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# Third Edition **Solutions**

Elementary

Student's Book

Tim Falla Paul A Davies

# Third Edition **Solutions**

**Elementary**

Student's Book

Tim Falla   Paul A Davies

**OXFORD**  
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Unit	A Vocabulary	B Grammar	C Speaking	D Grammar
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**Vocabulary:** Modifiers (*a bit, extremely, etc.*)



# 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?

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.

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.

**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.

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*.

1 The girl \_\_\_\_\_ play the guitar well.

2 Rose \_\_\_\_\_ hear the words of the song.

3 Rose \_\_\_\_\_ play the guitar.

4 Rose \_\_\_\_\_ play the piano.

5 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.

1 Can you play the violin?

2 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 Gemma'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 ... ?

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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

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#### Speaking

Describing people



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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.

- Harry is Tom's son.
- Martin is Tom's father.
- Nathan and Rosie are Sophie's parents.
- Harry is Liz's brother.
- Lisa is Mia's mother.
- Clare and Liz are Jessica's aunt.
- Poppy, Harry and Mia are Rosie's nephews.

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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**.

- 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?

# 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.

- Which characters in the show work together?
- Which characters live together?
- 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.
- 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 <sup>1</sup> _____.	They <sup>2</sup> _____.

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

- Millions of people \_\_\_\_\_ the show regularly.
- Sheldon \_\_\_\_\_ in a flat with Leonard.
- Raj and Howard \_\_\_\_\_ with Sheldon and Leonard.
- Raj and Howard \_\_\_\_\_ Sheldon and Leonard regularly.
- 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 <sup>1</sup> \_\_\_\_\_ (love) her job. She <sup>2</sup> \_\_\_\_\_ (work) at a university in California – she <sup>3</sup> \_\_\_\_\_ (study) stars and black holes. Rose isn't American, but she really <sup>4</sup> \_\_\_\_\_ (like) her life in California. Every weekend, she <sup>5</sup> \_\_\_\_\_ (go) to the beach. She <sup>6</sup> \_\_\_\_\_ (meet) friends there and they <sup>7</sup> \_\_\_\_\_ (go) surfing together. Rose <sup>8</sup> \_\_\_\_\_ (share) an apartment with one of her friends, Madison. Madison <sup>9</sup> \_\_\_\_\_ (work) in a restaurant and she's often at work in the evening. On those evenings, Rose <sup>10</sup> \_\_\_\_\_ (watch) DVDs in the apartment or she <sup>11</sup> \_\_\_\_\_ (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.

- What is Noel's job?
- 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.

- Ryan thinks that his bedroom is tidy. \_\_\_\_
- Joanna tidies her bedroom. \_\_\_\_
- Ryan hasn't got time to tidy his bedroom every day. \_\_\_\_
- Joanna's family shares the housework. \_\_\_\_
- Joanna and Ryan like housework more than homework. \_\_\_\_
- 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.

- I tidy my bedroom.
- My mum **does** the washing.
- He's got **exams** at the moment.
- 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.

# Present simple (negative and interrogative)

I can ask questions about facts and everyday events.



**1 SPEAKING** Look at the photo. Who are the people, do you think? What are they fighting over?

**2** **1.21** Read and listen to the dialogue. Check your ideas from exercise 1.

Sarah What's this on TV?

Jake I **don't know**. It's a sitcom, I think. It's really funny.

Tom But Sarah and I want to watch the football! It's Barcelona against Chelsea.

Jake I **don't like** football.

Sarah But I hate sitcoms! And Tom **doesn't like** sitcoms either.

Jake **Do you want** to record the football, then?

Sarah **No, I don't!** We want to watch it live! Give me the remote!

Jake No! Get off!

**3** Read the dialogue again. Study the highlighted forms. Complete the examples in the **Learn this!** box.

## LEARN THIS! Present simple (negative and interrogative)

**a** We form the present simple negative with *don't* or *doesn't* and the infinitive of the verb without *to*.

I <sup>1</sup> \_\_\_\_\_ play football.  
She <sup>2</sup> \_\_\_\_\_ play football.

**b** We form the present simple interrogative with *do* or *does* and the infinitive of the verb without *to*. We form short answers with *do / does / don't / doesn't*.

<sup>3</sup> \_\_\_\_\_ you play football?  
Yes, I do. / No, I <sup>4</sup> \_\_\_\_\_.  
Does he play football? Yes, he does. / No, he doesn't.

**4** Make these sentences negative.

- My aunt works in London.  
My aunt **doesn't** work in London.
- I like rap music.
- My cousins Emma and Zoe speak Spanish.
- My stepbrother Nick plays in a volleyball team.
- Joe and I walk to school.
- You study Chinese.

**5** Write the words in the correct order to make questions. You need to add **Do** or **Does**.

- live / you / the school / near ?
- football / your best friend / like ?
- both work / your parents ?
- on Friday evenings / you / go out / and your friends ?
- wear / jeans / you / to school ?

**6 SPEAKING** Work in pairs. Ask and answer the questions in exercise 5.

Do you live near the school?

Yes, I do. / No, I don't.

**7** Write true sentences about yourself. Use the present simple affirmative or negative and the phrases below.

- get up early on Saturdays  
I **don't** get up early on Saturdays.
- play ice hockey  
I play ...
- walk to school every day
- use computers at school
- watch TV every evening
- argue a lot with my friends
- speak French
- like dancing
- do a lot of homework at weekends

**8 SPEAKING** Work in pairs. Ask and answer questions using the phrases in exercise 7. Make a note of the answers.

Do you get up early on Saturdays?

No, I don't. Do you get up early on Saturdays?

Yes, I do.

**9 SPEAKING** Tell the class about your partner. Use the notes you made in exercise 8.

Claudia **doesn't** get up early on Saturdays.



## Singular and plural nouns

I can form the plural of a range of regular and irregular nouns.

- 1 **SPEAKING** Work in pairs. Who are the people in the photo on the right? What do you know about them?

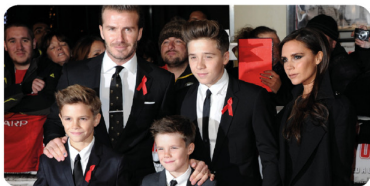
# Posh and Becks

**THE BECKHAMS** are a famous **family** from Britain. Becks is the nickname of David Beckham, ex-**footballer** of Manchester United, Real Madrid and England. Posh is the nickname of his **wife**, Victoria, a member of the girl-band the Spice Girls.

Victoria is called 'Posh' because she loves posh, expensive **clothes**. She says she really likes **sunglasses** too, because it's easy to look cool in them! Now she is a fashion designer. Her **company** makes very expensive **dresses**, **accessories** and **jewellery**, but also ordinary clothes like **jeans** and **jackets**.

David doesn't play **football** now, but he owns a football **team** in Miami, Florida. David has got 32 **tattoos**! He says they are all about the **people** in his life, his wife and **children**. David Beckham is a **hero** to many English football **fans**.

The Beckhams do a lot of **work** for **charities** and they appear a lot on television. They have got four children. Their **sons** are Brooklyn, Romeo and Cruz, and their **daughter** is called Harper. The **boys** are footballers too, and hope to play for England one day.



- 4 **DICTIONARY WORK** Look at the dictionary entry. How does it show the plural form of the noun?

**baby** /'beibi/ **noun** (plural **babies**) a very young child:  
She's going to **have a baby**. ◇ a baby boy ◇ a baby girl

- 5 What is the plural form of these nouns? Use a dictionary to help you.

- |                 |                |
|-----------------|----------------|
| 1 uncle _____   | 6 life _____   |
| 2 address _____ | 7 lady _____   |
| 3 day _____     | 8 tooth _____  |
| 4 video _____   | 9 mother _____ |
| 5 match _____   | 10 knife _____ |

### LOOK OUT!

- a** Some nouns are always plural (e.g. *scissors, trousers*).  
**b** Some nouns have no plural form. We call these uncountable nouns (e.g. *homework, information, luggage, help, advice*).

- 6 Read the **Look out!** box. Match the nouns highlighted in **blue** in the text with point a or point b.
- 7 There are mistakes in some of these sentences. Find them and correct them.
- My jeans is very old.
  - Put the knives and forks on the table.
  - I love babies.
  - I'd like some informations about trains.
  - Can I see some photoes of your family?
  - I've got two watches.
  - She's got very big feets.
  - I've got lots of homeworks this evening.
- 8 Work in pairs. Write three questions about the Beckhams. Do not show your partner.
- Is David Beckham American?
- 9 **SPEAKING** Work in pairs. Cover the text. Then ask and answer the questions.

Is David Beckham American?

No, he isn't. He's British.

- 2 Read the text. Which family member is missing from the photo?

- 3 Read the **Learn this!** box. Match the nouns highlighted in **orange** in the text with one of the rules (a–g). Give the singular and plural forms of each noun.

### LEARN THIS! Singular and plural forms

- a** To make the plural of most nouns we add -s.  
*brother* → *brothers*
- b** If the noun ends in -s, -sh, -ch, -z, or -x, we add -es.  
*bus* → *buses* *class* → *classes* *dish* → *dishes*  
*church* → *churches* *watch* → *watches* *box* → *boxes*
- c** If the noun ends in -o, we add -s or sometimes -es.  
*photo* → *photos* *potato* → *potatoes*
- d** If the noun ends in a consonant + -y, we change -y to -ies.  
*party* → *parties*
- e** If the noun ends in a vowel + -y, we add -s.  
*holiday* → *holidays*
- f** If the noun ends in -f or -fe, we change -f or -fe to -ves.  
*shelf* → *shelves*
- g** Some nouns have irregular plural forms.  
*foot* → *feet* *man* → *men* *woman* → *women*



# Sibling rivalry

*I can understand a text about brothers and sisters.*

- 1 SPEAKING** Work in pairs. Read the quotations at the start of the text. Which are true for you or your partner?

The first one is true for me.  
I argue a lot with my brother!

The second / third / fourth one is / isn't true for me. I ...

## Reading Strategy

When you want to know if a sentence fits a gap, read the sentences before and after the gap as well as the sentence itself, and ask yourself these questions:

- Does it make sense?
- Does it fit grammatically? (Think about tense, pronouns, singular and plural, *this / that*, etc.)
- Does it match the topic of the paragraph?

- 2** Read the **Reading Strategy**. Then match gaps (1–4) in the text with sentences (A–E). Use the questions in the Strategy to check that the sentences fit. There is one extra sentence which does not fit any of the gaps.

- A According to the website, the answer is: around the age of 25.  
B But other brothers and sisters get on well from an early age.  
C We get on well – and we don't argue.  
D Give your brother or sister some time alone when they need it.  
E Most teenagers have a difficult relationship with their brothers and sisters.

- 3** Read and listen to the complete text. Check your answers to exercise 2.

- 4** Work in pairs. Choose the best summary of the text: a, b or c. What is wrong with the other summaries?

- a A lot of teenagers do not get on well with their brothers and sisters. However, the relationship is usually good when they are adults.  
b Some teenagers get on well with their brothers and sisters. These people usually get on well when they are adults too.  
c A lot of teenagers do not get on well with their brothers and sisters. The relationship is usually bad when they are adults too, because people don't change.

## LEARN THIS! Adjectives and prepositions

Some adjectives are followed by certain prepositions. Sometimes, more than one preposition is possible.

*excited about famous for frightened of  
good at pleased about / with similar to*



- 5 VOCABULARY** Read the **Learn this!** box. Then look at the highlighted adjectives in the text. What prepositions follow them? Complete the table.

## Adjectives and prepositions

1 angry _____	4 keen _____
2 different _____	5 proud _____
3 interested _____	6 worried _____

- 6 SPEAKING** Interview a classmate who has a brother or sister. Complete these questions with the correct prepositions. Then ask and answer the questions. Give examples.

- Are you similar **to** your brother or sister?
- Are you interested \_\_\_\_\_ the same things?
- Are you good \_\_\_\_\_ the same school subjects?
- Are you keen \_\_\_\_\_ the same TV programmes?
- Are your brother or sister's hobbies different \_\_\_\_\_ yours?

Are you similar to your brother or sister?

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



1.22

## BROTHERLY LOVE?

'I don't get on well with my brother. He's very **different** from me and we argue a lot.'

'Sometimes I want to be alone. But my sister is always there!'

'I can't have secrets when my brother is around. He reads my text messages!'

'My sister uses my things – and she doesn't ask me first! I hate that!'

According to the website GettingPersonal.co.uk, these problems are not unusual. <sup>1</sup>\_\_\_ They argue a lot. In general, teenagers are not **worried** about their brothers and sisters when things go badly for them. And they are not **proud** of them when things go well!

But most adults are very **keen** on their brothers and sisters and have a good relationship. So when does the situation change? <sup>2</sup>\_\_\_ For example, Madison is 28 years old. Her brother, Tyler, is 26. 'I remember big fights, horrible fights with Tyler,' says Madison. 'But now, our relationship is completely different. <sup>3</sup>\_\_\_ We go out together two or three times a month and we have a great time. We're **interested** in the same things.'

But for teenage brothers and sisters with difficult relationships, what can they do? How can they get on well? Here are a few ideas.

- ▶ When your brother or sister uses your things, don't get **angry** about it – learn to share.
- ▶ Imagine your brother or sister is a friend – and be nice!
- ▶ Don't tell people your brother or sister's secrets.
- ▶ <sup>4</sup>\_\_\_

Of course, the other answer is: just wait ten years!