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# Third Edition Solutions

Elementary

Student's Book

Tim Falla Paul A Davies

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# Third Edition

# Solutions

Elementary

Student's Book

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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 <sup>1</sup> \_\_\_\_\_?

**Kadir** Kadir Demir.

**Woman** How <sup>2</sup> \_\_\_\_\_ that?

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

**Woman** Thank you. Where <sup>3</sup> \_\_\_\_\_?

**Kadir** I'm from Turkey.

**Woman** And how <sup>4</sup> \_\_\_\_\_, 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?

abcdefghijklmnopqrstuvwxyz

- 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

*Antoine is from France.*

- 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<sup>1</sup> \_\_\_\_\_  
he / she / it<sup>2</sup> \_\_\_\_\_  
you / we / they are

**Interrogative**

am I?  
<sup>4</sup> \_\_\_\_\_ he / she / it?  
<sup>5</sup> \_\_\_\_\_ you / we / they?

**Negative**

I'm not  
he / she / it isn't  
you / we / they<sup>3</sup> \_\_\_\_\_

**Short answers**

Yes, I am. / No, I'm not.  
Yes, he / she / it<sup>6</sup> \_\_\_\_\_.  
No, he / she / it isn't.  
Yes, you / we / they<sup>7</sup> \_\_\_\_\_.  
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.

- We \_\_\_\_\_ at school.  
*We are at school. T We aren't at school. F*
- My teacher \_\_\_\_\_ very tall.
- I \_\_\_\_\_ 16 years old.
- My friends \_\_\_\_\_ all girls.
- It \_\_\_\_\_ very cold today.
- 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.

- \_\_\_\_\_ you hungry?
- \_\_\_\_\_ our teacher male?
- \_\_\_\_\_ we at school?
- \_\_\_\_\_ your friends all at this school?
- \_\_\_\_\_ you eighteen years old?
- \_\_\_\_\_ 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.

**Affirmative**

I / you / we / they<sup>1</sup> \_\_\_\_\_ got  
he / she / it<sup>2</sup> \_\_\_\_\_ got

**Negative**

I / you / we / they haven't got  
he / she / it<sup>3</sup> \_\_\_\_\_ got

**Interrogative**

<sup>4</sup> \_\_\_\_\_ I / you / we / they got?  
Has he / she / it got?

**Short answers**

Yes, I have. / No, I<sup>5</sup> \_\_\_\_\_.  
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.

- I \_\_\_\_\_ two brothers.
- We \_\_\_\_\_ a maths lesson next.
- Our teacher \_\_\_\_\_ short hair.
- I \_\_\_\_\_ blue eyes.
- 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.

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**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 ... ?

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# 1

## Family and friends

### 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



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## 1A

### Vocabulary

## Family

I can talk about family members.



- 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 \_\_\_\_\_.

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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*.

- \_\_\_ Ella's grandfather \_\_\_ a sister?
- \_\_\_ Ella's great-aunt \_\_\_ children?
- \_\_\_ Ella's sister \_\_\_ a husband?
- \_\_\_ Bruno and Maria \_\_\_ children?
- \_\_\_ Ella \_\_\_ four nieces?
- \_\_\_ 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?