.

LOOK OUT!

- a** We add **-in-law** for relationships from a marriage.
father-in-law = your husband's father / your wife's father
brother-in-law = your sister's husband / your wife's brother
- b** We add **step** for relationships from a remarriage.
stepmother = your father's wife
stepsister = your stepfather's daughter / your stepmother's daughter
- c** We add **great** to refer to the generation before.
great-grandfather = your mother's grandfather / your father's grandfather
great-uncle = your mother's uncle / your father's uncle

5  1.13 Read the **Look out!** box. Then listen to a dialogue about Ella's family photo. Complete the sentence with the correct family member: a, b or c.

This family photo includes Ella's ...

- a stepmother b great-grandmother c brother-in-law



RECYCLE! have got

We use **have got** to talk about possessions and family members.

I've got three stepsisters. Have you got a brother?


The third person singular form is *has got / hasn't got*.

She's got two cousins. He hasn't got a sister.

Has he got a stepsister? Yes, he has. / No, he hasn't.

6 Read the **Recycle!** box. Then complete the questions about Ella's family. Use the correct form of **have got**.

- 1 ____ Ella's grandfather ____ a sister?
- 2 ____ Ella's great-aunt ____ children?
- 3 ____ Ella's sister ____ a husband?
- 4 ____ Bruno and Maria ____ children?
- 5 ____ Ella ____ four nieces?
- 6 ____ Ella's parents ____ a son?

7  1.13 Listen again. Answer the questions in exercise 6.

8 Complete the quiz with words from exercise 1. Then do the quiz in pairs.

Famous families



Who is this man?
Is he Beyoncé's ...

- a c ____?
- b h ____?
- c b ____?



These girls have got a famous f _____. Who is he?

- a Will Smith
- b Jay Z
- c Barack Obama



What is the relationship between these two Hollywood stars – Jon Voight and Angelina Jolie?

- a uncle and ____
- b father and ____
- c ____ and wife



What relationship is this man to Queen Elizabeth II?
Is he ...

- a her s ____?
- b her n ____?
- c her g ____?

9 **SPEAKING** Work in pairs. Find out if your partner has got ...

- | | |
|--------------------|-----------------------|
| 1 a stepbrother | 4 a great-uncle |
| 2 cousins | 5 a great-grandmother |
| 3 a brother-in-law | 6 a step-grandfather |

10 **SPEAKING** If the answer is 'yes', find out more information (for example, name and age).

Have you got a stepbrother?

Yes, I have.

What's his name?

How old is he?

1B

Grammar

Present simple (affirmative)

I can use the present simple affirmative correctly.

1 Look at the photo below. Do you know this TV show? Can you name any of the characters?

2 Read the text. Then answer the questions.

- 1 Which characters in the show work together?
- 2 Which characters live together?
- 3 Can you name any other TV shows about friends?

The BIG BANG THEORY

is a TV comedy about a group of friends in Pasadena, California. Leonard and Sheldon are scientists. They work together and they share a flat too. Two other friends from work, Howard and Raj, often visit them. Penny lives opposite. She works in a restaurant. She likes Leonard and Sheldon, but they are very different from her. A lot of the humour comes from this contrast. It's a simple idea for a show, but millions of people watch and enjoy it every week. Clearly, people love shows about friends!



LEARN THIS! Present simple (affirmative)

We use the present simple to talk about:

- a something that happens regularly, always or never.
- b a fact that is always true.

3 Read the **Learn this!** box. Then complete the table below. The missing words are in the text in exercise 2.

Present simple

affirmative

I work.	We work.
You work.	You work.
He / She / It ¹ _____.	They ² _____.

4 Find all the other examples of the present simple in the text in exercise 2. Which ones end in -s? Why?

5 Complete the sentences about *The Big Bang Theory*. Use the present simple affirmative form of the verbs below.

like live visit watch work

- 1 Millions of people _____ the show regularly.
- 2 Sheldon _____ in a flat with Leonard.
- 3 Raj and Howard _____ with Sheldon and Leonard.
- 4 Raj and Howard _____ Sheldon and Leonard regularly.
- 5 In general, people _____ shows about groups of friends.

LOOK OUT!

a Some verbs change spelling when you add -s for the third person singular form.

I go she goes
you watch he watches
they study she studies

b The verb *have* is irregular.

we have it has

6 Read the **Look out!** box. Then complete the text with the present simple affirmative form of the verbs in brackets.

My stepsister Rose is a scientist and she ¹ _____ (love) her job. She ² _____ (work) at a university in California – she ³ _____ (study) stars and black holes. Rose isn't American, but she really ⁴ _____ (like) her life in California. Every weekend, she ⁵ _____ (go) to the beach. She ⁶ _____ (meet) friends there and they ⁷ _____ (go) surfing together. Rose ⁸ _____ (share) an apartment with one of her friends, Madison. Madison ⁹ _____ (work) in a restaurant and she's often at work in the evening. On those evenings, Rose ¹⁰ _____ (watch) DVDs in the apartment or she ¹¹ _____ (have) dinner with friends in town.

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7 **1.14 PRONUNCIATION** Listen and repeat these third person singular verb forms. Pay attention to the sound of the endings.

A: /z/ or /s/ knows loves visits works

B: /ɪz/ finishes washes uses

8 **1.15 PRONUNCIATION** Listen and repeat these third person singular verb forms. Do they have ending A or B?

comes dances goes likes lives shares
teaches watches

9 **SPEAKING** Work in pairs. Think of a TV show about a group of friends or a family. Tell your partner three facts about the show. Use verbs from this lesson. Can your partner identify it?

The main characters are X and Y ... They live in ...

X loves school and she studies a lot. But Y ...

Spelling and pronunciation

I can distinguish between words with very similar sounds in them.



1 **SPEAKING** Look at the photo of the Radford family. What is the relationship between the people, do you think?

2 Read the text and answer the questions.

- 1 What is Noel's job?
- 2 How many people live in the Radford family home?

A DAY IN THE LIFE OF THE RADFORD FAMILY!

Sue and Noel Radford live in a very big house in Morecambe in the north of England. The house is big because they've got nineteen children! Their oldest child is 28, and the youngest is just a baby.

The day starts at 4 a.m. when Noel, a baker, goes to work. Two hours later, he comes home and he wakes up the children. Sue prepares breakfast and makes twelve packed lunches! After breakfast, Noel takes the children to school – in a minibus! Noel goes back to the bakery with his eldest daughter, Sophie. She works there too. Then Sue starts on the housework. She loads the dishwasher, cleans the house and does the washing (nine times a day!). After lunch she goes to the supermarket and she does the ironing. When Noel gets home at 5 p.m., he cooks dinner and the children set the table. After dinner, Sue helps the children with their homework. The day ends at 10 p.m. when all the children go to bed.

3 **SPEAKING** Would you like to have a very large family? Why? / Why not?

4 **VOCABULARY** Find seven of the housework activities below in the text in exercise 2.

Housework clean the house cook dinner
do the ironing do the washing go to the supermarket
load / unload the dishwasher set the table
tidy my bedroom wash the dishes

Listening Strategy 1

In English, you cannot always predict how a word sounds by looking at the spelling. Learning how words are pronounced will allow you to understand them when you hear them.

5 **1.16** Read **Listening Strategy 1**. Which **red** vowel sound in each group of words is different? Listen and check.

- | | | | |
|----------------|---------|----------|-----------|
| 1 a school | b too | c look | d cool |
| 2 a grandson | b class | c father | d grandma |
| 3 a wife | b China | c Italy | d like |
| 4 a go | b son | c photo | d hello |
| 5 a eat | b meat | c seat | d great |
| 6 a university | b uncle | c mum | d Hungary |

Listening Strategy 2

Some words sound similar but have very different meanings. Being able to detect the small difference in pronunciation will help you to understand them when you hear them. Use the context to help you too.

6 **1.17** Read **Listening Strategy 2**. Then listen and repeat the words. Which word in each pair do you hear first? Pay attention to the different vowel sounds.

- | | | |
|-----------|------------|---------------|
| 1 men man | 3 far for | 5 live leave |
| 2 cap cup | 4 wet wait | 6 match March |

7 **1.18** Listen. Which word from exercise 6 does each sentence include? Which other words help you decide?

8 **1.19** Listen to Ryan and Joanna talking about housework. Are the sentences true or false? Write T or F. Then correct the false ones.

- 1 Ryan thinks that his bedroom is tidy. ____
- 2 Joanna tidies her bedroom. ____
- 3 Ryan hasn't got time to tidy his bedroom every day. ____
- 4 Joanna's family shares the housework. ____
- 5 Joanna and Ryan like housework more than homework. ____
- 6 Joanna has got exams at the moment. ____

9 **1.20** Read these sentences from the conversation in exercise 8. How are the **red** sounds pronounced? Listen and check.

- 1 I tidy my bedroom.
- 2 My mum **does** the washing.
- 3 He's got **exams** at the moment.
- 4 He goes to the **supermarket** too.

10 **SPEAKING** Work in pairs. Tell your partner about housework in your home. Use phrases from exercise 4. Note down what your partner says.

I tidy my bedroom and set the table.

My dad cleans the house.

11 **SPEAKING** Tell the class about your partner.

Zak tidies his bedroom and sets the table.

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