

# PRONUNCIATION


## UNIT 1

### /h/ or /w/ in question words

- 1  1.18 Read and listen to the questions.

How old are you?  
Where are you from?  
What's your favorite food?  
Who's your favorite soccer player?  
Why do you like him?

- 2 Say the question words in blue.

- 3  1.19 Listen again and repeat. Then practice with a partner.


## UNIT 2

### Vowel sounds: adjectives

- 1  1.27 Read and listen to the dialogue.

TOM Mom's hungry.  
EMILY Mom? But why? Why is she angry?  
TOM I said Mom's hungry. She wants a sandwich.  
EMILY Oh ... OK. Well, Dad's angry.  
TOM Does he want us to make a sandwich for him, too?  
EMILY No! I said he's angry.

- 2 Which sounds are different in *hungry* and *angry*? Say them and make the differences clear.

- 3  1.28 Listen again and repeat. Then practice with a partner.


## UNIT 3

### this / that / these / those

- 1  1.36 Read and listen to the dialogue.

ANNA Can I have that cake, please?  
CLERK This one or that one?  
ANNA That one – the chocolate one.  
CLERK That's a carrot cake, but *these* cupcakes are chocolate.  
ANNA Oh! Can I have two of *those*?  
CLERK Of course. Here you are.

- 2 Say the words *that*, *this*, *those*, and *these*.

- 3  1.37 Listen again and repeat. Then practice with a partner.


## UNIT 4

### Word stress in numbers

- 1  1.47 Read and listen to the dialogue.

MARCO It's my sister's birthday today. She's *thirteen*.  
JULIE *Thirty*! That's old!  
MARCO *Thirty*? No! *Thirteen*.  
JULIE Oh ... *thirteen*. She's the same age as me.

- 2 Where is the stress on the *red* words? Where is the stress on the *blue* words?

- 3  1.48 Listen again and repeat. Then practice with a partner.


## UNIT 5

### Simple present verbs: third person

- 1  1.54 Read and listen to the sentences.

Liz *catches* the bus to school every morning.  
She *teaches* French at a high school.  
At 4:30 she *finishes* work.  
After dinner Liz *washes* the dishes.  
Before she goes to bed, she *chooses* her clothes for the next day.

- 2 How many syllables are there in *catch*? How many syllables are there in *catches*? Say the words in blue.

- 3  1.55 Listen again and repeat. Then practice with a partner.


## UNIT 6

### The /eɪ/ vowel sound

- 1  1.65 Read and listen to the dialogue.

REPORTER I'm sorry I'm late.  
WAITER That's OK. But Jane's waiting for you.  
REPORTER Jane? The girl with long, *straight* hair?  
WAITER No. Her hair's *wavy* and *gray*.  
REPORTER Oh! The woman with the *pink* face? The one eating cake?  
WAITER Shh! She's famous! She's a great baker!

- 2 Say the words in blue. Which vowel sound do they all have?



- 3  1.66 Listen again and repeat. Then practice with a partner.

# PRONUNCIATION

## UNIT 1

### /h/ or /w/ in question words

**Aim:** Students learn to identify and produce the opening consonant sound of question words: /h/ or /w/.

- 1  1.18 Students listen to the audio while reading the questions.
- 2 Students say the question words. Elicit that *Who* is an exception: it is spelled with a *w*, but pronounced with an /h/ sound: /hu/.
- 3  1.19 Students listen and repeat. Then, in pairs, they take turns reading the sentences to practice.



#### Extra information

- Question words are sometimes referred to as *wh*-question words. Apart from *How*, they are all spelled with *Wh*.
- The /w/ sound is voiced. To say it, speakers must round lips into a small, tight circle, but then they should quickly release and open them as they exhale.
- The /h/ sound is not voiced. To say it, the back of the tongue should slightly pull back toward the throat, before you exhale and press the air out quickly.

## UNIT 2

### Vowel sounds: adjectives



**Aim:** Students learn to discriminate between the vowel sounds in *hungry* and *angry*.

- 1  1.27 Students listen to the audio while reading the dialogue.
- 2 Elicit which sounds are different: /ʌ/ in *hungry* and /æ/ in *angry*, and *hungry* begins with a /h/, which is not silent. Students say the words. Pay attention also to how the /ŋ/ consonant is pronounced before /g/.
- 3  1.28 Students listen and repeat. Then they practice with a partner.

## UNIT 3

### this / that / these / those

**Aim:** Students learn to produce the voiced *th* sound and to differentiate between the short and long vowels in *this* and *these*.

- 1  1.36 Students listen to the audio while reading the dialogue.
- 2 Students say the words, focusing on the correct pronunciation of the voiced *th* /ð/ in each one.
- 3  1.37 Students listen and repeat. Then they practice with a partner.



#### Extra information

- Make sure students notice the difference in the length of the vowel sounds as well as the final consonant sounds in *this* /ðɪs/ and *these* /ðiːz/. The vowel sound is the only difference when we say *these* or *those* /ðoʊz/.

## UNIT 4

### Word stress in numbers



**Aim:** Students learn to identify which syllable is stressed in order to differentiate similar pairs of words for numbers.

- 1  1.47 Students listen to the audio while reading the dialogue.
- 2 Students say the words and identify the stressed syllable. The red words have the main stress on the first syllable (thirty /'θɜrti/), the blue ones on the final syllable (thirteen /θɜr(t)'tɪn/).
- 3  1.48 Students listen and repeat. Then they practice with a partner.

## UNIT 5

### Simple present verbs: third person

**Aim:** Students learn to pronounce the third person form of simple present verbs where the ending becomes an additional syllable.

- 1  1.54 Students listen to the audio as they read the sentences.
- 2 As students say the words, they beat the rhythm lightly on their desks. Make sure they notice the ending is pronounced as an extra syllable in each blue word. Point out that not all third person verbs have this ending. Can students make a rule about which verbs have this extra syllable?
- 3  1.55 Students listen and repeat. Then they practice with a partner.



#### Extra information

- There are three ways to pronounce the -s suffix in the 3rd person forms of simple present verbs. After unvoiced consonant sounds, the pronunciation is /s/. After voiced consonant sounds and vowels, it is /z/. We pronounce -s /əz/ in words ending in /tʃ/, /ʃ/, or /z/.

## UNIT 6

### The /eɪ/ vowel sound



**Aim:** Students learn to identify and produce the long /eɪ/ vowel sound in commonly used words.

- 1  1.65 Students listen to the audio while reading the dialogue.
- 2 Students say the words, which all have the vowel sound.
- 3  1.66 Students listen and repeat. Then they practice with a partner.

## UNIT 7

### The /ɔ/ vowel sound

**Aim:** Students learn to identify and produce the American English /ɔ/ sound in commonly used words.

- 1  **2.03** Students listen to the audio while reading the dialogue.
- 2 Students say the words with the /ɔ/ sound: *ball, always, awfully, August, awesome, call*.
- 3  **2.04** Students listen and repeat. Then they practice with a partner.



### Extra information

- The exact pronunciation of this sound varies widely within North America. Many speakers do not differentiate it from the /ɑ/ sound (in *dog, hot, or rock*, for example), but say it in exactly the same way.

## UNIT 8

### Intonation: listing items

**Aim:** Students learn to identify and imitate the intonation patterns in lists.

- 1  **2.17** Students listen to the audio while reading the dialogue. Ask them to pay special attention to the two lists as Brad and his mom say them in their final lines.
- 2 Play the last part of the dialogue again, so students can listen and circle the arrows to mark Brad's intonation pattern. The intonation goes up for each item that is followed by another, then goes down for the final item that ends the list.
- 3  **2.18** Students listen and repeat. Then they practice with a partner. Ask them to exaggerate the intonation slightly as they read the lists aloud.




### Extra information

- Intonation in spoken English serves the same role as punctuation in writing. For every item followed by a comma, the intonation rises to indicate that another item will follow. For the final item, which is followed in writing by a period, the intonation falls to indicate the list is closed.
- If you want to suggest an unfinished list (for example, trying to elicit further items from the listener), the final item should have rising intonation. In writing, this would be shown by an ellipsis (...).

## UNIT 9

### Intonation: giving two choices



**Aim:** Students learn to identify and imitate the intonation patterns when offering two choices.

- 1  **2.26** Students listen to the audio while reading the dialogue.
- 2  **2.26** Play the dialogue again so students can circle the arrows to mark the intonation pattern as they listen. (The intonation rises for the first choice and falls for the second.)
- 3  **2.27** Students listen and repeat. Then they practice with a partner. Ask them to exaggerate the intonation slightly as they read the lists aloud.

## UNIT 10

### Simple past: regular verbs



**Aim:** Students learn to identify and produce the correct pronunciation of the -ed suffix in the simple past tense.

- 1  **2.35** Students listen to the audio while reading the story.
- 2 Students work in pairs to say the words and figure out the pronunciation rules. Elicit that the ending is only pronounced /ɪd/ after verbs ending in /t/ or /d/. After voiced consonants or vowels, it is pronounced /d/, and after unvoiced consonants /t/.
- 3  **2.36** Students listen, repeat, and then take turns reading the story aloud.

## UNIT 11

### Simple past: irregular verbs



**Aim:** Students learn the correct pronunciation of some common irregular verbs in the simple past tense.

- 1  **2.41** Students listen to the audio while reading the dialogue.
- 2 Students say the simple past verbs (in blue). Then they find the base forms (*went* > *go*, *saw* > *see*, *had* > *have*). Elicit that these are always different for irregular verbs.
- 3  **2.42** Students listen and repeat. Then they practice with a partner.

## UNIT 12

### Word stress: comparatives

**Aim:** To identify where the main stress falls in the comparative forms of some common adjectives.

- 1  **2.48** Students listen to the audio while reading the sentences.
- 2 Students underline the comparative adjectives. Elicit that the -er ending in comparatives is always unstressed.
- 3  **2.49** Students listen and repeat. Then they practice with a partner.

## UNIT 7

### The /ɔ/ vowel sound

#### 1 2.03 Read and listen to the dialogue.

- PAULA What do you want to do this afternoon?  
 BRIAN I'd like to play ball. There are always games in the park.  
 PAULA OK, but it's awfully hot.  
 BRIAN Of course it's hot, Paula! It's August!  
 PAULA That's true. OK, a ball game sounds awesome!  
 BRIAN Great. I just have to call my mom and tell her where we are.

#### 2 Say the words in blue. Which vowel sound do they all have?

#### 3 2.04 Listen again and repeat. Then practice with a partner.

## UNIT 8

### Intonation: listing items

#### 1 2.17 Read and listen to the dialogue.

- MOM I'm going shopping. Do you want anything?  
 BRAD Yes! I need a T-shirt. Oh, and some socks, please.  
 MOM OK. A T-shirt and socks ...  
 BRAD Actually, I need a T-shirt, socks, sneakers, a jacket, and a baseball cap.  
 MOM A T-shirt, socks, sneakers, a jacket, and a baseball cap. I think you need to come with me!

#### 2 Brad wants a T-shirt, socks, sneakers, a jacket, and a baseball cap. Circle the arrows to show when his voice goes up and when it goes down.

#### 3 2.18 Listen again and repeat. Then practice with a partner.

## UNIT 9

### Intonation: giving two choices

#### 1 2.26 Read and listen to the dialogue.

- WAITRESS Would you like soup or salad?  
 MIKE Salad, please.  
 WAITRESS Chicken or fish?  
 MIKE I think I'll have fish today.  
 WAITRESS Would you like dessert?  
 MIKE Yes, please!  
 WAITRESS Cake or fruit?  
 MIKE Hmm ... I'll have fruit.  
 WAITRESS And coffee or juice?  
 MIKE Oh, coffee, please.

#### 2 2.26 Circle the arrows in the dialogue to show when the waitress' voice goes up and when it goes down. Listen and check.

#### 3 2.27 Listen again and repeat. Then practice with a partner.

## UNIT 10

### Simple past: regular verbs

#### 1 2.35 Read and listen to the story.

My grandmother lived in the country. She walked to town to go to school. She finished school when she was twelve. She started working in a bottle factory. She worked in the factory until she married my grandfather. One day, she invented a machine that cleaned bottles. The factory wanted the machine, and my grandparents were rich after that!

#### 2 The -ed ending is pronounced differently in the blue, green, and red words. What's the difference?

#### 3 2.36 Listen again and repeat. Then practice with a partner.

## UNIT 11

### Simple past: irregular verbs

#### 1 2.41 Read and listen to the dialogue.

- PAM Where did you go last summer?  
 JOHN I went to Kenya, in Africa.  
 PAM What did you see?  
 JOHN We saw lions, elephants, and zebras.  
 PAM Who did you go with?  
 JOHN I went with my parents.  
 PAM Did you have a good time?  
 JOHN We had a great time!

#### 2 Say the past tense words in blue. Find the infinitive forms of the verbs in the dialogue.

#### 3 2.42 Listen again and repeat. Then practice with a partner.

## UNIT 12

### Word stress: comparatives

#### 1 2.48 Read and listen to the sentences.

A plane is faster than a car.  
 A bike is slower than a train.  
 A speedboat is quicker than a ferry.  
 A bike is easier to ride than a horse.

#### 2 Find the comparative adjective in each sentence. Which syllable is stressed in each of these words?

#### 3 2.49 Listen again and repeat. Then practice with a partner.



# GET IT RIGHT!

## UNIT 1

### The verb *be*

Learners often leave out *am*, *are*, or *is* in sentences.

We use the subject + *be* + object.

✓ I'm from Chile.

✗ I from Chile.

In questions, we use *be* + subject + object + ? .

✓ Are they from Mexico?

✗ They from Mexico?

Check (✓) the correct sentences and put an ✗ next to the incorrect ones. Correct the errors.

- |   |                                       |                                     |
|---|---------------------------------------|-------------------------------------|
| 0 | He my favorite sportsperson.          | <input checked="" type="checkbox"/> |
|   | <i>He's my favorite sportsperson.</i> |                                     |
| 1 | The house very big.                   | <input type="checkbox"/>            |
| 2 | How old you?                          | <input type="checkbox"/>            |
| 3 | I'm from Chicago.                     | <input type="checkbox"/>            |
| 4 | You 13 years old?                     | <input type="checkbox"/>            |
| 5 | What your name?                       | <input type="checkbox"/>            |
| 6 | My favorite singer is Sam Smith.      | <input type="checkbox"/>            |
| 7 | My name John.                         | <input type="checkbox"/>            |
| 8 | Houston in Texas?                     | <input type="checkbox"/>            |

### Subject pronouns and *be*

Learners sometimes forget the subject pronoun when using *be*.

We always use the subject + *be*.

✓ This is Miguel. He is from Veracruz.

✗ This is Miguel. Is from Veracruz.

Correct the sentences.

- |   |                                          |
|---|------------------------------------------|
| 0 | I like Maria. Is very funny.             |
|   | <i>I like Maria. She is very funny.</i>  |
| 1 | I like Florida. Is very hot.             |
| 2 | It's a taxi. Is yellow.                  |
| 3 | She's my friend. Is from Mexico.         |
| 4 | They are singers. Are in One Direction.  |
| 5 | He's my brother. Is 15 years old.        |
| 6 | I like this phone because is very small. |

## UNIT 2

### *be* questions

Learners make mistakes with word order in *be* questions.

In affirmative sentences, we use subject + *be*.  
In questions, we use the order *be* + subject + (object) + ? .

✓ That is OK.

✓ Is that OK?

✗ That is OK?

Put the words in the correct order to make questions.

- |   |                                   |
|---|-----------------------------------|
| 0 | it / expensive / is / ?           |
|   | <i>Is it expensive?</i>           |
| 1 | this / is / problem / a / ?       |
| 2 | on / vacation / are / you / ?     |
| 3 | how / you / are / ?               |
| 4 | a / is / famous person / he / ?   |
| 5 | video game / this / is / your / ? |
| 6 | she / is / sister / your / ?      |

### Spelling

Learners sometimes have problems spelling words in English.

✓ That is my pencil.

✗ That is my pensil.

Correct the spelling mistake in the sentences.

- |   |                                  |
|---|----------------------------------|
| 0 | She is my frind.                 |
|   | <i>She is my friend.</i>         |
| 1 | My brother is very funy.         |
| 2 | The food is excelent.            |
| 3 | My shirt is withe.               |
| 4 | We play baseball in the evining. |
| 5 | I saw her yesterday moring.      |
| 6 | The movie is greate.             |

# GET IT RIGHT!

## UNIT 1

### The verb *be*

**Focus:** Students at this level often leave out the verb *be* in sentences or use it in the wrong position, partly because of interference from their first language.

Elicit all forms of the verb *be* (*am, are, is*). Students check whether each sentence has a form of the verb and, if so, if it is in the correct position. Point out that we can use the contracted forms (*'m, 're, and 's*) after pronouns in affirmative sentences, but we don't normally use it after proper nouns (names). We can use it after question words in *wh-* questions, but we don't use it in *Yes / No* questions. Students then correct the sentences that are missing the verb.

#### Answers

Correct: 3, 6

- 1 The house is very big.
- 2 How old are you?
- 4 Are you 13 years old?
- 5 What is your name? / What's your name?
- 7 My name is John.
- 8 Is Houston in Texas?

### Subject pronouns and *be*

**Focus:** When students forget to use the subject pronoun with the verb *be*, it is partly because it is redundant. In the first and third person singular, the verb form already informs us of the subject. First-language interference may again be a factor.

Elicit the subject pronouns and the verb forms that match them (*I am, you are, he / she / it is, we are, they are*). Explain that in English we can't have a grammatical sentence without a subject – a name, a description, or a subject pronoun. Ask students to read the sentences, and check which in each pair is missing a pronoun (always the second). Explain that we use the pronoun to replace the information we already know – what person we're talking about. Students correct the pronouns. Elicit contracted as well as full forms (contraction is possible in all the sentences).

#### Answers

- 1 It is / It's very hot.
- 2 It is / It's yellow.
- 3 She is / She's from Mexico.
- 4 They are / They're in One Direction.
- 5 He is / He's 15 years old.
- 6 ... because it is / it's very small.

## UNIT 2

### *be* questions

**Focus:** Students at this level often use the wrong word order in questions with *be*, failing to move the verb before the subject. This may be because affirmative word order with a different intonation is possible in questions in their first language. In English, we always use the same word order and intonation in questions.

Explain that a *Yes / No* question in English will always begin with the verb. First, ask students to find and underline the verb in each question. Next, ask them to identify and circle the subject, which should come second in a question. Students now order the questions.

#### Answers

- 1 Is this a problem?
- 2 Are you on vacation?
- 3 How are you?
- 4 Is he a famous person?
- 5 Is this your video game?
- 6 Is she your sister?

### Spelling

**Focus:** Because English is not a phonetic language – words are not spelled as they are pronounced – students may make mistakes in writing some common words.

Remind students that observing and writing down the spelling of any new English word they learn along with its meaning and other key information helps them to recall and use it correctly later. Ask them to find and underline the spelling mistake in each sentence and compare ideas in pairs. Then ask them to make the necessary corrections.

#### Answers

- 1 funny
- 2 excellent
- 3 white
- 4 evening
- 5 morning
- 6 great

## UNIT 3

### Possessive 's

**Focus:** Students at this level find the possessive 's problematic. They often use *of* instead, even where this is not natural. In other cases, they may leave it out entirely.

Explain that when we talk about the possessions that belong to a person, it's more natural in English to use the possessive 's than the *of* structure. First, ask students to decide who the person or thing mentioned belongs to in each sentence, and underline the word. Elicit that it is always the word that appears after *of*. Next, ask them to find who or what belongs to them and circle the word. Students now rewrite the sentences.

#### Answers

- 1 my sister's homework
- 2 my friend's name
- 3 my friend's party
- 4 my friend's family
- 5 my sister's birthday
- 6 my brother's bedroom

### Family vocabulary

**Focus:** Because English words are rarely spelled phonetically, students may make mistakes in writing some common words, especially where their first language has similar words with the same meanings.

Remind students that observing and writing down the spelling of any new English word they learn along with its meaning and other key information helps them to recall and use it correctly later. Ask them to find and underline the spelling mistake in each sentence and compare ideas in pairs. Then ask them to make the necessary corrections.

#### Answers

- 1 mother
- 2 grandmother
- 3 brother
- 4 father
- 5 son
- 6 daughters

## UNIT 4

### There is / there are

**Focus:** Students at this level may not immediately grasp the role of *there* in the construct *there is / there are*, especially where the verb *be* on its own expresses the same idea in their first language, or where a different verb takes on the same role.

Ask students to look at the rule carefully. They then look through the sentences to identify which type of mistake was made in each one and mark it. For each sentence elicit whether the mistake is that of leaving the word out or using the wrong verb. Students then make the corrections.

#### Answers

- 1 In the kitchen there are two windows.
- 2 In Manhattan there is a nice park.
- 3 Are there any other drinks?
- 4 In my room there is a bed.
- 5 It is great because there are lots of stores.
- 6 Near my city there are many interesting places.

### Prepositions of place

**Focus:** Students at this level do not always use prepositions correctly, especially when these are used differently (or not at all) in their first language. Apart from misspelling or misusing them, some students may also use them in the wrong position in the sentence.

Elicit all the prepositions of place you covered in the unit and their meanings. Then ask students to first find and underline all the prepositions and then to compare their answers in pairs. Next, ask them to think about what the problem is with each one, and compare ideas again. Finally, ask students to make the corrections.

#### Answers

- 1 in front of
- 2 next to
- 3 behind
- 4 between
- 5 across from
- 6 next to

## UNIT 3

## Possessive 's

Learners find it difficult to use possessive 's.  
They often avoid using it.

We use person + possessive 's + thing/person.

✓ This is my brother's car.

X This is the car of my brother.

Rewrite the sentences using possessive 's.

- 0 I went to the house of my cousin.  
*I went to my cousin's house.*
- 1 It is the homework of my sister.
- 2 The name of my friend is Emily.
- 3 I was at the party of my friend.
- 4 The family of my friend lives in South Korea.
- 5 It is the birthday of my sister.
- 6 This is the bedroom of my brother.

## Family vocabulary

Learners sometimes make spelling mistakes  
with family words.

✓ This is my cousin Elena.

X This is my *cousine* Elena.

X This is my *couzin* Elena.

Correct the spelling mistakes in the family words.

- 0 How is your family?  
*How is your family?*
- 1 My mather is in the hospital.
- 2 We go to my granmother's house.
- 3 I watch movies with my borthor.
- 4 It was a gift from my fater.
- 5 He is the president's sun.
- 6 He has two daughters.

## UNIT 4

## There is / there are

Learners sometimes leave out *there* when *there is/are* is required.

We use *there* + *be* + noun, when *be* agrees  
with the noun. We do not use *there have* or  
*there has*.

✓ There is a great café on this street.

X *Is* a great café on this street.

X *There has* a great café on this street.

Correct the mistakes in the sentences.

- 0 Next week is a party.  
*Next week there is a party.*
- 1 In the kitchen are two windows.
- 2 In Manhattan there has a nice park.
- 3 Are any other drinks?
- 4 In my room there has a bed.
- 5 It is great because are lots of stores.
- 6 Near my city there have many interesting places.

## Prepositions of place

Learners sometimes make mistakes with  
the form of prepositions of place, either  
misspelling them or using the wrong words.

✓ The bookstore is next to the post office.

X The bookstore is *next the* post office.

Correct the mistakes in the sentences.

- 0 My house is acros from the school.  
*My house is across from the school.*
- 1 The restaurant is infront of the bank.
- 2 My house is nex to Park Hotel.
- 3 I live behing the station.
- 4 Station Road is beetween the supermarket and the post office.
- 5 The drugstore is across to the museum.
- 6 Their houses are next the hospital.



## UNIT 5

### Simple present: affirmative

Learners often make agreement mistakes in the simple present.

- ✓ It helps me with my studies.
- ✗ It help me with my studies.

Correct the mistakes in the sentences.

- 0 He play soccer.  
*He plays soccer.*
- 1 Every day he eat breakfast.
- 2 They likes sports.
- 3 She go to college.
- 4 Angela work Monday to Friday.
- 5 People plays games on their phones.
- 6 School start on Friday.

### Simple present: negative

Learners sometimes make agreement mistakes in the simple present negative.

The verb *do* agrees with the person and number of the subject.

- ✓ He doesn't like sports.
- ✗ He don't like sports.

Choose the correct words in the sentences.

- 0 They don't / doesn't understand.
- 1 She doesn't / don't have any time.
- 2 He doesn't / don't like candy.
- 3 We doesn't / don't need to wear sports clothes.
- 4 It don't / doesn't cost much.
- 5 My teacher don't / doesn't give me a lot of homework.
- 6 I don't / doesn't like video games.

## UNIT 6

### Count and noncount nouns

Learners sometimes confuse *a/an* with *some*.

We use *a/an* with count nouns in the singular.  
We use *some* for count nouns in the plural.

- ✓ We can buy a gift for his birthday.
- ✗ We can buy some gift for his birthday.
- ✓ We can buy some gifts for his birthday.

We also use *some* with noncount nouns.

- ✓ You need some water.
- ✗ You need a water.

Choose the correct words in the sentences.

- 0 I have some / a T-shirt.
- 1 We took a break and ate some / a sandwich.
- 2 The best gift was some / a jacket.
- 3 I have some / a good news.
- 4 Can you take some / a photo of us?
- 5 I listen to some / a music with my family.
- 6 He has some / a good friends.

## UNIT 5

### Simple present: affirmative

**Focus:** There are two common mistakes that students at this level often make with the simple present.

(1) They omit the third person singular ending. All simple present verb forms are unmarked (that is, they are the same as the base form) except the third person, so it is easy to forget when to use it.

(2) Sometimes students assume that the -s ending in verbs is related to the -s plural suffix in nouns, and they start using the verb suffix with plural subjects.

Elicit all the verb forms in the simple present. Make sure students realize that -s must only be used with the third person singular, and never with plurals. Ask them to find and circle the subject in each sentence and then make the necessary corrections. Make sure students realize that *people* is a plural form, despite not having an -s suffix!

#### Answers

- 1 eats
- 2 like
- 3 goes
- 4 works
- 5 play
- 6 starts

### Simple present: negative

**Focus:** Students at this level sometimes need reminding that the -s ending only goes with the third person singular verb forms, and never with plural subjects. In negative sentences, the ending is added to *do* (does), not to the main verb.

Elicit the rules for forming the negative in the simple present: *don't* + base form, except for the third person singular, which takes *doesn't* + base form. Ask students to read the sentences and circle all the third person singular subjects. They then make the necessary corrections.

#### Answers

- 1 doesn't
- 2 doesn't
- 3 don't
- 4 doesn't
- 5 doesn't
- 6 don't

## UNIT 6

### Count and noncount nouns

**Focus:** Students at this level often have a problem distinguishing count and noncount nouns, especially when their first language makes no such grammatical distinction. Apart from using *some* with count singular nouns and *a / an* with noncount nouns, they sometimes also use *the* instead of *some* or *a / an*. Speakers of languages where the indefinite pronoun is the same word as the numeral for 1 may also overuse *one* when they mean *a / an*, for example, ~~*Do you have one pen?*~~ instead of *Do you have a pen?*

Ask students to check the noun in each sentence, and elicit whether it is a singular count, a plural count, or a noncount noun. When you have confirmed this, ask students to apply the rule and choose the correct words. Ask them to compare their ideas in pairs before you check answers. Check that students are aware that *news* is a singular noncount noun, despite its plural ending!

#### Answers

- 1 a
- 2 a
- 3 some
- 4 a
- 5 some
- 6 some

## UNIT 7

### can / can't

**Focus:** Because this unit introduces students for the first time to modal verbs, they may have difficulties using the base form with *can* rather than the infinitive or simple present forms.

Explain that only the base forms can be used after a modal verb like *can* – no other forms. However, as neither *want* nor *need* are modal verbs, the structure for them is quite different. Ask students to look through the sentences and underline which verb is used in them: *can*, *want*, or *need*. They then make the necessary corrections.

#### Answers

- 1 Can you speak Spanish?
- 2 We want to do some shopping.
- 3 You need to clean your room.
- 4 I need to eat something.
- 5 He can't do his homework.
- 6 Alex wants to do everything.

## UNIT 8

### like / don't like + -ing

**Focus:** Students at this level may find it difficult to follow complex verb structures that use different forms of different verbs together. This may lead to them overusing or underusing *-ing* forms or the infinitive.

Explain that we normally use *-ing* after *like* / *don't like* (and other verbs expressing preferences), and that this is the structure students should learn and practice. You may like to point out, if a student raises the point, that the infinitive may also be correct – in some contexts. Ask students to find and underline the incorrectly used verb in each sentence and then change all of them to their corresponding *-ing* form. Check that the spelling rules for the *-ing* ending are followed correctly.

#### Answers

- 1 I like singing and dancing.
- 2 We love going to the beach.
- 3 She hates watching baseball games.
- 4 They don't like playing basketball.
- 5 Pedro doesn't hate studying.
- 6 Anna likes wearing white clothes.

## UNIT 9

### Modal verbs: spelling

**Focus:** Students at this level frequently have spelling problems that can affect their spelling of modal verbs. Because these are “grammar words” that have more of a functional role than any real meaning, students may not pay enough attention to getting their spelling right.

Ask students what modal verbs they are familiar with (*can*, *must*, *must not*), and what similar structures they have learned (for example: *would like*, *have to*). Elicit the correct spelling for these, and ask a student to write each word on the board for reference. Then ask the students to correct the spelling mistakes.

#### Answers

- 1 can't / cannot
- 2 must not
- 3 would
- 4 can't / cannot
- 5 Must
- 6 can't / cannot

## UNIT 10

### Simple past: be

**Focus:** Students at this level may have problems using *was* and *were* with the correct subjects partly because, counterintuitively, the singular verb has the *-s* ending and the plural verb doesn't.

Elicit the simple past forms of *be* for all the subject pronouns (*was* for *I* / *he* / *she* / *it*, *were* for all other persons). Ask students to find and underline the subject in each sentence. They then decide if the verb form used with it is correct or incorrect. Ask students to check the correct sentences, compare ideas with a partner, and then go on to correcting the incorrect ones. Make sure students correct the verb form, not the subject.

#### Answers

- 1 were
- 2 correct
- 3 Weren't
- 4 was
- 5 correct
- 6 was
- 7 correct
- 8 were

## UNIT 7

### can / can't

Learners sometimes use the wrong form of the verb when they use *can* and infinitive.

We use the base form of the verb after *can*.

- ✓ He *can* play the piano.  
 ✗ He ~~can~~ to play the piano.

We use the infinitive after *want* and *need*.

- ✓ They *want* to know the answer.  
 ✗ They ~~want~~ know the answer.

Correct the mistakes in the sentences.

- 0 He needs do that.  
*He needs to do that.*  
 1 Can you to speak Spanish?  
 2 We want do some shopping.  
 3 You need clean your room.  
 4 I need eat something. I'm hungry!  
 5 He can't does his homework.  
 6 Alex wants do everything.

## UNIT 8

### like / don't like + -ing

Learners sometimes use the wrong form of the verb where *-ing* is required.

We use the *-ing* form of verbs after the verbs *like*, *don't like*, *love*, and *hate*.

- ✓ I *like* playing tennis.  
 ✗ I ~~like~~ play tennis.  
 ✗ I ~~like~~ to playing tennis.

Correct the mistakes in the sentences.

- 0 I like read books.  
*I like reading books.*  
 1 I like sing and dancing.  
 2 We love go to the beach.  
 3 She hates watch baseball games.  
 4 They don't like play basketball.  
 5 Pedro doesn't hate study.  
 6 Anna likes to wearing white clothes.

## UNIT 9

### Modal verbs: spelling

Learners often have problems spelling modal verbs.

Correct the spelling mistakes in the sentences.

- 0 Wold you like to go with me?  
*Would you like to go with me?*  
 1 I cant find my book.  
 2 You mustnot stay out too late.  
 3 I woud like to play baseball.  
 4 You ca'nt use YouTube.  
 5 Mus you be so loud?  
 6 We cannot be late.

## UNIT 10

### Simple past: be

Learners sometimes confuse *was* and *were*.

*Was*, *wasn't*, *were*, and *weren't* all have to agree with the subject.

- ✓ The jeans *were* very beautiful.  
 ✗ The jeans ~~was~~ very beautiful.

Check (✓) the correct sentences and put an ✗ next to the incorrect ones. Correct the mistakes.

- 0 There was a lot of people. ☒ ✗  
*There were a lot of people.*  
 1 We was at Dan's house all night. ☐  
 2 There was a lot of food. ☐  
 3 Wasn't you there? ☐  
 4 I were happy to see you on the weekend. ☐  
 5 How many people were at your house? ☐  
 6 Last night there were a party on the beach. ☐  
 7 He was my friend at school. ☐  
 8 Katie and Jo was there. ☐

## UNIT 11

### Simple past: irregular verbs

Learners sometimes use the wrong forms of irregular verbs in the simple past or misspell them.

✓ I paid a lot of money.

✗ I payed a lot of money.

Correct the mistakes in the sentences.

- 0 I haved a good time.  
*I had a good time.*
- 1 I maked a lot of friends.
- 2 She gived me a lot of gifts.
- 3 Jack and Al taked photos.
- 4 There where some problems with his work.
- 5 I cam home late yesterday.
- 6 He swimmied very fast.
- 7 They goed to the movies.
- 8 Helen mad some food.

### Simple past: negative

Learners sometimes use the simple present negative when the simple past is required.

✓ I didn't find the answer before the end of the exam.

✗ I don't find the answer before the end of the exam.

Choose the correct words.

- 0 We don't / didn't go to the game last week.
- 1 I didn't / don't need any help at the moment.
- 2 I bought some T-shirts, but I didn't / don't buy any shoes.
- 3 I went to a cell phone store, but I didn't / don't like the phones there.
- 4 Do you like chicken? No, I didn't / don't eat meat.
- 5 I got a lot of gifts, but he didn't / don't give me one.
- 6 We didn't / don't usually go on vacation because we like being at home.

## UNIT 12

### Comparative adjectives

Learners often use *more* and the *-er* form of an adjective in the same sentence when only one of these is required.

We form comparative adjectives by adding *-er* if the adjective has one syllable (or two syllables ending in -y), and by using *more* if the adjective has two or more syllables. We don't use *more* and *-er* together.

✓ This one is bigger than that one.

✗ This one is ~~more bigger~~ than that one.

✗ This one is ~~more big~~ than that one.

Correct the mistakes in the sentences.

- 0 The train is more cheap than the plane.  
*The train is cheaper than the plane.*
- 1 He is more healthier than he was last year.
- 2 Enrique is more older than his brother.
- 3 I have the more newer cell phone.
- 4 Basketball is more good than baseball.
- 5 I was more happy than Joe at the end of the game.
- 6 Enrique's brother is more friendlier than Enrique.
- 7 The bus is more easy for me.

### then, that, and than

Learners sometimes use *then* or *that* when *than* is required with comparative adjectives.

✓ Carlos is older than Juan.

✗ Carlos is older ~~then~~ Juan.

✗ Carlos is older ~~that~~ Juan.

Complete the sentences with *then*, *that*, or *than*.

- 0 He can run faster than me.
- 1 It is much better \_\_\_\_\_ your cell phone.
- 2 Call me \_\_\_\_\_.
- 3 It costs more \_\_\_\_\_ I thought.
- 4 \_\_\_\_\_ is my book.
- 5 This one is better than \_\_\_\_\_ one.
- 6 We ate dinner and \_\_\_\_\_ watched a movie.

## UNIT 11

### Simple past: irregular verbs

**Focus:** Students at this level sometimes confuse regular and irregular verbs and apply the *-ed* ending improperly. Although this shows they have generalized the rule for the formation of simple past verbs correctly, they should also memorize which words are irregular and what their simple past forms are. Because the spelling for each one needs to be memorized, they may also simply misspell them.

Point out that the verbs in all the sentences in the exercise are irregular. Ask students to find and underline the incorrect verb. Then elicit the base forms for each one. Students then go on to make the corrections.

#### Answers

- 1 made
- 2 gave
- 3 took
- 4 were
- 5 came
- 6 swam
- 7 went
- 8 made

### Simple past: negative

**Focus:** Students at this level may find it difficult to focus on two grammar tasks at the same time: forming the simple past tense and forming the negative.

Explain that some of the sentences are in the past. Elicit how we know this (past time expressions or other parts of the sentence are already in the past). Ask students to find and underline any past time expressions, time references, or simple past verb forms. Ask them to study the remaining sentences and check if they think they refer to the present or the past. Ask them to compare ideas in pairs before they go on to choose the correct words.

#### Answers

- 1 don't
- 2 didn't
- 3 didn't
- 4 don't
- 5 didn't
- 6 don't

## UNIT 12

### Comparative adjectives

**Focus:** Students at this level may still confuse the two different ways we form comparatives in English, which leads to their using the wrong form, or using both together.

Elicit or explain the rules of forming comparatives, and remind students to use either *more* + adjective OR adjective + *-er*, but not both together. Elicit the spelling rules for the *-er* ending as well. Then ask students to find and underline the comparative adjective in each sentence and make the necessary corrections to them.

#### Answers

- 1 healthier
- 2 older
- 3 newer
- 4 better
- 5 happier
- 6 friendlier
- 7 easier

### then, that, and than

**Focus:** Students at this level may confuse the similarly spelled conjunctions *than* and *then* and *than* and *that*.

Write the three words on the board and elicit what each of them is used for: *than* for comparisons, *then* for ordering events, and *that* for connecting two parts of a sentence or for referring to things that are at a distance from the speaker. Stress that only *than* can be used with comparative adjectives. Ask students to decide which sentences are comparisons and then complete them.

#### Answers

- 1 than
- 2 then
- 3 than
- 4 That
- 5 that
- 6 then

# STUDENT A

## UNIT 4, PAGE 43, VOCABULARY

### Student A

Ask and answer the questions with your partner.



£400.00



\$90.00



€4.25



\$7.50



How much is the TV?

It's ...

How much are the ...?

They're ...

## UNIT 6, PAGE 61, TRAIN TO THINK

### Student A

Describe to your partner what the people in your picture look like. Your partner describes what the people in his/her picture look like. Find the six differences.



## UNIT 8, PAGE 79, TRAIN TO THINK

### Student A

Listen to the questions your partner asks about the picture in Exercise 1. Answer with short answers. Correct the negative answers.

- 1 Are there ten people in the band?
- 2 Is the singer wearing a red dress?
- 3 Are there two guitar players in the band?
- 4 Are there five trumpet players in the band?
- 5 Are all the band members wearing hats?

# STUDENT B

## UNIT 4, PAGE 43, VOCABULARY

### Student B

Ask and answer the questions with your partner.



How much is the TV?

It's ...

How much are the ...?

They're ...

## UNIT 6, PAGE 61, TRAIN TO THINK

### Student B

Describe to your partner what the people in your picture look like. Your partner describes what the people in his/her picture look like. Find the six differences.



## UNIT 8, PAGE 79, TRAIN TO THINK

### Student B

Listen to the questions your partner asks about the picture in Exercise 1. Answer with short answers. Correct the negative answers.

- Are there eight people dancing?
- Are the two dancing women wearing green dresses?
- Is one dancing man wearing a blue shirt?
- Are eight people drinking?
- Are four people sitting down?



# CLASS AUDIO SCRIPT

## WELCOME UNIT

### The alphabet, Exercise 1

Page 4, CD1, Track 1.02

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

### The alphabet, Exercise 2

Page 4, CD1, Track 1.03

/eɪ/ A H J K  
/i/ B C D E G P T V Z  
/e/ F L M N S X  
/aɪ/ I Y  
/oo/ O  
/u/ Q U W  
/ɑr/ R

### International words, Exercise 2

Page 5, CD1, Track 1.04

A Wi-fi  
B Sushi  
C Airport  
D Hotel  
E Restaurant  
F Bus  
G Pizza  
H Phone  
I Café  
J Banana  
K Tablet  
L Hamburger  
M Taxi  
N Television  
O Sandwich  
P City

### Saying Hello and Goodbye

Page 7, CD1, Track 1.05

- 1  
Andy Hello. My name's Andy.  
Tom Hi, Andy. I'm Tom, and this is Lucy.  
Lucy Hi, Andy.  
Andy Hi, Tom. Hi, Lucy.
- 2  
Abi Good afternoon, Mrs. Hall.  
Mrs. Hall Hi, Abi. How are you?  
Abi Great, thanks. And you?  
Mrs. Hall I'm fine, thanks.
- 3  
Darius Good morning, Mr. Thomas.  
Mr. Thomas Hello, Darius. How are you?  
Darius I'm fine, thank you.  
Mr. Thomas Good. I'll see you in class.  
Darius Bye, Mr. Thomas.
- 4  
Jim Bye, Rachel.  
Rachel Bye, Jim. See you later.  
Jim Yeah, have a good day.

5

Sue Goodnight, Mom.  
Mom Night, Sue. Sleep well.

### Classroom objects, Exercise 2

Page 8, CD1, Track 1.06

Example: Door

- 1 Window  
2 Book  
3 Computer  
4 Pencil  
5 Chair  
6 Pen  
7 Desk  
8 Projector  
9 Board

### Numbers 0-20, Exercise 1

Page 8, CD1, Track 1.07

Zero / "oh"  
One  
Two  
Three  
Four  
Five  
Six  
Seven  
Eight  
Nine  
Ten  
Eleven  
Twelve  
Thirteen  
Fourteen  
Fifteen  
Sixteen  
Seventeen  
Eighteen  
Nineteen  
Twenty

### Numbers 0-20, Exercise 3

Page 8, CD1, Track 1.08

- 1 Four zero one, five five five, nine two eight seven  
2 Two two one, seven five one, zero three two six  
3 Nine three three, five oh four, eight one oh six  
4 Eight three four, nine two four, zero eight zero seven

### Classroom language, Exercises 1 and 2

Page 9, CD1, Track 1.09, Track 1.10

- 1 Close your books.  
2 That's right.  
3 Listen!  
4 Raise your hand.  
5 Open your books.  
6 Work with a partner.  
7 Look at the picture.  
8 That's wrong.  
9 What does this mean?  
10 Sorry, I don't understand.

## Numbers 20-100, Exercise 1

### Page 10, CD1, Track 1.11

- A Twenty
- B Thirty
- C Forty
- D Fifty
- E Sixty
- F Seventy
- G Eighty
- H Ninety
- I One hundred

## Numbers 20-100, Exercise 2

### Page 10, CD1, Track 1.12

#### Days

- 1 Twenty-four
- 2 Eighty-seven
- 3 Thirty-three
- 4 Forty-nine
- 5 Fifty-four
- 6 Sixty-two
- 7 Seventy-one
- 8 Ninety-five

## Messages, Exercise 1

### Page 10, CD1, Track 1.13

**Brian** Hello. This is a message for Luis from Brian Holmes. Just to let you know that my apartment is number 807. You can take the number 36 bus from the bus station. It stops outside my apartment. Any problems call me at 235-555-8792. That's 235-555-8792. See you Friday.

## Messages, Exercise 2

### Page 10, CD1, Track 1.14

**Mrs. Davis** Hello. this is a message for Amy from Mrs. Davis. Just to let you know that my address is 63 Elm Street. You can get the number 18 bus from the bus station. It stops outside my house. Any problems, call me at 344-751-8236. That's 344-751-8236. See you on Friday.

## Review, Exercise 1

### Page 11, CD1, Track 1.15

Example: P

- 1 B
- 2 S
- 3 R
- 4 W
- 5 T

# UNIT 1

## Vocabulary, Exercise 1

### Page 14, CD1, Track 1.17

Example: Russia

- 1 Turkey
- 2 Mexico
- 3 Japan
- 4 the U.S.
- 5 Brazil
- 6 Portugal
- 7 South Africa
- 8 Australia
- 9 the U.K.

## Pronunciation, Exercises 1 and 3

### Page 120, CD1, Track 1.18, Track 1.19

How old are you?

Where are you from?

What's your favorite food?

Who's your favorite soccer player?

Why do you like him?

## Listening, Exercise 2

### Page 15, CD1, Track 1.20

**John** Hello, and welcome to *The One-minute Challenge*! On line one we have Paula. Where are you from, Paula?

**Paula** Hi, John. I'm from Miami.

**John** That's great. OK, Paula, you have one minute. How many questions can you answer? Today's questions are all about ... nationalities.

**Paula** OK.

**John** Paula, are you ready?

**Paula** Yes, I am.

**John** So let's play ... *The One-minute Challenge*! OK. Maria Sharapova, the tennis player, is from ...

**Paula** Russia. She is Russian.

**John** Correct. Question two. Sushi is from ...

**Paula** Sushi? That's a type of food. It's South African.

**John** No, I'm sorry. You are wrong. It is a Japanese dish.

**Paula** Of course.

**John** Bruno Mars is a singer. He is from ...

**Paula** Hawaii! So Bruno Mars is American.

**John** Correct. Next question. Cariocas are people from ...

**Paula** I have no idea.

**John** Cariocas? No? They are from Rio de Janeiro in Brazil.

**Paula** I didn't know that.

**John** The actor Chris Hemsworth is from ...

**Paula** He is from Australia.

**John** Correct. Salsa music is ... I'm sorry, Paula. We are out of time. Your score is three.

## Functions, Exercise 1

### Page 16, CD1, Track 1.22

**Gina** What's your name?

**Paolo** I'm Paolo. And you?

**Gina** I'm Gina.

**Paolo** Nice to meet you, Gina.

**Gina** Nice to meet you, too.

**Paolo** Where are you from, Gina?

**Gina** I'm from San Francisco.

**Paolo** San Francisco is a beautiful city.

**Gina** Yes, it is.

## Vocabulary, Exercise 1

### Page 17, CD1, Track 1.23

Example: A big TV

- 1 A new pen
- 2 An expensive computer
- 3 Clean shirts
- 4 An old phone
- 5 A small pizza
- 6 A fast car
- 7 A dirty bike
- 8 Cheap tickets
- 9 A slow bus

# UNIT 2

## Vocabulary, Exercise 1

### Page 22, CD1, Track 1.26

- A Hot
- B Bored
- C Hungry
- D Angry
- E Sad
- F Tired
- G Worried
- H Cold
- I Excited
- J Thirsty

### Pronunciation, Exercises 1 and 3

Page 120, CD1, Track 1.27, Track 1.28

Tom Mom's hungry.  
 Emily Mom? But why? Why is she angry?  
 Tom I said Mom's hungry. She wants a sandwich.  
 Emily Oh, OK. Well, Dad's angry.  
 Tom Does he want us to make a sandwich for him, too?  
 Emily No! I said he's angry.

### Listening, Exercises 1 and 2

Page 23, CD1, Track 1.29

1  
 Mom Noah. Be careful.  
 Noah Don't worry, Mom. I am.  
 Mom Oh, Noah! That's my car!  
 Noah I'm sorry, Mom!

2  
 Chris What's that, David?  
 David Hi, Chris. It's my new soccer ball.  
 Chris Yeah, looks cool.  
 David So, let's play.  
 Chris OK, great.

3  
 Ted I'm sorry.  
 Laura Are you tired, Ted?  
 Ted Yes, I am.  
 Laura What time is it?  
 Ted It's almost one o'clock in the morning.

4  
 Ashley Dad?  
 Dad Yes?  
 Ashley Can you close the window, please?  
 Dad Yes, of course, Ashley.  
 Ashley Thanks.

## UNIT 3

### Vocabulary, Exercise 1

Page 32, CD1, Track 1.33

This is my family. My grandmother's name is Maria, and my grandfather is José. Then there's my father, Pablo, and my mother, Susana. I have a brother and a sister – my sister is Ana and my brother's Antonio. My mother's brother is Jaime – he's my uncle. His wife is Marta, my aunt. They have a daughter named Sara – she's my cousin.

### Listening, Exercises 1 and 2

Page 33, CD1, Track 1.34

Man Tell us about your family, Jordan.  
 Jordan My family? Well, my family's very small. There's me and my mother and father. And I have one uncle, Jack. That's all.  
 Man Is your uncle nice?  
 Jordan Oh, yes, I really like him. He's always very happy. He's a great person.

---

Man So, Tania, tell us about your family.  
 Tania Well, there's my mother and father, and me and my sister, Clare. And I have cousins, but they're in Australia.  
 Man Do you like your sister?  
 Tania Oh, yes. Well, sometimes! I mean, she is nice, but sometimes she's difficult, too.

---

Man Is your family very big, Manuel?  
 Manuel Yes, it is. Very big! I have three brothers and two sisters – and twelve cousins!  
 Man OK, that is big.  
 Manuel Yes, and Monica, my cousin, is also my best friend. She's fantastic. She's very nice to me and to all her brothers and sisters – and her friends, too, of course.

### Pronunciation, Exercises 1 and 3

Page 120, CD1, Track 1.36, Track 1.37

Anna Can I have that cake, please?  
 Clerk This one or that one?  
 Anna That one – the chocolate one.  
 Clerk That's a carrot cake, but these cupcakes are chocolate.  
 Anna Oh! Can I have two of those?  
 Clerk Of course. Here you are.

### Vocabulary, Exercise 1

Page 35, CD1, Track 1.38

1 Garage  
 2 Living room  
 3 Kitchen  
 4 Bedroom  
 5 Bathroom  
 6 Hall  
 7 Backyard

### Functions, Exercise 2

Page 35, CD1, Track 1.39

A Bed  
 B Fridge  
 C Couch  
 D Stove  
 E Shower  
 F Bathtub  
 G Chair  
 H Toilet

## UNIT 4

### Vocabulary, Exercise 1

Page 40, CD1, Track 1.42

Example: Park

1 Train station  
 2 Bank  
 3 Restaurant  
 4 Museum  
 5 Library  
 6 Post office  
 7 Supermarket  
 8 Drugstore

### Listening, Exercises 1 and 2

Page 41, CD1, Track 1.43

1  
 Woman 1 Excuse me?  
 Man 1 Yes, can I help you?  
 Woman 1 Is there a drugstore near here?  
 Man 1 Yes, there's a drugstore on King Street. Go up here, turn left, and it's next to the bank.  
 Woman 1 Next to the bank?  
 Man 1 That's right. And it's across from the library.  
 Woman 1 That's great. Thank you.  
 Man 1 No problem.

2  
 Man 2 Excuse me?  
 Woman 2 Yes?  
 Man 2 Where's the museum?  
 Woman 2 OK, walk down this street, and go past the supermarket to Green Street.  
 Man 2 To Green Street.  
 Woman 2 Yes, and it's right there – on the corner.  
 Man 2 Is it far from here?  
 Woman 2 No, only five minutes.  
 Man 2 OK, thank you. Have a nice day!

3

- Man 3** Excuse me. These taxis are very expensive. Can I get a bus here to go to the mall?
- Woman 3** Oh, don't take a bus – it's only two minutes from here.
- Man 3** Really? OK. But how do I get there?
- Woman 3** Just walk along this street and take the second left.
- Man 3** Second left. OK.
- Woman 3** That's right. Don't take the first left, that's wrong. Go past the supermarket, and turn left. The mall is on the right, just across from a restaurant.
- Man 3** Well, thanks a lot.
- Woman 3** No problem.

### Vocabulary, Exercise 1

Page 42, CD1, Track 1.45

Example: One hundred and thirty

- 1 One hundred and fifty
- 2 One hundred and seventy-five
- 3 Two hundred
- 4 Five hundred and sixty
- 5 One thousand
- 6 One thousand two hundred
- 7 Two thousand

### Vocabulary Exercise 2

Page 42, CD1, Track 1.46

Example: One hundred and eighty

- 1 One hundred and ninety-five
- 2 Three hundred and eighty
- 3 Seven hundred
- 4 Seven hundred and fifty
- 5 One thousand four hundred

### Pronunciation, Exercises 1 and 3

Page 120, CD1, Track 1.47, Track 1.48

**Marco** It's my sister's birthday today. She's thirteen.

**Julie** Thirty! That's old!

**Marco** Thirty? No! Thirteen.

**Julie** Oh ... thirteen. She's the same age as me.

### Vocabulary Exercise 1

Page 43, CD1, Track 1.49

- 1 Fifteen dollars
- 2 Twenty-five pounds
- 3 Two hundred and thirty euros
- 4 Nine ninety-nine
- 5 Twenty-one dollars and ninety-five cents
- 6 Seventy-two euros fifty

### Vocabulary, Exercise 2

Page 43, CD1, Track 1.50

- 1 50 dollars
- 2 15 euros
- 3 12 pounds 50
- 4 22 pounds 50
- 5 37.50
- 6 122 euros 50

### Functions, Exercise 3

Page 43, CD1, Track 1.51

- Woman** Hi there. Can I help you?
- Boy** Hello. Yes, please. Do you have any music magazines?
- Woman** Sure. There's this one here, and there's also this one.
- Boy** Great. How much are they?
- Woman** This one's \$3.95, and the other one is \$3.50.
- Boy** OK – I'll take them.
- Woman** Great. That's \$7.45, please.
- Boy** OK. Here you are, \$10.00.
- Woman** Thank you. And here's your change – \$2.55.
- Boy** Thanks. Bye!

## UNIT 5

### Pronunciation, Exercises 1 and 3

Page 120, CD1, Track 1.54, Track 1.55

Liz catches the bus to school every morning.

She teaches French at a high school.

At 4:30 she finishes work.

After dinner Liz washes the dishes.

Before she goes to bed, she chooses her clothes for the next day.

### Vocabulary, Exercise 1

Page 50, CD1, Track 1.56

- A Play computer games
- B Dance
- C Hang out with friends
- D Go shopping
- E Do homework
- F Chat with friends online

### Listening, Exercises 1 and 2

Page 51, CD1, Track 1.57

**Tim**

I always use my tablet to help me with my homework. There are lots of great websites to find out information. I like the Discovery kids site. National Geographic has a good one for teenagers, too. The best thing is it's free, so it doesn't cost anything.

**Kayla**

We have a big TV in our living room, but we never watch it together. My brother and I use it to play games on a lot, but we watch TV shows on our computers. We just choose what we want to watch and when we want to watch it. It's so easy.

**Julia**

I use my laptop mainly for computer games. My favorite is Minecraft. In Minecraft you build things – houses, bridges, shops – anything you want. I sometimes play online with my friends, and we build things together. It's really cool. The only problem is when Mom calls me for dinner. I don't want to stop.

**Chris**

I sometimes make calls on my phone, but most of the time I use it to text my friends because I don't really like to talk on the phone. I also use my phone to play games on when I'm bored. It's great when you have a long road trip.

### Vocabulary, Exercise 1

Page 53, CD1, Track 1.58

- A Smartphone
- B Tablet
- C Laptop
- D Game console
- E E-reader
- F MP3 player
- G GPS
- H Headphones

### Writing, Exercise 1

Page 53, CD1, Track 1.59

Monday: M – O – N – D – A – Y

Tuesday: T – U – E – S – D – A – Y

Wednesday: W – E – D – N – E – S – D – A – Y

Thursday: T – H – U – R – S – D – A – Y

Friday: F – R – I – D – A – Y

Saturday: S – A – T – U – R – D – A – Y

Sunday: S – U – N – D – A – Y

## UNIT 6

### Vocabulary, Exercise 1

Page 58, CD1, Track 1.62

- 1 Face
- 2 Nose
- 3 Mouth
- 4 Body
- 5 Foot
- 6 Ear
- 7 Eye
- 8 Arm
- 9 Hand
- 10 Leg

### Listening, Exercises 3 and 4

Page 59, CD1, Track 1.63

- Interviewer** Hi, Ella.  
**Ella** Hello.  
**Interviewer** Can I ask you a question?  
**Ella** OK.  
**Interviewer** Do you have a hobby?  
**Ella** Yes, I do. I have three hobbies actually. I listen to music a lot. I swim. And I make friendship bands.  
**Interviewer** Wow, you make them?  
**Ella** Yes, I do.  
**Interviewer** How many friendship bands do you have?  
**Ella** Not a lot. Only five or six. I always give them away. I give them to my friends.  
**Interviewer** OK. Do you have lots of friends?  
**Ella** Umm. I have two or three very good friends. And I'm friends with most of the girls and boys in my class, so about 25 in total.  
**Interviewer** How much time do you spend on your hobby?  
**Ella** On making friendship bands? Hmm. I don't know, an hour a day maybe.  
**Interviewer** And how much money do you spend on it?  
**Ella** Not a lot. I use rubber bands. And they aren't expensive.  
**Interviewer** How many colors do you use for your bands?  
**Ella** Sometimes I use only one or two colors. And I sometimes use seven or eight. Take a look at this one. It has eight different colors.  
**Interviewer** Wow. It's beautiful. Congratulations!  
**Ella** Thank you.

### Pronunciation, Exercises 1 and 3

Page 120, CD1, Track 1.65, Track 1.66

- Reporter** I'm sorry I'm late.  
**Waiter** That's OK. But Jane's waiting for you.  
**Reporter** Jane? The girl with long, straight hair?  
**Waiter** No. Her hair's wavy and grey.  
**Reporter** Oh! The woman with the pink face? The one eating cake?  
**Waiter** Shh! She's famous! She's a great baker!

### Vocabulary, Exercise 3

Page 61, CD1, Track 1.67

- A Beard
- B Mustache
- C Earrings
- D Glasses
- E Tall
- F Smile
- G Short

### Vocabulary, Exercise 4

Page 61, CD1, Track 1.68

**Example:** She has a very nice smile.

- 1 She wears glasses.
- 2 He has a mustache.
- 3 She has earrings in her ears.
- 4 She isn't short; she's very tall.

### Vocabulary, Exercise 5

Page 61, CD1, Track 1.69

- Girl 1** I have a new friend. His name's Eric.  
**Girl 2** What does he look like?  
**Girl 1** He has short brown hair, blue eyes, and he wears glasses.  
**Girl 2** Is he tall or short?  
**Girl 1** He isn't very tall.  
**Girl 2** Is he nice?  
**Girl 1** He's very nice and friendly. He has a nice smile.

## UNIT 7

### Pronunciation, Exercises 1 and 3

Page 121, CD2, Track 2.03, Track 2.04

- Paula** What do you want to do this afternoon?  
**Brian** I'd like to play ball. There are always games in the park.  
**Paula** OK, but it's awfully hot!  
**Brian** Of course it's hot, Paula! It's August!  
**Paula** That's true. OK, a ball game sounds awesome!  
**Brian** Great. I just have to call my mom and tell her where we are.

### Vocabulary, Exercise 1

Page 68, CD2, Track 2.05

- A Play baseball
- B Surf
- C Ice-skate
- D Play basketball
- E Ride a bike
- F Snowboard
- G Do tae kwon do
- H Play volleyball

### Vocabulary, Exercise 1

Page 69, CD2, Track 2.06

- A It's a quarter after ten.
- B It's a quarter to one.
- C It's three o'clock.
- D It's half past eight.

### Listening, Exercises 1–3

Page 69, CD2, Track 2.07

- Lucy** Hi, Sam, it's me, Lucy.  
**Sam** Hi, Lucy. How's it going?  
**Lucy** Do you want to go surfing?  
**Sam** Go surfing? Great. What time?  
**Lucy** How about after lunch, at two o'clock?  
**Sam** Two o'clock. No. Sorry, I can't. I have a volleyball game.  
**Lucy** Oh, how about three o'clock?  
**Sam** The game usually ends about 3:30.  
**Lucy** Ok, let's say four o'clock then.  
**Sam** I can't. Dad wants to give me a golf lesson.  
**Lucy** Until what time?  
**Sam** About a quarter to five.  
**Lucy** Really? But we can't go surfing then. It gets dark at about five thirty.  
**Sam** Oh, yes.  
**Lucy** So how about before lunch?  
**Sam** Umm. I have a school basketball game until a quarter after eleven.  
**Lucy** What time does it start?  
**Sam** Ten o'clock.  
**Lucy** Sam, it's a quarter to ten now.  
**Sam** Really? I have to go. Let's go surfing on Saturday.  
**Lucy** Yes, call me tomorrow. See you.

## Vocabulary, Exercise 1

Page 71, CD2, Track 2.09

- 1 January
- 2 February
- 3 March
- 4 April
- 5 May
- 6 June
- 7 July
- 8 August
- 9 September
- 10 October
- 11 November
- 12 December

## Grammar, Exercise 2

Page 71, CD2, Track 2.10

The World Cup final is usually in June or July.  
The Australian Open Tennis tournament is in January.  
The World Series of baseball is usually in October.  
The Summer Olympics are usually in August.  
The Winter Olympics are usually in February.  
The FIFA Confederations Cup is usually in June.

## Vocabulary, Exercise 2

Page 71, CD2, Track 2.11

- 1st (first)
- 2nd (second)
- 3rd (third)
- 4th (fourth)
- 5th (fifth)
- 6th (sixth)
- 7th (seventh)
- 8th (eighth)
- 9th (ninth)
- 10th (tenth)
- 11th (eleventh)
- 12th (twelfth)
- 13th (thirteenth)
- 20th (twentieth)
- 30th (thirtieth)
- 31st (thirty-first)

# UNIT 8

## Listening, Exercises 3 and 4

Page 77, CD2, Track 2.14

- Presenter** Hello, and welcome to our show. Today we are talking about different dances around the world. Is there a dance that you really like? Call and tell us. Our first caller is Janie. OK, Janie, what's your dance?
- Janie** Hello. Well, my family goes to Spain every year and I love Flamenco. It's wonderful! I love listening to the guitar. And the women in their beautiful dresses – red or blue or black! They look fantastic.
- Presenter** Yes, thanks, Janie. I like watching Flamenco, too. And now here's Joe. Hi, Joe, what's your favorite dance?
- Joe** Hi there. Well, I go to Turkey a lot and sometimes I see dancers called Whirling Dervishes. There are four, five, or six men who wear big skirts of different colors. And as the music plays, they dance in circles round and round – they don't stop! It's really interesting.
- Presenter** Thanks, Joe. And now here's David.
- David** Hi there. My favorite dance is the Kecak – you can see it in Bali in Indonesia. A lot of men sit in a circle – there isn't any music, but the men repeat the word "kecak" and they move their arms in the air.
- Presenter** Is it only men who do this?
- David** Yes, it is.
- Presenter** OK. Thank you, David, and everyone!

## Vocabulary, Exercise 1

Page 79, CD2, Track 2.16

- A Jeans
- B A T-shirt
- C Sneakers
- D A coat
- E A dress
- F Shoes
- G Shorts
- H A shirt
- I Socks
- J A sweater
- K A skirt
- L Pants

## Pronunciation, Exercises 1 and 3

Page 121, CD2, Track 2.17, 2.18

- Mom** I'm going shopping. Do you want anything?  
**Brad** Yes! I need a T-shirt. Oh, and some socks, please.  
**Mom** OK. A T-shirt and socks ...  
**Brad** Actually, I need a T-shirt, socks, sneakers, a jacket, and a baseball cap.  
**Mom** A T-shirt, socks, sneakers, a jacket, and a baseball cap. I think you need to come with me!

## CAMBRIDGE ENGLISH: TOWARD Key

## THiNK EXAMS

### Listening, Part 1, Exercise 1

Page 82, CD2, Track 2.20

Example: What time does Rob get home from school?

- Anne** What time do you get home from school?  
**Rob** Well, my school finishes at a quarter to three.  
**Anne** A quarter to three?  
**Rob** Yes, and I get home at a quarter after three.  
**Anne** So it takes you half an hour to get home?  
**Rob** That's right. Thirty minutes.

1

When is Kim's birthday?

- Kim** When's your birthday, Chris?  
**Chris** It's next week.  
**Kim** What day?  
**Chris** It's on the 13th. I think it's Sunday.  
**Kim** I don't believe it.  
**Chris** What?  
**Kim** It's the day before mine. My birthday's on the 14th.

2

What is Lidia's favorite month?

- Steve** What's your favorite month, Lidia?  
**Lidia** Well, I love the summer: June, July, August.  
**Steve** But which is your favorite?  
**Lidia** July, because my birthday's in July, too.  
**Steve** I love August because that's when we're on vacation!

3

Which instrument does Mike play?

- Oliver** Are you in a band, Milly?  
**Milly** Yes, I am. I'm the singer.  
**Oliver** Who else is in the band?  
**Milly** Mike and Hannah. Mike plays the trumpet and Hannah plays the guitar.  
**Oliver** Do you need a piano player?  
**Milly** Yes. Do you know anyone, Oliver?  
**Oliver** Yes, me. I play the piano.

4

Which of Jessica's clothes does Luke like?

- Luke** You look nice, Jessica.  
**Jessica** Thanks.  
**Luke** Is your jacket new?  
**Jessica** Yes, it is. And so are my sneakers.  
**Luke** Well, I like your T-shirt, Jessica. It's great.

## UNIT 9

### Vocabulary, Exercise 1

Page 86, CD2, Track 2.22

Example: Chicken

- 1 Beef
- 2 Lamb chops
- 3 Burger
- 4 Banana
- 5 Orange
- 6 Apple
- 7 Strawberry
- 8 Potato
- 9 Carrot
- 10 Tomato
- 11 Pepper
- 12 Coffee
- 13 Tea
- 14 Milk
- 15 Juice

### Listening, Exercises 2 and 3

Page 87, CD2, Track 2.23

- Raul Mom?  
Mom Yes, Raul?  
Raul Can I make an omelette?  
Mom You? You want to make an omelette?  
Raul I know, Mom. But I want to learn to cook. So can I try?  
Mom Yes, of course you can. Would you like some help?  
Raul Well, no, Mom. I really want to do it by myself. OK?  
Mom Sure. Have fun.  
Raul OK, omelette, here we come. Umm ... Mom?  
Mom What is it, Raul?  
Raul Do we have any eggs?  
Mom Yes, of course.  
Raul Great. Where are they?  
Mom In the fridge, Raul.  
Raul OK, cool. And how about some milk? Do we have any?  
Mom Yes, Raul. It's right in front of you. In the fridge.  
Raul Ah, alright ... eggs, milk, umm ... tomatoes. I need tomatoes. Mom?  
Mom Can I come into the kitchen now?  
Raul No, wait, Mom!  
Mom OK, the tomatoes are on the table.  
Raul Thanks, Mom. Oh, no! I must be quick now. Oh, no. Oh, no!  
Mom Oh, dear!  
Raul Mom?  
Mom What is it, Raul?  
Raul Can I go to the pizza place? I'm hungry!  
Mom Yes, you can. But look at the kitchen.  
Raul Can I clean the kitchen later?  
Mom OK. But don't forget to do it.

### Grammar, Exercise 2

Page 87, CD2, Track 2.24

Example: Can I do my homework later?

- 1 Can I try on these jeans, please?
- 2 Can I use your laptop, please?
- 3 Dad, can I go out tonight?
- 4 Can we play baseball in the backyard?
- 5 Can we eat dinner in front of the TV?

### Pronunciation, Exercises 1–3

Page 121, CD2, Track 2.26, Track 2.27

- Waitress Would you like soup or salad?  
Mike Salad, please.  
Waitress Chicken or fish?  
Mike I think I'll have fish today.  
Waitress Would you like dessert?  
Mike Yes, please!  
Waitress Cake or fruit?  
Mike Hmm ... I'll have fruit.  
Waitress And coffee or juice?  
Mike Oh, coffee, please.

### Vocabulary, Exercise 1

Page 89, CD2, Track 2.28

- A Cereal  
B Fruit  
C Butter  
D Yogurt  
E Bread  
F Jam  
G Honey  
H Toast  
I Egg

## UNIT 10

### Vocabulary, Exercise 1

Page 94, CD2, Track 2.31

Last weekend, last Sunday, last night, last week, last month, last year

Yesterday morning, yesterday afternoon, yesterday evening  
In 2014

At 4 o'clock, at 5:30, at 6:00 a.m., at 6:30 p.m.

### Listening, Exercises 2 and 3

Page 95, CD2, Track 2.32

- Tamara Hi, Ethan.  
Ethan Hi. How are you?  
Tamara Well, I'm fine, but how are you? We were all at the movies on Saturday evening. Only you weren't there. Where were you?  
Ethan I'm sorry. I was at a birthday party.  
Tamara Whose birthday was it?  
Ethan You don't know her. She's a good friend of mine. Her name's Laura.  
Tamara Was it a good party?  
Ethan Oh, yeah. It was fantastic.  
Tamara Great. Were there a lot of people?  
Ethan No, there weren't. There were only 12 people, but they were all cool.  
Tamara Why were they so cool?  
Ethan Umm ... well, they were just great, really. There was Laura, my friend, and her sister, Julia. There were four other girls. There was me, of course. And there were five other people – special guests.  
Tamara Special guests? Who were they?  
Ethan They were from a band.  
Tamara What was the band's name?  
Ethan I can't remember. Ah, let me think ... R5?  
Tamara You're joking! R5? The famous R5? Were they really at the party?  
Ethan Yes, they were. And their music wasn't bad.  
Tamara Really? Wow! My favorite band was at the party! I can't believe it. You were so, so lucky! Wow!  
Ethan Tamara, that was only a joke. R5 wasn't at the party. But their concert was live online. And we watched it.  
Tamara Oh, ha ha, Ethan. Very funny!

### Grammar, Exercise 3

#### Page 95, CD2, Track 2.33

Jen Oh, no!  
Pedro What's wrong?  
Jen My phone! Where is it? It was in my jacket!  
Pedro OK, calm down. Where was your phone this morning?  
Jen Well, I was at home from nine to ten o'clock.  
Pedro And then? Were you downtown?  
Jen Yes, I was. I was at the mall. And I'm 100% certain that my phone was in my pocket.  
Pedro Were Steve and Marta with you?  
Jen No, they weren't. I was alone.  
Pedro OK. At the mall, which stores were you in?  
Jen Only the shoe store.  
Pedro Wait a minute. Let me call you.  
Jen It's ringing! Oh, look, in the shoe bag! It was there all the time!

### Pronunciation, Exercises 1 and 3

#### Page 121, CD2, Track 2.35, Track 2.36

My grandmother lived in the country. She walked to town to go to school. She finished school when she was twelve. She started working in a bottle factory. She worked in the factory until she married my grandfather. One day, she invented a machine that cleaned bottles. The factory wanted the machine, and my grandparents were rich after that!

### Vocabulary, Exercise 1

#### Page 97, CD2, Track 2.37

- A It's snowing.
- B It's hot.
- C It's warm.
- D It's windy.
- E It's cold.
- F It's cloudy.
- G It's raining.
- H It's sunny.

## UNIT 11

### Listening, Exercises 1 and 2

#### Page 105, CD2, Track 2.40

Jack Hey, Bella. Did you have a good vacation?  
Bella Hi, Jack. Yeah, thanks, it was awesome.  
Jack Where did you go?  
Bella Belize.  
Jack Where?  
Bella Belize. It's in Central America. South of Mexico.  
Jack Oh, right. So why did you go there?  
Bella Because there are amazing animals and birds there. We all love animals in my family. In fact, my dad worked in a zoo a long time ago.  
Jack Oh, I didn't know that. So, did you see any exciting animals?  
Bella Yes, we did! Lots of them. We wanted to see cats, but ...  
Jack Cats? They're not exciting. We have two cats at home!  
Bella Ha, ha! I mean big cats.  
Jack Big cats – like tigers?  
Bella That's right, but there aren't any tigers in Belize. But they have jaguars there!  
Jack Wow. Did you see one?  
Bella No, we didn't – but we heard them outside at night. Sometimes they made a really loud noise!  
Jack You heard them? Outside your hotel?  
Bella No! You see, we didn't stay in a hotel.  
Jack Where did you stay, then? Not in a tent!  
Bella Yes, we went camping! It was fantastic.  
Jack But that's dangerous!  
Bella No, not really. Well, a little. I mean, sometimes there were snakes. I saw a snake one day. It was yellow and black and ...  
Jack Wait, wait! Jaguars AND snakes? That doesn't sound like a fun vacation!  
Bella Well, it was fun. So what did you do on your vacation, Jack?

Jack Um, well, I stayed on my uncle's farm for two weeks. I helped him with the sheep and the cows.  
Bella Oh, so you were with dangerous animals, too!  
Jack Hey! Sometimes, you know, cows can be dangerous ...

### Pronunciation, Exercises 1 and 3

#### Page 121, CD 2, Track 2.41, Track 2.42

Pam Where did you go last summer?  
John I went to Kenya, in Africa.  
Pam What did you see?  
John We saw lions, elephants, and zebras.  
Pam Who did you go with?  
John I went with my parents.  
Pam Did you have a good time?  
John We had a great time!

### Vocabulary, Exercise 1

#### Page 107, CD2, Track 2.44

Example: Dirty

- 1 Boring
- 2 Dangerous
- 3 Beautiful
- 4 Smart
- 5 Mean

## UNIT 12

### Vocabulary, Exercise 1

#### Page 112, CD2, Track 2.47

- A Ferry boat
- B Taxi
- C Train
- D Helicopter
- E Motorcycle
- F Plane

### Pronunciation, Exercises 1 and 3

#### Page 121, CD2, Track 2.48, Track 2.49

A plane is faster than a car.  
A bike is slower than a train.  
A speedboat is quicker than a ferry.  
A bike is easier to ride than a horse.

### Listening, Exercises 1 and 2

#### Page 113, CD2, Track 2.50

Man Good morning. How can I help you?  
Amy Good morning. I want to go to New York. What time's the next train?  
Man The next one is at a quarter after nine.  
Amy And the one after that?  
Man There's one at 9:40. But that's the slower train. It stops everywhere.  
Amy Hmm, that's not so good.  
Man But if you wait for five minutes you can get the 9:45. That's much quicker.  
Amy What time does that one arrive in New York?  
Man At a quarter to eleven.  
Amy A quarter to eleven. And how much is a ticket to New York?  
Man Do you want one way or round trip?  
Amy A round trip ticket, please.  
Man Returning to Cold Spring today?  
Amy No, I want to come back on Friday.  
Man Friday. OK, that's \$16.40, please.  
Amy What platform does the train leave from?  
Man Platform 13. It's on the other side of the bridge.  
Amy And do you know what platform it arrives at in New York?  
Man The platform it arrives at?  
Amy Yes, my mom wants to meet me there.  
Man Ok, let me see. The 9:45 ... arrives in New York at platform ... 9.  
Amy Platform 9. I'll text my mom. Thank you so much.  
Man You're welcome. And have a great trip.



**Listening, Part 3, Exercise 2**

**Page 118, CD2, Track 2.53**

**Penny** Hey, Seth. Is that your dog?

**Seth** No, Penny, it's my grandma's. His name is Spot. I'm taking him for a walk.

**Penny** Do you have a pet?

**Seth** Yes, I have a rabbit named Floppy and a cat named Spike.

**Penny** I had a rabbit. Her name was Dolly. She died last year.

**Seth** Oh, I'm sorry.

**Penny** It's OK. I have a fish now.

**Seth** A fish?

**Penny** Yes, Nemo. He's easier to look after than a rabbit. He only eats once every day.

**Seth** Really? Spike eats two times a day and Floppy eats three times.

**Penny** And I only have to clean his bowl once a week. It's pretty easy.

**Seth** I think I want a fish.

# WORKBOOK ANSWER KEY

## WELCOME UNIT

### The alphabet

#### 02 Exercise 1

**Names:** 1 Anna 2 Olivia 3 Lucy 4 William 5 David  
**Cities:** 1 London 2 Paris 3 New York 4 Madrid 5 Cairo  
6 Cape Town

#### Audio Script Track 02

##### Names

**Example:** Pedro – P-E-D-R-O – Pedro

1 Anna – A-N-N-A – Anna  
2 Olivia – O-L-I-V-I-A – Olivia  
3 Lucy – L-U-C-Y – Lucy  
4 William – W-I-L-L-I-A-M – William  
5 David – D-A-V-I-D – David

##### Cities

1 London – L-O-N-D-O-N – London  
2 Paris – P-A-R-I-S – Paris  
3 New York – N-E-W-Y-O-R-K – New York  
4 Madrid – M-A-D-R-I-D – Madrid  
5 Cairo – C-A-I-R-O – Cairo  
6 Cape Town – C-A-P-E-T-O-W-N – Cape Town

### Exercise 2

1 English 2 book 3 alphabet 4 word 5 color

### Colors

#### 03 Exercise 1

1 red 2 green 3 white 4 blue 5 brown 6 yellow  
7 purple 8 gray 9 orange 10 pink

#### Audio Script Track 03

**Example:** Black

1 Red  
2 Green  
3 White  
4 Blue  
5 Brown  
6 Yellow  
7 Purple  
8 Gray  
9 Orange  
10 Pink

### Exercise 2

orange, black, gray, blue, red, purple, pink, brown, white, yellow

### International words

#### Exercise 1

1 bus 2 café 3 wi-fi 4 sushi 5 banana 6 hamburger  
7 hotel 8 city 9 phone 10 pizza 11 restaurant  
12 sandwich 13 taxi 14 television 15 tablet

#### 04 Exercise 2

2 café 3 television 4 pizza 5 tablet 6 hamburger  
7 phone 8 city 9 hotel 10 airport

#### Audio Script Track 04

1 Sushi  
2 Café  
3 Television  
4 Pizza  
5 Tablet  
6 Hamburger  
7 Phone  
8 City  
9 Hotel  
10 Airport

## SUMMING UP

#### Audio Script Track 05

1 Draw a yellow taxi.  
2 Draw a red phone.  
3 Draw a white and black ball.  
4 Draw a pink and purple bus.  
5 Draw a white, green, and orange pizza.  
6 Draw a brown, red, and green sandwich.

### Articles: *a* and *an*

#### Exercise 1

1 an 2 an 3 a 4 an 5 a 6 a 7 a 8 a 9 a

#### Exercise 2

**a:** city, hamburger, hotel, TV show  
**an:** actor, airport, apple, orange

### The day

#### Exercise 1

1 night  
2 evening  
3 afternoon

### Saying Hello and Goodbye

#### Exercise 1

**Picture A:** Good afternoon, Good evening, Good morning, Hi  
**Picture B:** Bye, Good night, See you

### Classroom objects

#### Exercise 1

2 F 3 E 4 A 5 D 6 G 7 H 8 I 9 C 10 B

### Exercise 2

W	A	B	C	Z	B	O	A	R	D
I	B	R	V	N	O	W	T	O	P
N	O	O	R	Q	O	M	K	T	E
D	P	O	T	D	K	B	L	C	N
O	L	D	T	B	Z	K	S	E	D
W	N	V	M	I	Q	G	J	J	U
E	S	R	E	T	U	P	M	O	C
X	J	L	V	C	H	A	I	R	Z
L	R	F	L	I	C	N	E	P	M
G	S	Y	H	X	E	K	L	Q	B

## SUMMING UP

### 06 Dialogue 1

- 2 Hello, Connor. How are you?  
3 I'm fine. And you?  
4 I'm great, thanks.

### 06 Dialogue 2

- 1 Bye, Paula.  
2 Bye, Lucas. See you later.  
3 Yeah, have a good day.

### 06 Dialogue 3

- 1 Good afternoon, Mrs. Edwards.  
2 Hello, Lily. How are you?  
3 I'm fine, thank you.  
4 Good. I'll see you in class.  
5 Bye, Mrs. Edwards.

### Audio Script Track 06

#### Dialogue 1

- Connor Good morning, Mr. Davis.  
Mr. Davis Hello, Connor. How are you?  
Connor I'm fine. And you?  
Mr. Davis I'm great, thanks.

#### Dialogue 2

- Lucas Bye, Paula.  
Paula Bye, Lucas. See you later.  
Lucas Yeah, have a good day.

#### Dialogue 3

- Lily Good afternoon, Mrs. Edwards.  
Mrs. Edwards Hello, Lily. How are you?  
Lily I'm fine, thank you.  
Mrs. Edwards Good. I'll see you in class.  
Lily Bye, Mrs. Edwards.

### Numbers 0-20

#### Exercise 1

- 1 4 2 8 3 20 4 5 5 12 6 6 7 11 8 1 9 15  
10 19 11 0 12 7 13 16 14 18 15 10 16 14 17 3  
18 13 19 17 20 2 21 9

### Plural nouns

#### Exercise 1

- 1 women 2 children 3 pencils 4 pens 5 chairs  
6 door 7 windows 8 books 9 computers 10 phones

### Classroom language

#### Exercise 1

- 1 Close your books. 2 Listen. 3 Work with a partner.  
4 Look at the picture. 5 Raise your hand. 6 Open your books.

### Numbers 20-100

#### Exercise 1

- 1 30 2 40 3 90 4 100 5 50 6 20 7 60 8 80  
9 34 10 68 11 21 12 99 13 53

### 07 Exercise 2

- 1 sixty-two 2 ninety-eight 3 eighty 4 forty-three  
5 twenty-seven 6 seventy-six 7 fifty-one 8 sixty-nine  
9 eighty-five 10 seventy-one 11 twenty-two 12 thirty-seven  
13 fifty five 14 one hundred

### Audio Script Track 07

#### Example: 34

- 1 62  
2 98  
3 80  
4 43  
5 27  
6 76  
7 51  
8 69  
9 85  
10 71  
11 22  
12 37  
13 55  
14 100

### Messages

#### 08 Exercise 1

- 1 James 2 7 3 9 4 298-555-8758 5 Claire 6 Greene  
7 34 8 15 9 237-564-1453

### Audio Script Track 08

#### Message 1

- Man Hello, this is a message for Luke from Paul James. That's J-A-M-E-S.  
Just to let you know that my address is 7 Elm Street. You can get the number 9 bus from the bus station. It stops outside my house.  
Please call me at 298-555-8758. That's 298-555-8758.

#### Message 2

- Woman Hi, this is a message for Debbie from Claire Greene. That's Claire - C-L-A-I-R-E and Greene - G-R-E-E-N-E. I live at 34 Park Lane.  
Take the number 15 bus from the bus station. It's near my house.  
Any problems, call me at 237-564-1453. That's 237-564-1453.  
See you Tuesday!

## SUMMING UP

### Exercise 1

- 1 191
- 2 3
- 3 247 676 5745
- 4 Donaldson
- 5 17-22
- 6 16
- 7 783 734 8383

### Audio Script Track 09

#### Message 1

**Man** Good morning, this is a message for Marco from Mr. Cleverly. That's C-L-E-V-E-R-L-Y.  
I'm calling to say that my address is 191 Valley Street. To get there, take the number 3 bus. It stops outside my house.  
Call me at 247-676-5745.

#### Message 2

**Woman** Hello, this is a message for Carla from Jane Donaldson. That's D-O-N-A-L-D-S-O-N.  
My address is 1722 Ridge Road.  
You can take the number 16 bus there. It stops near my house.  
Call me if you have a problem at 783-734-8383.

## UNIT 1 ONE WORLD

### GRAMMAR

#### Exercise 1

- 1 How 2 Where 3 Who 4 Why

#### Exercise 3

- 1 We 2 They 3 He 4 I 5 You 6 They 7 It

#### Exercise 4

- 1 are 2 is 3 is 4 is 5 are 6 are

#### Exercise 5

- 1 'm 2 're 3 're 4 's 5 's

#### Exercise 6

- 1 She's Russian.
- 2 You're a good friend.
- 3 They're British.
- 4 We're from Boston.
- 5 I'm Paul. What's your name?
- 6 He's 12 today.

## GET IT RIGHT!

- 1 The classes are two hours long.
- 2 It is / It's cold today.
- 3 Is the English player good? / Are the English players good?
- 4 We are / We're from France.
- 5 My favorite country is the U.S.

## VOCABULARY

### Exercise 1

Mexico, The USA, Japan, Portugal, Turkey, South Africa, Russia, The UK, Australia

G	H	I	S	O	C	I	X	E	M
U	B	R	A	Z	I	L	S	G	E
A	B	V	J	A	S	K	O	L	T
I	C	N	A	M	P	S	U	I	U
L	Y	E	I	F	A	L	T	C	R
A	M	Z	S	E	F	L	H	G	K
R	T	B	S	K	R	R	A	H	E
T	H	E	U	S	A	U	F	X	Y
S	E	V	R	W	T	Z	R	B	J
U	U	J	A	P	A	N	I	T	Q
A	K	K	A	Y	H	B	C	N	M
G	P	O	R	T	U	G	A	L	D

### Exercise 2

- 1 British
- 2 Mexican
- 3 American
- 4 Australian
- 5 Russian
- 6 Brazilian
- 7 Portuguese
- 8 Japanese
- 9 Turkish

### Exercise 3

- 1 big
- 2 clean
- 3 fast
- 4 new
- 5 cheap
- 6 dirty
- 7 old
- 8 slow
- 9 small

### Exercise 4

- 1 Her pen is red.
- 2 Our house is old.
- 3 Their bikes are fast.
- 4 Our school is big.
- 5 My bedroom is small.
- 6 Her car is expensive.

## READING

### Exercise 1

Name	Age	Country	City	Favorite Sportsperson
Pedro	10	Brazil	Belo Horizonte	Usain Bolt
Brittany	12	Britain / England	Manchester	Missy Franklin
Oleg	11	Russia	Moscow	Mariya Savinova
Yumi	11	Japan	Kyoto	Zheng Jie

### Exercise 2

- 1 d 2 a 3 b 4 e

Exercise 3

1 T 2 T 3 F 4 T 5 F 6 F 7 F 8 T 9 F

DEVELOPING WRITING

Exercise 1

- 1 Brazil
- 2 12
- 3 Lionel Messi
- 4 will.i.am

Exercise 2

- 1 Seattle, U.S.
- 2 11
- 3 Serena Williams
- 4 Taylor Swift

LISTENING

12 Exercise 1

A 3 B 0 C 1 D 2 E 4

12 Exercise 2

- Picture A: Steve
- Picture B: Haruka
- Picture C: Roberto
- Picture D: Ayse
- Picture E: Kayla

Audio Script Track 12

Roberto

Hi, What's your name?

Haruka

I'm Haruka, and who are you?

Roberto

I'm Roberto.

Haruka

Nice to meet you, Roberto.

Roberto

Nice to meet you too, Haruka.

Haruka

Where are you from, Roberto?

Roberto

I'm from Portugal. And you?

Haruka

I'm from Japan. I'm from Tokyo.

Roberto

Cool. I'm from Lisbon.

\*\*\*\*\*

Haruka

Who's that girl?

Roberto

That's Ayse. She's my friend.

Haruka

Where's she from?

Roberto

Turkey.

Haruka

Turkey?

Roberto

Yes, She's from Istanbul.

\*\*\*\*\*

Haruka

And who are they?

Roberto

That's Steve and Kayla.

Haruka

Where are they from?

Roberto

Steve's British and Kayla's South African.

Haruka

What cities are they from?

Roberto

Steve's from London.

Haruka

London?

Roberto

Yes, and Kayla's from Cape Town.

Haruka

Cape Town. That's a great city.

Exercise 3

1 B 2 A 3 A 4 B

DIALOGUE

Exercise 1

1 A 2 B 3 B 4 A 5 C 6 C

PHRASES FOR FLUENCY

Exercise 1

1 b 2 a 3 d 4 c

Exercise 2

- 1 How's it going?
- 2 See you later.
- 3 That is so awesome!
- 4 I know!

SUM IT UP

Exercise 1

1 B 2 A 3 B 4 A

Exercise 2

1 A 2 A 3 C 4 B

Exercise 3

1 A 2 C 3 B 4 C

Exercise 4

1 A 2 C 3 B 4 A

UNIT 2 I FEEL HAPPY  
GRAMMAR

Exercise 1

- 1 are, 're
- 2 's, 'm
- 3 are, are
- 4 are
- 5 is

Exercise 2

- 1 isn't
- 2 aren't
- 3 aren't
- 4 isn't, aren't
- 5 isn't
- 6 'm not

Exercise 3

- 0 aren't
- 1 Am, are
- 2 Are, aren't
- 3 Is, isn't
- 4 Is, is
- 5 Are, 'm not

Exercise 4

- 1 Are you 15?
- 2 Are you Mexican?
- 3 Is your mom a teacher?
- 4 Is your dad from Brazil?
- 5 Are you happy?
- 6 Are your classmates friendly?

Exercise 5

1 Is 2 Are 3 Is 4 isn't 5 isn't 6 am 7 is  
8 are 9 are 10 aren't 11 is 12 is 13 isn't

Exercise 6

1 them 2 her 3 us 4 him 5 me 6 you

### Exercise 7

- 1 her 2 them 3 him 4 it

### Exercise 8

- 1 Do you like the TV show *Dr Who*?
- 2 Does your dad like soccer?
- 3 Does your best friend like the band called The Asteroids Galaxy Tour?
- 4 Do you like Taylor Swift?
- 5 Does your mom like comedy movies?
- 6 Do you like the song "Good Feeling" by Flo Rida?
- 7 Do your mom and dad like talent shows?

Answers to questions are students' own.

## GET IT RIGHT!

- 1 them 2 it 3 it 4 them 5 them 6 it

## VOCABULARY

### Exercise 1

- 1 excited
- 2 worried
- 3 angry
- 4 bored
- 5 hot
- 6 thirsty
- 7 sad
- 8 cold
- 9 hungry

### Exercise 2

- 1 angry
- 2 bored
- 3 excited
- 4 worried
- 5 sad
- 6 thirsty
- 7 hungry
- 8 cold
- 9 hot

### Exercise 3

- 1 excited
- 2 hot
- 3 hungry
- 4 cold
- 5 thirsty
- 6 angry

### Exercise 4

- 1 good
- 2 great
- 3 awful
- 4 funny
- 5 terrible
- 6 excellent
- 7 exciting

## READING

### Exercise 1

- 1 likes
- 2 doesn't like
- 3 doesn't like
- 4 doesn't like
- 5 likes

### Exercise 2

- 1 Ella Yelich-O'Connor
- 2 Lorde

### Exercise 3

- 1 Yes, she does.
- 2 No, she isn't.
- 3 Yes, he is.
- 4 Yes, she is.
- 5 Yes, she does.
- 6 Yes, she does.
- 7 Yes, they are.

## DEVELOPING WRITING

### Exercise 1

**Adjectives to be underlined:** bored, great, friendly, funny, happy, terrible, bad, bored, great, excellent, good, great, funny, good, terrible, awful

### Exercise 2

**Positive:** great, friendly, funny, happy, excellent, good  
**Negative:** bored, terrible, bad, awful

### Exercise 3

- 1 doesn't like, terrible 2 likes, excellent 3 likes, funny
- 4 doesn't like, terrible

## LISTENING

### 15 Exercise 1

dialogue 4

### 15 Exercise 2

- 2 F 3 F 4 T 5 T

### 15 Exercise 3

- 1 excited
- 2 cold, cold, No, I'm not, cold, close
- 3 like, don't like
- 4 tired, bored, like
- 5 sad, terrible

### Audio Script Track 15

- 1
- Kate** Hi, Jane.  
**Jane** Oh, hi Kate.  
**Kate** It's Emma's birthday today. Is she excited?  
**Jane** Yes, she is. I'm excited, too.
- 2
- Tom** What's wrong?  
**Woman** It's cold in here. Are you cold, Tom?  
**Tom** No, I'm not. I'm wearing a sweater.  
**Woman** Well, I'm very cold. Can you close the window?  
**Tom** OK.
- 3
- Girl** There's a test tomorrow. Are you worried, John?  
**John** No, I'm not worried about it. I like English. I'm just tired.  
**Girl** Well, I'm worried. I'm very worried. I don't like English.
- 4
- Man** What's wrong, Tim? Are you tired?  
**Tim** No, I'm not. I'm just bored. I don't like this movie.  
**Man** Why? I like it. It's very funny.
- 5
- Girl** What's wrong with Helen? Why is she sad?  
**Boy** Her cat's sick. It's at the vet's.  
**Girl** Oh, no. That's terrible. Poor Helen.

## DIALOGUE

### Exercise 1

- 1 likes
- 2 terrible
- 3 don't like
- 4 great / funny
- 5 funny / great

## TRAIN TO THINK

### Exercise 1

**Countries:** New Zealand, the US, Turkey  
**Feelings:** sad, thirsty, tired  
**Places:** school, stadium, theater

### Exercise 3

- 1 Adjectives
- 2 Numbers
- 3 Names

## EXAM SKILLS: Reading

### Exercise 1

B

### Exercise 2

B

### Exercise 3

**two emotions:** bored, excited  
**two positive adjectives:** excellent, great  
**two negative adjectives:** bored, terrible

### Exercise 4

**Who?** Tim  
**What?** his birthday  
**When?** today  
**Where?** at home, in the yard

### Exercise 5

1 A 2 A 3 A 4 B 5 B 6 B

## CONSOLIDATION: UNITS 1 AND 2

## LISTENING

### 16 Exercise 1

1 B 2 C 3 A 4 B

### 16 Exercise 2

1 T 2 F 3 F 4 F 5 F 6 T

### Audio Script Track 16

**Annie** Hi, my name's Annie. I'm South African. I'm from Cape Town. I'm 14 years old. I love sports. My favorite sportsperson is Ian Thorpe. He's a swimmer. I like pop music. My favorite singer is Adele. She's great. I like movies, too. My favorite actor is Bradley Cooper. He's really funny. My best friend isn't from South Africa. He's from Brazil. His name is Pedro, and he's 14, too.

## VOCABULARY

### Exercise 3

- 1 expensive 2 Japanese 3 Russian 4 fast 5 old
- 6 angry 7 tired 8 thirsty 9 exciting 10 terrible

## GRAMMAR

### Exercise 4

1 it 2 Do 3 them 4 her 5 She 6 him 7 He

### Exercise 5

- 1 'm not, 'm
- 2 Is, isn't
- 3 are
- 4 Are, are
- 5 isn't, 's
- 6 are, 're
- 7 are, 's, 's
- 8 's, 's

### Exercise 6

- 1 Hi, Simon, how's it going?
  - 2 Oh, hi, Nicky. I'm fine. How about you?
  - 3 I'm great. It's my birthday today.
  - 4 Awesome! Happy Birthday!
  - 5 Thanks. I'm on my way to the new pizza restaurant.
  - 6 The new pizza restaurant? It's great.
  - 7 I know. I'm really excited.
  - 8 Well, have fun. See you later.
  - 9 Bye.
- (Correct order: 3, 7, 9, 5, 1, 8, 4, 2, 6)

## READING

### Exercise 7

**Age:** 13  
**Nationality:** American  
**Likes:** basketball, soccer, music  
**Favorite sportsperson:** Tim Howard  
**Favorite singer:** Ed Sheeran  
**Best friend:** Lisa

### Exercise 8

- 1 Brad's home town is Dallas.
- 2 Brad really likes basketball and soccer.
- 3 Tim Howard is a soccer player.
- 4 Brad's favorite singer is a man.
- 5 Brad's best friend is a girl.
- 6 Lisa is 13.
- 7 Lisa is at his school.

## UNIT 3 ME AND MY FAMILY

## GRAMMAR

### Exercise 1

- 1 Pietro's
- 2 Gabriella's
- 3 grandmother's
- 4 mother's
- 5 Jarrod's
- 6 Anna's

### Exercise 2

your, his, her, our, their

### Exercise 3

- 1 your 2 your 3 my 4 Her 5 our 6 my 7 their
- 8 his

#### Exercise 4

1 her 2 her 3 their 4 our 5 his 6 his 7 their  
8 our 9 your, my 10 your / her, my / her

#### Exercise 5

1 B 2 B 3 C 4 C 5 B 6 C 7 A 8 B 9 B 10 C

#### Exercise 6

1 Those  
2 This  
3 These  
4 That  
5 This  
6 Those  
7 That  
8 These

### GET IT RIGHT!

1 this  
2 These  
3 this  
4 these  
5 These  
6 this  
7 These  
8 This

### VOCABULARY

#### Exercise 1

1 son  
2 mother  
3 husband  
4 wife  
5 cousin  
6 grandmother  
7 grandfather  
8 grandson

#### Exercise 2

1 mother  
2 aunt  
3 sister  
4 brother  
5 father  
6 uncle  
7 daughter  
Mystery word: husband

#### Exercise 4

1 chair  
2 shower  
3 bed  
4 garage  
5 kitchen  
6 toilet

#### Exercise 5

1 bedroom  
2 hall  
3 yard  
4 kitchen  
5 bathroom

#### Exercise 6

1 X 2 ? 3 ✓ 4 ? 5 X 6 X 7 ✓ 8 ?

### READING

#### Exercise 1

1 F 2 F 3 F 4 T 5 F 6 F 7 F

#### Exercise 2

Her family is big.

#### Exercise 3

1 teacher  
2 Canada  
3 photographer  
4 Chicago, Canada  
5 Patty  
6 bedroom  
7 beds

### DEVELOPING WRITING

#### Exercise 1

**perfect bedroom:** big, yellow walls, very big bed, desk near window, new computer  
**real bedroom:** small, blue walls, small bed, desk near door, old computer

#### Exercise 2

1 and 2 and 3 but

### LISTENING

#### 18 Exercise 1

1 Jack  
2 Tony  
3 Jack  
4 Tony's

#### 18 Exercise 2

1 love  
2 likes  
3 What  
4 nice  
5 fantastic  
6 looks  
7 cool  
8 really  
9 like

#### Audio Script Track 18

**Tony** Well, Christine, this is my room.  
**Christine** It looks really nice, Tony. It's big! And I like the colors – yellow and red, great!  
**Tony** Well, it's Jack's room, too. He's my brother.  
**Christine** Oh, right, OK. Hey! This TV looks really cool!  
**Tony** Thanks. I really like watching soccer and auto racing.  
**Christine** Wow! Are these your DVDs, Tony? They're great! I love movies.  
**Tony** No, they're my brother's. He really likes old movies. Very, very old movies.  
**Christine** What a nice collection!  
**Tony** Yeah. It's not bad. But the movies are a little boring!  
**Christine** No, they're great! Hey! Are these your CDs? They're fantastic! This one looks really cool!  
**Tony** Yeah, I really like Ella Henderson. She's my favorite. She's a great singer.  
**Christine** Let's listen to it now!  
**Tony** OK.



# DIALOGUE

## Exercise 1

### Dialogue 1

- 1 Happy birthday, Pat! This is a present for you.
  - 2 For me? Thanks, Lucy. Oh, a T-shirt! And it's really cool!
  - 3 Yes, it is cool. I love T-shirts!
  - 4 Your T-shirt's nice, too. I really like it.
  - 5 This one? It's from Italy. It's a birthday present from my Italian friend.
- (Correct order: 3, 1, 5, 2, 4)

### Dialogue 2

- 1 Hi, Ally. Nice to see you. Come in!
  - 2 Hi, Jim. Thanks. Wow, I really like your house.
  - 3 Thank you! Come into the kitchen. My mom and dad are there.
  - 4 Is your brother there, too?
  - 5 No, he isn't. He's in his bedroom.
- (Correct order: 3, 1, 5, 4, 2)

# PHRASES FOR FLUENCY

## Exercise 1

- 1 Oh, right
- 2 Let's go
- 3 Just a minute

## Exercise 2

- 1 just a minute
- 2 Oh, right
- 3 let's go

# SUM IT UP

## Exercise 1

- Across:** 7 stove, 8 toilet, 9 bedroom  
**Down:** 1 fridge, 2 chair, 4 couch, 5 bathtub, 6 kitchen, 7 shower

## Exercise 2

- a 300-year-old fridge

## Exercise 3

- 1 Hogworth
- 2 20
- 3 400 years old
- 4 10
- 5 10 a.m.
- 6 5 p.m.
- 7 Saturday and Sunday
- 8 \$10.00
- 9 \$25.00

# UNIT 4 IN THE CITY

# GRAMMAR

## Exercise 1

- 1 are
- 2 are
- 3 is
- 4 Is
- 5 is
- 6 are
- 7 are
- 8 Are

## Exercise 2

- 1 There are
- 2 there aren't
- 3 there are
- 4 there is
- 5 there are
- 6 there isn't
- 7 there are

## Exercise 3

- 1 any
- 2 some
- 3 any
- 4 any
- 5 some
- 6 any
- 7 some
- 8 some

## Exercise 4

- 1 any
- 2 any
- 3 some
- 4 any
- 5 some

## Exercise 5

- 1 there are some
- 2 There is a
- 3 there are some
- 4 there aren't any
- 5 there aren't any
- 6 there is an
- 7 there is a

## Exercise 6

- 1 Are there any, Yes, there are.
- 2 Are there any, I don't know.
- 3 Are there any, Yes, there are.
- 4 Are there any, No, there aren't.
- 5 Is there a, I don't know.
- 6 Is there a, No, there isn't.
- 7 Is there a, Yes, there is.
- 8 Are there any, I don't know.
- 9 Is there a, Yes, there is.

## Exercise 8

- 1 Don't go
- 2 be
- 3 Don't open
- 4 sit
- 5 Look
- 6 Don't buy
- 7 turn
- 8 Don't listen

## Exercise 9

- 1 look
- 2 open
- 3 Go
- 4 turn
- 5 listen to

# GET IT RIGHT!

- 1 some
- 2 any
- 3 any
- 4 some
- 5 some
- 6 any

# VOCABULARY

## Exercise 1

- 1 supermarket
- 2 museum
- 3 train station
- 4 library
- 5 park
- 6 bank
- 7 restaurant
- 8 drugstore

## Exercise 2

- 1 between
- 2 on the corner
- 3 across from
- 4 behind
- 5 in front of

## Exercise 3

- 1 next to
- 2 between
- 3 across from
- 4 behind
- 5 behind / in front of / across from
- 6 across from / behind / in front of

## Exercise 4

- 1 117
- 2 one hundred and twenty-five
- 3 198
- 4 two hundred and fifteen
- 5 312
- 6 six hundred and fifty-two
- 7 1300
- 8 one thousand four hundred
- 9 2620

## Exercise 5

- 1 sixty-five pounds fifty
- 2 one hundred and twenty euros
- 3 two hundred and seventy-five pounds ninety five
- 4 one hundred and forty-five dollars
- 5 one thousand six hundred euros

# READING

## Exercise 1

- 1 China
- 2 park
- 3 the world
- 4 Colorado
- 5 October 1
- 6 pop
- 7 are some

## Exercise 2

Harry

## Exercise 3

1 T 2 F 3 F 4 F 5 T 6 F 7 T 8 T

# DEVELOPING WRITING

## Exercise 1

Yes, she does.

## Exercise 2

- 1 and
- 2 or
- 3 so

## Exercise 3

1 b 2 a

# LISTENING

## 20 Exercise 1

Check these items: mall, museum, cafe, park, post office, bookstore, supermarket

## 20 Exercise 2

- 1 The mall is on Grand Boulevard. / The museum is on Park Road.
- 2 The museum isn't very big.
- 3 The mall is near the museum.
- 4 Stella wants books and maps for her project.
- 5 There are some places to eat in the mall.
- 6 Aunt Louisa's favorite café is next to the museum.

## Audio Script Track 20

- Matt** Aunt Louisa, are there any interesting places in the city?
- Aunt Louisa** Yes, there's a really good museum, there's a big park, and, of course, there's a really good mall.
- Stella** Where is the museum?
- Aunt Louisa** It isn't far, Stella. You can walk. Go down this street and turn left. The museum is on Park Road, between the park and the post office. It isn't very big, but there are some really interesting things in the museum.
- Matt** Is the mall near the museum?
- Aunt Louisa** Yes, Matt, only five minutes. Turn right when you come out of the museum and go down Park Road, past the supermarket. The mall is on the corner of Grand Boulevard. It's called the Boulevard Shopping Center.
- Matt** Great! I want some books and maps for my school project.
- Aunt Louisa** Well, there's a really good bookstore there.
- Stella** Are there places to eat in the mall?
- Aunt Louisa** Yes, but my favorite is a little café next to the museum. It has great desserts and ice cream!
- Stella** Cool! Let's go, Matt!
- Aunt Louisa** Bye! Have a good time!

# DIALOGUE

## Exercise 1

- 1 Hello. Can I help you?
  - 2 Hi. Yes. Do you have any yellow T-shirts?
  - 3 Yes. There's this one here.
  - 4 Oh, it's really nice. How much is it?
  - 5 \$15.50.
  - 6 Great! I'll take two, please.
  - 7 OK. That's \$31.00, please.
- (Correct order: 5, 7, 1, 3, 2, 6, 4)

## Exercise 2

- 1 three
- 2 much
- 3 is
- 4 expensive
- 5 That's

# TRAIN TO THINK

Possible answer: They buy the chair, the bed, the desk, speakers for their music players, and the TV.

# EXAM SKILLS

## 21 Exercise 1

Situation 1 one person  
Situation 2 one person  
Situation 3 two people

## Exercise 2

A 1 B 3 C 2

## 21 Exercise 3

**Situation 1:** Picture C

**Situation 2:** Picture A

**Situation 3:** Picture B

### Audio Script Track 21

#### Situation 1

Good morning, ladies and gentleman. The 10:20 train to Philadelphia is now ready to board on Platform 8. All passengers going to Philadelphia on the 10:20 train, please go now to Platform 8 and board the train. Thank you and have a great trip.

#### Situation 2

In New York today, heavy snow and strong winds mean that the three airports are closed. Many flights are cancelled tomorrow also. The airlines say that all passengers need to call before going to the airport. And that's the end of the news for tonight. Goodnight!

#### Situation 3

**Girl** This one's nice. I really like it!

**Woman** Me, too. It's really nice, isn't it? And it isn't expensive – only \$15.00!

**Girl** Do you have it in yellow?

**Woman** Sorry, no – only blue or green.

**Girl** OK, no problem.

**Woman** What size are you?

**Girl** Small, I think. Can I try it on?

**Woman** Of course!

## CONSOLIDATION: UNITS 3 AND 4 LISTENING

### 22 Exercise 1

1 B 2 B 3 A 4 B

### 22 Exercise 2

A 6 B 5 C 3 D 0 E 5 F 1

### Audio Script Track 22

My family is really big. There's my mom and dad, Jane and Billy, and then there are six children. Me and five girls! I'm number two after my sister Kate. Don't ask me the names of my other sisters. There are too many!

We live in a big house. There are five bedrooms, a big living room, and three bathrooms. That's very important with all those sisters. I'm lucky. I get my own room because I'm the only boy. We live in a small town in the U.S. There isn't much to do here. There isn't a library or a museum. There are only five stores. But there is a big park. I like to play there with my cousin Brad.

## VOCABULARY

### Exercise 3

- 1 living room – couch
- 2 son – daughter
- 3 garage – car
- 4 uncle – aunt
- 5 brother – sister
- 6 kitchen – stove
- 7 husband – wife

### Exercise 4

- 1 super market, fourteen dollars and ninety-nine cents
- 2 post office, two pounds fifty
- 3 train station, seventy-nine euros and fifty-nine cents
- 4 restaurant, twelve dollars and ninety-nine cents

## GRAMMAR

### Exercise 5

- 1 his 2 is 3 their 4 turn 5 any 6 those

## DIALOGUE

### Exercise 6

- 1 Really
- 2 looks
- 3 what
- 4 Thank
- 5 much
- 6 right

## READING

### Exercise 7

- 1 blue
- 2 \$9.99
- 3 sisters
- 4 birthday
- 5 three
- 6 five
- 7 T-shirt
- 8 nice

## UNIT 5 IN MY FREE TIME GRAMMAR

### Exercise 1

- 1 speak
- 2 teaches
- 3 likes
- 4 go
- 5 live

### Exercise 2

- 1 play
- 2 teaches
- 3 studies
- 4 play
- 5 loves

A 1 B 3 C 4 D 0

### Exercise 3

- 1 teaches
- 2 goes
- 3 speaks
- 4 watches
- 5 finishes
- 6 plays
- 7 studies

### Exercise 4

- 2 often
- 3 sometimes
- 4 never

### Exercise 5

- 1 Kelly is always happy.
- 2 They never do homework on the weekend.
- 3 You sometimes help Dad make dinner.
- 4 We are often tired on Friday afternoons.
- 5 It always rains on Saturdays!
- 6 Mom often flies to New York for work.
- 7 I am never bored in English classes.

### Exercise 7

- 1 don't go
- 2 don't listen
- 3 doesn't make
- 4 don't play
- 5 doesn't start
- 6 doesn't like

### Exercise 8

a 5 b 4 c 6 d 1 e 3 f 2

### Exercise 9

- 1 Does
- 2 Do
- 3 Does
- 4 Do
- 5 Does

### Exercise 10

- 1 Do you always do your homework?
- 2 Does your best friend play tennis?
- 3 Do you sometimes play computer games before school?
- 4 Do you and your friends play soccer?
- 5 Does your mom drive a car?

Answers to questions are students' own.

## GET IT RIGHT!

1 b 2 a 3 a 4 b 5 b 6 b

## VOCABULARY

### Exercise 1

1 a 2 f 3 b 4 c 5 d

### Exercise 2

- 1 shopping
- 2 his homework
- 3 dance
- 4 plays
- 5 listens

### Exercise 4

- 1 game console
- 2 MP3 player
- 3 smartphone
- 4 headphones
- 5 GPS
- 6 laptop
- 7 e-reader

### Exercise 6

Wednesday  
Friday  
Tuesday  
Sunday  
Thursday  
Saturday  
(Correct order: 1, 3, 5, 2, 7, 4, 6)

## READING

### Exercise 1

- 1 sing
- 2 math
- 3 movies
- 4 concerts
- 5 friends
- 6 auditorium
- 7 Fridays

### Exercise 2

- 1 school gym, Dance club
- 2 Room 14, Movie club
- 3 Room 4, Computer games club
- 4 Room 8, Homework club

### Exercise 3

1 B 2 A 3 D

## DEVELOPING WRITING

### Exercise 1

Saturday

### Exercise 2

- 1 on, from, to
- 2 On, at, at
- 3 From

### Exercise 3

1 c 2 b 3 a

## LISTENING

### 24 Exercise 1

2 d 3 b 4 c 5 f 6 a  
(Correct order: 6, 3, 4, 2, 1, 5)

### 24 Exercise 2

- 1 Kim likes acting but she doesn't like singing.
- 2 Kim thinks she's a terrible singer.
- 3 The song is from *Frozen*.
- 4 Mom is a terrible pianist. / Mom is not a very good pianist.

### Audio Script Track 24

- Mom** What's the matter, Kim?  
**Kim** I'm in the school play.  
**Mom** Well, that's great. Really great. What play is it?  
**Kim** It's *Frozen*. That's a problem!  
**Mom** I don't understand. What's the problem? You like acting.  
**Kim** Yes, I like acting, but I don't like singing.  
**Mom** Singing?  
**Kim** Yes, my character is Elsa! She sings a lot in the play. And I'm a terrible singer.  
**Mom** No, you aren't. You're great. Just like me.  
**Kim** Really?  
**Mom** Yes, really. Come on. You can do this.  
**Kim** I can?  
**Mom** Yes, you can. And I'm here to help you.  
**Kim** You are?  
**Mom** Yes, don't worry. Now what's the song?  
**Kim** It's "Let it go" from the movie.  
**Mom** No problem. Come with me to the piano. I'll play and you sing.  
**Kim** Really, Mom?  
**Mom** What do you mean?  
**Kim** You're not really a very good pianist.  
**Mom** What? I'm a very good pianist!  
**Mom** OK, let me just practice.  
**Mom** Come on, Kim. Sing with me.  
**Kim** Um, thanks, Mom, but no thanks. I have to go. But I feel better already. See you later.

# DIALOGUE

## Exercise 1

- 1 You can do this
- 2 here to help you
- 3 don't worry
- 4 No problem

# PHRASES FOR FLUENCY

## Exercise 1

- 1 a 2 b 3 c

## Exercise 2

- 1
- JORGE I don't want to play soccer.
- SARA Oh, come on. We really need you.
- 2
- MAX What's wrong?
- ABBY I feel a little sick.

# SUM IT UP

## Exercise 1

- Suggested answers:**
- 1 On Tuesday she goes dancing.
  - 2 On Wednesday she meets her friends.
  - 3 On Thursday she plays computer games.
  - 4 On Friday she does her homework.
  - 5 On Saturday she listens to music. / On Sunday she sleeps!

## Exercise 2

For my birthday I want a smartphone and a game console I don't want a tablet. I already have one.

# UNIT 6 FRIENDS

# GRAMMAR

## Exercise 1

- 1 has
- 2 has
- 3 have
- 4 have

## Exercise 2

- 1 doesn't have
- 2 have
- 3 has
- 4 have
- 5 don't have

## Exercise 4

- 1 They have long curly hair.
- 2 She has long straight hair.
- 3 He has a shaved head.
- 4 He has short curly hair.

## Exercise 5

- 1 don't
- 2 Does, doesn't
- 3 Do, don't, have
- 4 Do, do
- 5 Do, do
- 6 Does, doesn't

## Exercise 6

- 0 have
- 1 doesn't
- 2 has
- 3 Does, have
- 4 doesn't
- 5 has
- 6 Does, have
- 7 doesn't
- 8 has

## Exercise 8

- 1 C 2 N 3 N 4 C 5 N 6 N 7 C 8 C 9 C

## Exercise 9

- 1 some 2 some 3 a 4 some 5 a 6 some 7 an, a

## Exercise 10

- 1 an 2 a 3 a 4 some, some 5 some

# GET IT RIGHT!

- 1 music
- 2 hobbies
- 3 money
- 4 homework
- 5 phones
- 6 stores

# VOCABULARY

## Exercise 1

### Across:

- 1 arms
- 6 feet
- 7 hands
- 8 ears

### Down:

- 2 mouth
- 3 legs
- 4 nose
- 5 eyes

## Exercise 2

- 1 short
- 2 green
- 3 straight
- 4 hair
- 5 color

## Exercise 3

- 1 glasses
- 2 tall
- 3 beard
- 4 smile
- 5 earrings
- 6 short

## Exercise 4

- A 5 B 4 C 6 D 3 E 2 F 1

## Exercise 5

- 1 Arturo
- 2 Katy
- 3 Mr. Chips
- 4 Seline

## READING

### Exercise 1

1 F 2 T 3 T 4 T 5 F

### Exercise 2

1 Murat  
2 Sarah

### Exercise 3

1 black  
2 brown  
3 Murat  
4 Sarah  
5 the same team  
6 chocolate and clothes

### Exercise 4

1 C 2 S 3 S 4 C 5 S 6 S

## DEVELOPING WRITING

### Exercise 1

1 F 2 T 3 F 4 F 5 T

## LISTENING

### 27 Exercise 1

1 c 2 a 3 b

### 27 Exercise 2

1 short, brown, friendship band, glasses  
2 dog, tall, black, brown, earrings, friendly  
3 short, long, blond, curly, green, pretty

### Audio Script Track 27

1

**James** Is your brother Martin here?  
**Helen** Yes, he is. He's over there. Look.  
**James** Is he the tall boy with the short straight black hair?  
**Helen** No, that's not him. Martin has short curly brown hair and he wears glasses. He's not very tall. He's short.  
**James** Oh, yes. I can see him now. He's the boy with the friendship band.  
**Helen** Yes, that's him.

2

**Tere** Hi, Sally. Where's your sister Rachel?  
**Sally** She's over there. She's the girl with the dog.  
**Tere** There are two girls with dogs. What does Rachel look like?  
**Sally** She's tall and has long, curly, black hair. She has brown eyes and she always wears earrings.  
**Tere** She has a lovely smile.  
**Sally** Yes, she does. She's very friendly. Everybody likes her.

3

**Mom** Where's your smartphone?  
**Girl** The nurse has it. She has my laptop, too.  
**Mom** Which nurse?  
**Girl** I don't know her name.  
**Mom** What does she look like then?  
**Girl** She's short. She has long blond hair and green eyes.  
**Mom** Does she have straight hair or curly hair?  
**Girl** She has curly hair. She's very pretty.

## DIALOGUE

2 My name's Sarah Jones.  
3 And what's your daughter's name?  
4 It's Emma.  
5 OK, first, what color hair does she have?  
6 She has brown hair.  
7 And what color eyes does she have?  
8 She has green eyes, and she wears glasses.  
9 Is it long or short?  
10 It's short and curly.  
11 Thank you, Mrs. Jones.  
(Correct order: 3, 7, 1, 11, 5, 9, 6, 2, 8, 4, 10)

## TRAIN TO THINK

### Possible answers

1 In picture 1, the man has curly hair. In picture 2, he has straight hair.  
2 In picture 1, the man is holding a tablet. In picture 2, he is holding a smartphone.  
3 In picture 1, the man is not smiling. In picture 2, he is smiling.  
4 In picture 1, the man has a small nose. In picture 2, he has a big nose.  
5 In picture 1, the man is short. In picture 2, the man is tall.

## EXAM SKILLS

### Exercise 1

1 it's  
2 You're  
3 He isn't  
4 They aren't  
5 She doesn't have  
6 I don't have  
7 We don't have  
8 He doesn't have  
9 You don't have

### Exercise 2

My best friend's name is Miranda. She's 12 years old, and she's in the same class as me. Miranda's hair is short, brown, and curly. She wears glasses, and she's very pretty. She's smart and she's good at sports. Miranda's brother and sister are 8 and 10. They don't wear glasses. They're short and have brown curly hair, too. Miranda's cat is black and white, and its name's Suky. It's a great cat.

## CONSOLIDATION: UNITS 5 AND 6

## LISTENING

### 28 Exercise 1

1 A 2 C 3 B

### 28 Exercise 2

1 He wants to play tennis.  
2 Go to the doctor.  
3 No, he doesn't.  
4 He wants her to say who he is.  
5 On Saturdays.  
6 It's black.

## Audio Script Track 28

### Dialogue 1

- Girl** Hi, Jonathan. Are you OK?  
**Boy** No, not really. I want to play tennis today, but I can't.  
**Girl** Why not? What's the problem?  
**Boy** It's my arm. It feels bad!  
**Girl** Oh, you need to see a doctor.  
**Boy** Yes, I think that's a good idea.

### Dialogue 2

- Boy** Hey, Samantha? Who's that girl?  
**Girl** Which girl, Mike? The tall girl?  
**Boy** Yes. What's her name?  
**Girl** Maddy. She's new here. Why?  
**Boy** I want to meet her. Come with me, Samantha, and say who I am.  
**Girl** OK, Mike. I'm here to help you. Let's go!

### Dialogue 3

- Girl** This is a nice place.  
**Boy** Yes, I always come here on Saturdays. I hang out here with my friends.  
**Girl** Do you have lots of friends?  
**Boy** Yes, I do.  
**Girl** How many?  
**Boy** About fifteen, I think.  
**Girl** Really? Where are they?  
**Boy** Um ... good question. Oh, look – there's my friend Steve. The short boy with black hair. Hi, Steve!

## GRAMMAR

### Exercise 3

- 1 always come  
2 I'm never  
3 I have  
4 How much  
5 don't know  
6 buy  
7 you have  
8 some  
9 it always has  
10 a

## VOCABULARY

### Exercise 4

- 1 headphones  
2 legs  
3 smile  
4 earrings  
5 e-reader  
6 tall  
7 do  
8 hang out

### Exercise 5

- 1 Friday  
2 tablet  
3 curly  
4 Wednesday  
5 beard  
6 glasses  
7 shopping  
8 hand

## DIALOGUE

### Exercise 6

- 1 wrong  
2 on  
3 play  
4 don't have  
5 an idea  
6 way  
7 never  
8 always  
9 tablet  
10 listen to

## READING

### Exercise 7

- 1 A 2 B 3 B 4 A

## UNIT 7 WE LOVE SPORTS!

## GRAMMAR

### Exercise 1

- A 2 B 7 C 6 D 3 E 1 F 8 G 4 H 5

### Exercise 2

- 1 c 2 a 3 f 4 d 5 b

### Exercise 3

- 1 I can sing, but I can't dance.  
2 My little brother can't talk, but he can walk.  
3 They can speak Spanish, but they can't speak English.  
4 My dad can't drive, but he can cook.  
5 We can't do somersaults, but we can spin.  
6 My mom can't play the piano, but she can play the guitar.  
7 The bird can sing, but it can't talk.

### Exercise 4

- 1 Can you play the piano?  
2 Can you do a somersault / somersaults?  
3 Can you dance?  
4 Can you sing?  
Answers to questions are students' own.

### Exercise 6

- 1 in 2 at 3 in 4 on 5 on 6 on 7 on

### Exercise 7

- 1 at  
2 at, at  
3 in  
4 in, in  
5 on, in, on

### Exercise 8

- in:** September, the evening, the morning, the fall  
**on:** the 4th of July, May 22  
**at:** noon, midnight, seven o'clock

## GET IT RIGHT!

- 1 on 2 on 3 in 4 at 5 in 6 at

## VOCABULARY

### Exercise 1

- 1 Adam plays table tennis.
- 2 Dina cycles.
- 3 Connor plays volleyball.
- 4 Ethan goes surfing.
- 5 Dylan plays baseball.
- 6 Chloe snowboards.
- 7 Josh does tae kwon do.

### Exercise 2

- 1 It's twelve thirty.
- 2 It's eight thirty.
- 3 It's a quarter to ten.
- 4 It's a quarter after ten.
- 5 It's three o'clock.

### Exercise 3

- 1 October
- 2 June
- 3 April
- 4 December
- 5 May
- 6 July / June
- 7 January
- 8 August
- 9 September
- 10 November
- 11 February
- 12 March
- 13 summer
- 14 fall
- 15 spring
- 16 winter

### Exercise 5

1st	first	5th	fifth
2nd	second	sixth	6th
3rd	third	seventh	7th
4th	fourth	eighth	8th
9th	ninth	13th	thirteenth
10th	tenth	20th	twentieth
11th	eleventh	30th	thirtieth
12th	twelfth	31st	thirty-first

### Exercise 6

twenty-eighth, twenty-ninth, nineteenth, twenty-first, fifteenth, twenty-fourth, twenty-sixth, twenty-seventh, sixteenth, seventeenth, twenty-fifth, twenty-second, twenty-third, eighteenth

## READING

### Exercise 1

- 1 e, g
- 2 a, f
- 3 c, h
- 4 b, d

### Exercise 2

- 1 Terezinha Guilhermina
- 2 Brazil
- 3 David Weir
- 4 the U.K.

### Exercise 3

- 1 she can't see
- 2 her guide, Guilherme Soares de Santana
- 3 200 meters
- 4 he can't run or walk
- 5 with his hands
- 6 six

## DEVELOPING WRITING

### Exercise 1

- 1 San Diego
- 2 he's a tae kwon do champion
- 3 pick his dad up and throw him on the couch

### Exercise 2

- 1 Mexico City
- 2 swims
- 3 swim 400 meters in five minutes
- 4 friendly
- 5 bakes great cakes

## LISTENING

### 31 Exercise 1

A 3 B 2 C 1

### 31 Exercise 2

- 1 1:30
- 2 8:45
- 3 5:15

### Audio Script Track 31

#### Dialogue 1

- Keith** Hi, Laura. How are you?  
**Laura** Oh, hi, Keith. I'm a little bored.  
**Keith** Well, how about a game of tennis later?  
**Laura** Sure, what time?  
**Keith** Let's say, noon.  
**Laura** I can't at noon. I'm busy until one.  
**Keith** OK. How about one thirty?  
**Laura** One thirty? That's perfect.

#### Dialogue 2

- Trisha** Hi, Jorge.  
**Jorge** Hey, Trisha.  
**Trisha** Jorge, are you busy today?  
**Jorge** No, why?  
**Trisha** Why don't we go to the movies this evening?  
**Jorge** Good idea. What movie do you want to see?  
**Trisha** How about the new Bradley Cooper movie?  
**Jorge** Sure. What time is it showing?  
**Trisha** There's one at six thirty and a later one at a quarter to nine.  
**Jorge** Quarter to nine is good for me.  
**Trisha** OK great. Meet you there.

#### Dialogue 3

- Dave** Ughhh!  
**Martina** What's wrong, Dave?  
**Dave** I need some new headphones.  
**Martina** Why don't we go shopping?  
**Dave** We?  
**Martina** Yes, you and me.  
**Dave** OK. When are you free?  
**Martina** I leave work at five, so let's meet downtown at five fifteen.  
**Dave** OK. A quarter after five. See you then, Martina.



Exercise 3

- 1 busy
- 2 evening
- 3 thirty
- 4 shopping
- 5 work

DIALOGUE

- 2 Why don't we play basketball?
  - 3 We can't. I don't have a ball.
  - 4 No ball. OK, let's go to Jayne's house.
  - 5 We can't. She's away on vacation.
  - 6 Is she? So how about some more TV?
  - 7 TV! That's why I'm bored. I'm tired of watching TV.
- (Correct order: 3, 7, 5, 1, 6, 2, 4)

PHRASES FOR FLUENCY

Exercise 1

- 1 a 2 b 3 d

Exercise 2

- 1 I'm sure
- 2 Now what
- 3 It's no big deal

SUM IT UP

Exercise 1

- 1 basketball
- 2 volleyball
- 3 baseball
- 4 ice-skating

Exercise 2

Start time	End time	Sport
1 p.m.	1:30 p.m.	ice skating
1:30 p.m.	3 p.m.	volleyball
3 p.m.	5 p.m.	soccer
5 p.m.	7:30 p.m.	baseball
7:30 p.m.	9 p.m.	basketball

Exercise 3

- 1 months: June, May
- 2 sports: cycling, snowboarding, tae kwon do
- 3 seasons: spring, summer, winter
- 4 ordinal numbers: fifth, first, third

UNIT 8 DANCE TO THE MUSIC GRAMMAR

Exercise 1

- 1 are
- 2 'm
- 3 're
- 4 's
- 5 are
- 6 're
- 7 's

Exercise 2

- 1 playing
- 2 giving
- 3 sitting
- 4 dancing
- 5 smiling
- 6 running
- 7 walking
- 8 reading
- 9 taking
- 10 trying
- 11 stopping
- 12 writing
- 13 drawing

Exercise 3

- 1 isn't raining
- 2 Are, enjoying
- 3 Is, having
- 4 are, doing
- 5 aren't watching
- 6 aren't listening
- 7 is, eating
- 8 aren't playing

Exercise 4

- 1 's happening
- 2 is running
- 3 's wearing
- 4 's holding
- 5 's happening
- 6 are, doing
- 7 is, playing
- 8 are, going
- 9 are, watching
- 10 isn't happening
- 11 isn't sitting
- 12 aren't playing

Exercise 5

- 1 are, playing
- 2 are playing
- 3 are, kicking
- 4 aren't throwing
- 5 is holding
- 6 's standing
- 7 Is, hitting
- 8 isn't going
- 9 isn't smiling
- 10 Are, playing

Exercise 7

- 1 My sister doesn't like playing basketball.
- 2 My parents hate watching science fiction movies.
- 3 My best friend likes listening to classical music.
- 4 I don't like going to the movies.
- 5 I love reading in bed.

Exercise 8

- 1 loves cleaning
- 2 hates going
- 3 loves going
- 4 likes reading
- 5 hates reading
- 6 like traveling
- 7 don't like going
- 8 love being

## GET IT RIGHT!

- 1 are doing
- 2 Are you listening
- 3 is wearing
- 4 are walking
- 5 is playing
- 6 isn't eating

## VOCABULARY

### Exercise 1

- 1 reading
- 2 dancing
- 3 sitting
- 4 standing
- 5 wearing
- 6 singing
- 7 cheering
- 8 talking
- 9 taking
- 10 smiling
- 11 leaving

### Exercise 2

- 1 run
- 2 sing
- 3 leaves
- 4 wearing
- 5 Take
- 6 talking
- 7 sitting

### Exercise 3

T	R	O	U	D	E	D	J	A	N	S	T
A	S	H	I	R	T	R	A	S	E	H	P
S	A	T	H	L	O	E	W	K	S	I	R
T	R	E	A	I	N	S	X	C	R	R	E
S	N	A	E	J	O	S	H	O	E	S	T
H	T	L	O	T	S	A	U	S	S	W	A
E	R	B	K	R	H	B	N	Y	T	E	E
R	I	R	W	E	O	U	K	J	N	A	W
L	H	A	D	I	R	Y	L	U	A	F	S
P	S	C	O	A	T	T	R	N	P	E	A
J	T	R	I	K	S	G	E	S	A	R	M
U	M	B	E	S	N	E	A	K	E	R	S

### Exercise 4

- 1 coat
- 2 T-shirt
- 3 shoes
- 4 T-shirt

## READING

### Exercise 1

- 1 music
- 2 violin
- 3 no
- 4 yes
- 5 their phones
- 6 one
- 7 the musicians and singers

### Exercise 2

- Four

### Exercise 3

- 1 T
- 2 T
- 3 F There are people cleaning.
- 4 F They have the actors' names on them.
- 5 F They are having classes.
- 6 T
- 7 F They are going to have a cup of coffee.

## DEVELOPING WRITING

### Exercise 1

- Steve

### Exercise 2

- 1 c 2 e 3 d 4 a

## LISTENING

### 33 Exercise 1

- 1 at the hotel
- 2 to the beach

### 33 Exercise 2

- 1 morning
- 2 shorts and T-shirts
- 3 men, riding
- 4 work
- 5 wearing, skirts
- 6 ocean, swimming
- 7 going, beach

### Audio Script Track 33

Hello, Mom? It's Rick . . . Where? I'm in the hotel, in Rio. I'm looking out of the window. I can see the beach. . . It's seven o'clock in the morning and the beach is full of people! I can see four girls, they're playing beach volleyball. There are ten boys playing soccer. They're wearing shorts and T-shirts. . . What else? . . . there are lots of people on the bike path beside the beach. Two men are riding bikes, but they're wearing pants and shirts and they look very nice. I think they're going to work. There are a lot of people walking, too, beside the bike path. I think some of the women are going to work, too . . . Hmm?? Oh. Well, they're wearing dresses and skirts, not beach clothes. I can see four children in the ocean. They're swimming. There are three boys surfing. I'm going to the beach now. I'll call you again tomorrow. Bye!

## DIALOGUE

### 34 Exercise 1

- two

### 34 Exercise 2

- 1 listening to music
- 2 cooking
- 3 washing
- 4 meeting
- 5 going

### Audio Script Track 34

- Philip** Hi, Julia! Can I ask you some questions?  
**Julia** Yeah, sure. What about?  
**Philip** What do you like doing in the evenings?  
**Julia** You mean, after school? Well, I like watching TV, and I love listening to music.  
**Philip** And how about on the weekends?  
**Julia** On Saturdays I help Mom in the kitchen. I like cooking, but I hate washing the dishes. And on Sundays, I like meeting my friends at the mall and going to the movies.  
**Philip** Thanks, Julia. Now I can finish my school project.

### Exercise 3

- 1 On Saturdays I like meeting my friends at the club.
- 2 On Sundays, I usually visit you.
- 3 I love seeing your family.
- 4 But I don't always like listening to your music.

## TRAIN TO THINK

### 33 Exercise 1

- 1 four 2 ten 3 pants, shirts 4 four 5 three

## EXAM SKILLS

### Exercise 1

- 1 on vacation in Granada
- 2 the Alhambra palace

### Exercise 2

- 1 C 2 A 3 A 4 A 5 B

## CONSOLIDATION: UNITS 7 & 8

### LISTENING

### 35 Exercise 1

- 1 B 2 C 3 A

### 35 Exercise 2

- 1 fourteen
- 2 exciting
- 3 dancing
- 4 shoes
- 5 summer
- 6 walks

### Audio Script Track 35

So, my name's Daniela, and I'm 14. My birthday's in October, October 21st. So next October I'll be 15. Umm, and I live in a town called Teaneck, it's in New Jersey. It isn't a very exciting place, but it's OK. I have lots of friends here. My favorite free time activities? Well, I really like taking pictures – you know, photos. I have a really nice camera. It's a gift from my parents. And I like listening to music, of course, and dancing, too. Dancing's a lot of fun! I'm taking classes, in fact, and I even have special shoes for dancing. My favorite season is winter. My friends think I'm crazy, they all like summer, but I like cold days. Then I can wear pretty sweaters and my coat and go for long walks. I really like doing that.

## GRAMMAR

### Exercise 3

- 1 are
- 2 I'm waiting
- 3 buying
- 4 I'm listening
- 5 can't
- 6 are you listening
- 7 listening
- 8 Can you
- 9 can't
- 10 listen

### Exercise 4

- 1 She is driving her car.
- 2 She is going to a senior center.
- 3 She is giving a concert at the retirement home.
- 4 She's playing the guitar with some of her friends.
- 5 Alicia is sitting on a chair.
- 6 My brother Pedro is standing next to her.
- 7 They're singing old Beatles songs.
- 8 The seniors are singing with them.

## VOCABULARY

### Exercise 5

- 1 **months:** August, February, June, May
- 2 **clothes:** dress, jeans, sweater, sneakers
- 3 **sports:** golf, gymnastics, surfing, tennis

### Exercise 6

- 1 second 2 dance 3 talk 4 dancing 5 cheer  
6 summer

## DIALOGUE

### Exercise 7

#### Dialogue 1

- 2 Me, too. Why don't we go down town? We can go shopping.
- 3 No, it's seven o'clock. The stores close at seven thirty.
- 4 That's right. OK, let's watch TV then.
- 5 No, I don't like watching TV. It's all sport and stuff.  
(Correct order: 5, 3, 1, 2, 4)

#### Dialogue 2

- 1 Hey, how about going for a walk?
- 2 No, thanks! It's cold outside. And I don't like walking very much.
- 3 OK, it's no big deal. We can stay here in the house. I have a good book to read.
- 4 Good idea. I like reading. Do you have a book for me, too?
- 5 Yes, I'm sure I can find one for you.  
(Correct order: 3, 1, 5, 4, 2)

## READING

### Exercise 8

- 1 her room
- 2 the park
- 3 ten
- 4 mom, dad
- 5 isn't, wearing
- 6 being cold
- 7 school
- 8 winning
- 9 leaving, be there, too

## UNIT 9 WOULD YOU LIKE DESSERT?

### GRAMMAR

#### Exercise 1

- 1 must
- 2 must not
- 3 must not
- 4 must
- 5 must

#### Exercise 2

- 1 must
- 2 must not
- 3 must
- 4 must

#### Exercise 3

- 1 must not be, must be
- 2 must finish
- 3 must not give
- 4 must wash
- 5 must not eat, drink
- 6 must bring, buy, must not forget
- 7 must not write

#### Exercise 5

- 1 Can I have an egg for breakfast?
- 2 Can we invite Tom to my birthday party?
- 3 Can we go to the movies after school?
- 4 Can I call my mom?

#### Exercise 6

- 1 a 2 b 3 c

#### Exercise 7

- 1 My mom would like steak and fries.
- 2 What would you like for dessert?
- 3 Would Dad like ice cream for dessert?

#### Exercise 8

- 2 Yes, please.
  - 3 (*five minutes later*) Are you ready to order?
  - 4 Yes, we are.
  - 5 OK, so would you like an appetizer?
  - 6 Yes, please. We'd like two tomato soups and two vegetable soups.
  - 7 Four soups, OK. And what would you like for the main course?
  - 8 We'd like one chicken salad, one steak and fries, one pizza, and one burger with potato chips and salad, please.
  - 9 And finally, any drinks?
  - 10 Just water for everyone.
- (Correct order: 3, 7, 9, 5, 1, 2, 4, 10, 8, 6)

### GET IT RIGHT!

- 1 would like
- 2 like
- 3 would like
- 4 would like
- 5 would like
- 6 like

## VOCABULARY

#### Exercise 1

- 1 milk
  - 2 juice
  - 3 chicken
  - 4 coffee
  - 5 tomatoes
  - 6 strawberries
  - 7 potatoes
  - 8 bananas
  - 9 hamburger
  - 10 tea
  - 11 peppers
- Mystery sentence: I like oranges

#### Exercise 2

- 1 sausages
- 2 milk
- 3 apple
- 4 strawberries
- 5 carrots

#### Exercise 3

- butter, honey, toast, jam, egg, yogurt, cereal, fruit

#### Exercise 4

- 1 I always eat an egg for breakfast.
- 2 I usually eat toast.
- 3 What do you usually have for lunch?
- 4 I often have a salad.
- 5 I sometimes have steak and fries with vegetables. / ... steak with vegetables and fries.
- 6 What do you usually drink with your meals, Mara?
- 7 I usually drink water or juice.
- 8 I never drink coffee.

#### Exercise 5

- ✓ toast
- ✓ an egg
- ✓ water
- ✓ vegetables
- ✓ salad
- ✓ juice
- ✓ fries
- ✓ steak

## READING

#### Exercise 1

- 1 ten
- 2 New York
- 3 nine
- 4 tomato soup, salad, steak, carrot cake
- 5 5:00 p.m.

#### Exercise 2

- 1, 3, 4

#### Exercise 3

- 1 Cooking Camp is for three mornings.
- 2 You make some drinks.
- 3 Marianne has family in Spain, Turkey, Italy, and Russia.
- 4 You must be 11–14 years old.
- 5 You must wear a chef's hat.
- 6 You must be on time.
- 7 Remember that cooking is fun.

## DEVELOPING WRITING

### Exercise 2

- 1 an apple
- 2 strawberry
- 3 a drink
- 4 water or orange juice

## LISTENING

### 37 Exercise 1

- 1 Tomato
- 2 vegetables
- 3 chicken
- 4 Bean
- 5 Pasta
- 6 Carrot
- 7 Strawberries
- 8 Apple
- 9 Soda

### 37 Exercise 2

- 1 T 2 F 3 T 4 F 5 T

### Audio Script Track 37

- Waiter** Hello, are you ready to order?  
**Kathy** Yes, we are. I'd like tomato soup, the steak with vegetables, and carrot cake for dessert.  
**Waiter** And what would you like?  
**Jamie** I'm not sure. I don't like tomatoes, so I can't have the pasta with tomato sauce or the tomato soup. I don't like eggs, so I can't have the omelette.  
**Waiter** How about the vegetable soup and then the baked potato with chicken?  
**Jamie** I don't like chicken.  
**Waiter** Then how about bean tacos?  
**Jamie** That sounds good.  
**Waiter** So, you'd like the vegetable soup, bean tacos ... and for dessert?  
**Jamie** I'd like strawberries with ice cream.  
**Waiter** And what would you like to drink?  
**Kathy** I'd like a soda, please.  
**Jamie** I'd like apple juice, please.  
**Waiter** All right. Thank you very much.  
  
**Waiter** How is your meal?  
**Kathy** Delicious, thank you.  
**Jamie** Yes, great. Can we get the check?  
**Waiter** Of course. Just a moment, please.

## DIALOGUE

### 37 Exercise 1

- 1 order
- 2 appetizer
- 3 main course
- 4 dessert
- 5 drinks

## PHRASES FOR FLUENCY

- 1 Be careful.
- 2 the thing is
- 3 a little
- 4 Of course.

## SUM IT UP

### Exercise 1

- 1 peppers 2 chicken 3 tomatoes 4 steak 5 potatoes  
6 salad 7 chocolate 8 ice cream 9 strawberries  
10 banana

## UNIT 10 HIGH FLIERS

## GRAMMAR

### Exercise 1

- 1 wasn't 2 was 3 were 4 weren't 5 was

### Exercise 2

- 1 wasn't 2 were 3 weren't 4 wasn't 5 was

### Exercise 3

- 1 were 2 were 3 was 4 was 5 were 6 wasn't  
7 was 8 was 9 weren't 10 was 11 was 12 were  
13 weren't 14 were

### Exercise 4

- 1 a 2 g 3 c 4 b 5 d 6 f

### Exercise 5

- 1 Were they Spanish? No, they weren't.
- 2 Was Joseph-Michel born in 1740? Yes, he was.
- 3 Was their father an inventor? No, he wasn't.
- 4 Was the first flight in June 1795? No, it wasn't.
- 5 Was the second flight in Prague? No, it wasn't.
- 6 Were there any passengers? No, there weren't.

### Exercise 6

- ed: finished, helped,  
-d: believed, liked, lived  
-ied: carried, cried, studied

### Exercise 7

- 1 He finished his studies in 2010.
- 2 He worked at a hospital in Atlanta.
- 3 He lived in Tampa for three years.
- 4 He liked the U.S. very much.
- 5 He moved to Rio de Janeiro in 2014.

### Exercise 8

- 1 studied
- 2 worked
- 3 walked
- 4 crashed
- 5 called
- 6 waited
- 7 cried
- 8 moved
- 9 discovered

### Exercise 9

- 1 was 2 moved 3 liked 4 cared 5 wanted 6 worked  
7 was 8 was 9 needed 10 traveled 11 cared  
12 wasn't 13 ended 14 returned 15 died

## GET IT RIGHT!

- 1 There was a great movie on TV last night.
- 2 Hello! I am very happy to see you.
- 3 All my friends were there for my birthday last night.
- 4 Was Ian with you yesterday evening?
- 5 Jemma is worried about her exam today.
- 6 They weren't late for school yesterday.

## VOCABULARY

### Exercise 1

- last:** night, Saturday, year  
**in:** 1999, 2015  
**at:** three o'clock, 6:00 p.m., 10:30 a.m.  
**yesterday:** afternoon, evening, morning

## Exercise 2

1 yesterday 2 last 3 in 4 at

## Exercise 4

Across: 4 cloudy 5 raining 7 windy 8 sunny

Down: 1 warm 2 hot 3 snowing 4 cold

## Exercise 5

1 hot 2 windy 3 raining 4 cold 5 snowing

# READING

## Exercise 1

- 1 She was a factory worker.
- 2 She was a factory worker, too.
- 3 Her hobby was skydiving.
- 4 June 16, 1963.
- 5 three days
- 6 stamps
- 7 in 2014

## Exercise 2

- 1 winter
- 2 Choose from: clouds, wind, cold, windy, snow storm, cold, snow, rain

## Exercise 3

1 D 2 A 3 B 4 E

# DEVELOPING WRITING

## Exercise 1

**Nationality:** American  
**Place of birth:** New York City  
**Date of birth:** September 25, 1952  
**Job:** actor  
**Played:** the superhero, Superman  
**Acted in:** four Superman movies  
**Date of his first Superman movie:** 1978  
**Date of his last Superman movie:** 1987  
**Died:** 2004  
**Age:** 52

## Exercise 2

- 1 New York City
- 2 September 25, 1952
- 3 the superhero, Superman
- 4 four Superman movies
- 5 1978
- 6 1987
- 7 2004
- 8 52

# LISTENING

## 40 Exercise 2

- 1 The Jungle Book
- 2 English
- 3 artist
- 4 loved
- 5 unhappy
- 6 loved
- 7 happy
- 8 India
- 9 newspaper

## Audio Script Track 40

**Teacher** Today we are talking about heroes. Who'd like to go first? Yes, Tom.

**Tom** My hero was a writer. He was born in India in 1865 and he died in London in 1936.

**Teacher** What was his most famous book?

**Tom** It was *The Jungle Book*.

**Teacher** Can anybody tell me his name now? Yes, Antonio.

**Antonio** Was it Mark Twain?

**Teacher** No, it wasn't. He was the author of *The Adventures of Huckleberry Finn*. Yes, Filipe.

**Filipe** Was it Rudyard Kipling?

**Teacher** Yes, it was. Good job.

**Tom** Rudyard Kipling's parents were English. They moved to India. His father was an artist, and he worked at the School of Art in Mumbai. Kipling loved India. He loved the country and the culture. However, he didn't have a happy childhood. His parents wanted him to go to school in England. When he was six years old, he lived with a family, the Holloways, in a small town in England. Mrs. Holloway was very bad to him. He hated life there, and he was very unhappy. Luckily, he discovered books. He loved books. They saved him from his unhappy life. Then, when he was eleven, a family friend visited the house. She contacted his mother. She hurried to England. She placed Rudyard in a new school. He was very happy there. At this school, he was the editor of the school newspaper.

**Antonio** What happened after he finished school?

**Tom** He returned to India, and he worked for a newspaper.

**Filipe** And was he happy there?

**Tom** Yes, he was. But that was only the beginning of his life. There were many more adventures later.

## Exercise 3

- 1 country
- 2 school
- 3 family
- 4 town
- 5 hated
- 6 discovered
- 7 saved

# DIALOGUE

## Exercise 1

- 1 Were you at home yesterday?
  - 2 No, I wasn't. I was at my cousin's house.
  - 3 Oh, I remember. It was your cousin's birthday yesterday, right?
  - 4 Yes, it was. Her brothers are in a band. They played at her party.
  - 5 Did they? Were they good?
  - 6 Yes, they were very good.
  - 7 Was it a good party?
  - 8 Yes, it was. I loved it.
- (Correct order: 1, 7, 5, 3, 8, 2, 6, 4)

# TRAIN TO THINK

## Exercise 1

First, Then, And then, After that, Finally

## Exercise 2

- 2 Then, he lived in a small town in England with the Holloway family.
  - 3 And then, he moved to a school in Devon.
  - 4 After that, he moved back to India and he worked for a newspaper.
  - 5 Finally, he died in London in 1936.
- (Correct order: 5, 2, 1, 3, 4)

## EXAM SKILLS

### 41 Exercise 1

- ✓ January
- ✓ August
- ✓ September
- ✓ October
- ✓ November
- ✓ December

#### Audio Script Track 41

January  
November  
September  
December  
October  
August

### 42 Exercise 2

**Nationality:** American  
**Born:** February 3 in 1894  
**Father's job:** manager  
**Started at Chase Art School:** age 14  
**Age 21:** He moved to New Rochelle  
**1916:** He married his first wife, Irene  
**Died:** November 1978

#### Audio Script Track 42

**The Artist Norman Rockwell**  
Norman Rockwell was an American artist. He was born in New York City on February 3, 1894. His father was a manager in an office. When Norman Rockwell was 14 years old, he left his high school and he went to Chase Art School. When he was 18, he painted his first picture for a book. At age 21, Norman and his parents moved away from New York to a city called New Rochelle.  
In his lifetime, Rockwell married three times. He married his first wife, Irene, in 1916.  
Norman Rockwell died on November 8, 1978. He was 84 years old. He is very famous now and many people know about him.

### 43 Exercise 3

**Nationality:** Dutch  
**Born:** March 30, 1853  
**Studied:** art in Belgium  
**Lived in Paris:** 1886  
**Lived with:** his brother  
**Number of paintings sold when alive:** one  
**Age died:** 37  
**Date died:** 1890  
**Famous painting name:** Sunflowers

#### Audio Script Track 43

**The artist Vincent Van Gogh**  
**Girl** I'm reading an interesting book. It's about Van Gogh.  
**Boy** Who?  
**Girl** Vincent Van Gogh – you don't know him? He was a famous artist.  
**Boy** Oh, cool.  
**Girl** He's my favorite artist, and he had an interesting life.  
**Boy** Really?  
**Girl** Yes! He was Dutch. He was born in the Netherlands on March 30.  
**Boy** Hey, same birthday as me!  
**Girl** Right, but he was born in 1853.  
**Boy** Oh.

**Girl** He studied art in Belgium, then later, in 1886, he went to Paris to be with his brother, Théo. People today really love his paintings, and they cost thousands of dollars ... But guess what: when he was alive, he only sold one painting! He died young, at the age of 37, in July 1890.  
**Boy** That IS interesting! And really sad.  
**Girl** I know! Look at this photo of one of his paintings – it's one of his most famous pictures. It's called "Sunflowers."

## CONSOLIDATION: UNITS 9 & 10

### LISTENING

#### 44 Exercise 1

1 C 2 B 3 A

#### 44 Exercise 2

1 T 2 F 3 T 4 T 5 F 6 T 7 T 8 F

#### Audio Script Track 44

**Susie** Hi, Jack.  
**Jack** Hi, Susie. Would you like something for breakfast?  
**Susie** Yes, please. Umm ... I'd like some orange juice, please.  
**Jack** And eggs?  
**Susie** No, just juice and cereal ... oh, and some yogurt.  
**Jack** OK. Here you are. Milk?  
**Susie** No, thanks – but I'd really like a cup of coffee!  
**Jack** So. Was last night good?  
**Susie** Oh, yes. The party was fantastic.  
**Jack** You arrived home late.  
**Susie** I know. The party ended very late ... eleven o'clock. So I was home at twelve o'clock. I'm very tired!  
**Jack** Me, too. I worked a lot. I worked from six o'clock until eleven o'clock. But I finished my project! I'm very happy about it.  
**Susie** That's great, Jack. Good for you. You always work very hard.  
**Jack** Hmmm ... not always, no. But sometimes!  
**Susie** Mm, this coffee's good. Oh, look – it's raining.  
**Jack** Yes, and it's cold, too.  
**Susie** Oh, Jack. Can I ask you a question?  
**Jack** Of course.  
**Susie** Can I borrow your tablet? I want to see if I have any emails.  
**Jack** Yes, no problem.  
**Susie** Thanks, Jack.  
**Jack** Sure. I need to go now. I can't be late for work.  
**Susie** OK, Jack. See you later. Bye!

## GRAMMAR

### Exercise 3

1 can 2 must not 3 Would 4 It 5 must 6 Do  
7 There 8 I'd like 9 wasn't 10 studied

### Exercise 4

1 traveled  
2 arrived  
3 was  
4 showed  
5 were  
6 wanted  
7 weren't  
8 stayed  
9 wasn't  
10 rained  
11 watched  
12 liked

## VOCABULARY

### Exercise 5

- 1 milk 2 windy 3 vegetables 4 oranges 5 evening  
6 month 7 cloudy 8 afternoon 9 breakfast 10 burger

### Exercise 6

- 1 dinner  
2 meat  
3 potatoes  
4 tea  
5 fruit  
6 night  
7 strawberries

## DIALOGUE

### Exercise 7

- 1 was 2 were 3 thing 4 wasn't 5 liked 6 must  
7 careful 8 can 9 course 10 wanted

## READING

### Exercise 8

- 1 Yesterday was Christie's 13th birthday.  
2 The restaurant serves all kinds of different food.  
3 The restaurant was quiet.  
4 Christie liked the tomato soup.  
5 Christie's mother and father don't eat meat.  
6 Christie's family don't usually eat in restaurants.  
7 There were words on the cake.  
8 Christie's family is having dinner at home tonight.

## UNIT 11 A WORLD OF ANIMALS

## GRAMMAR

### Exercise 1

- 1 come 2 put 3 gave 4 saw 5 know 6 drink 7 fell  
8 wrote 9 take 10 ate

### Exercise 2

- 1 made 2 saw 3 found 4 told 5 said 6 thought  
7 got 8 drove 9 had

### Exercise 3

- 1 The band didn't play classical music.  
2 We didn't eat pizza.  
3 Safron didn't give me a dictionary.  
4 Mom didn't make my dress.  
5 Bobby didn't see the gift from his family.  
6 My father didn't take us home.  
7 Steve didn't find a place to sit and eat his cake.  
8 We didn't watch a DVD.

### Exercise 4

- 1 rained  
2 didn't do  
3 tried, didn't work  
4 used  
5 wanted  
6 didn't rain  
7 decided  
8 was  
9 did, do

### Exercise 5

- 1 weren't 2 shared 3 ate 4 didn't like 5 went 6 saw  
7 didn't want 8 spent 9 took 10 didn't watch 11 had

### Exercise 6

- 1 did they stay  
2 did they eat  
3 did they see  
4 did they spend the morning  
5 did they eat on Saturday evening

### Exercise 7

- 1 He could do his homework.  
2 He could eat a pizza.  
3 He couldn't go swimming.  
4 He could listen to music.  
5 He could play the guitar.  
6 He couldn't ride a bike.  
7 He could text his friends.

## GET IT RIGHT!

- 1 Jack didn't like the party.  
2 We didn't pay much for lunch at the zoo yesterday  
3 Did they enjoy their holiday?  
4 We didn't know where it was, but finally we found it.  
5 Bill's friend didn't eat any cake at the party.  
6 Where did you go after the party?

## VOCABULARY

### Exercise 1

- 1 ✓  
2 ✗ did  
3 ✗ make  
4 ✗ make  
5 ✗ took  
6 ✗ have

### Exercise 2

- 1 get 2 do 3 make 4 had 5 have 6 have 7 take

### Exercise 3

- 1 a clever elephant  
2 a dirty cow  
3 a stupid bird  
4 a dangerous bear  
5 a terrible snake  
6 an ugly sheep  
7 a beautiful horse  
8 an interesting dog  
9 a clean tiger

### Exercise 4

- 1 boring  
2 terrible  
3 dangerous  
4 ugly  
5 dirty  
6 interesting  
7 safe  
8 stupid  
9 clean  
Mystery word: beautiful

## READING

### Exercise 1

- 1 A 2 B 3 B 4 A 5 C

### Exercise 2

- Ace and Jade



### Exercise 3

- 1 Nick was in the yard > in his bedroom.
- 2 Nick covered his eyes > nose and mouth.
- 3 The fire was in the backyard > garage.
- 4 He went for a walk downtown > in the park with his dog.
- 5 The dog ran into the water > woods.
- 6 Mr Wilday took the baby to hospital> The police took the baby to the hospital.
- 7 The baby was about one week old > 24 hours old.

## DEVELOPING WRITING

### Exercise 1

woolly rhinoceros

### Exercise 2

1 but 2 because 3 but 4 because 5 but 6 because

### Exercise 3

- 1-c thick coat
- 2-a cold weather
- 3-d great animals
- 4-b serious problem

## LISTENING

### 46 Exercise 1

cards, envelopes, letters, pens, paper

### 46 Exercise 2

1 T 2 F 3 F 4 F 5 T 6 F 7 T 8 F

### Audio Script Track 46

- Diane** Grandpa, I saw a great movie on TV yesterday. There was a crazy professor. He made a time machine. It could travel back in time.
- Grandpa** And?
- Tommy** He took some kids in it. There was a big window in the machine, and they could see out of it. They went back millions of years. They saw a woolly rhinoceros, a mammoth, and even dinosaurs!
- Grandpa** Did they go to other times as well?
- Tommy** Yes, they went back about fifty years. It was amazing! There weren't any computers – no Internet and no cell phones!!!!
- Grandpa** Oh yes, I remember that.
- Tommy** What? How did you talk to your friends? How could you play games?
- Grandpa** Well, we had a phone, but you couldn't walk around with it. We played games with real cards and real things.
- Tommy** How did you do your homework?
- Grandpa** We had things called pens and we wrote on paper. We even went to the post office and sent letters in envelopes!
- Tommy** Wow! Life was difficult then.
- Grandpa** Not really, Tommy. I think life was easier then.

## DIALOGUE

### Exercise 1

- 1 and
- 2 You poor thing!
- 3 after that
- 4 Then
- 5 because

### Exercise 2

- 1 Because her aunt and uncle were here for the weekend.
- 2 Because it was so enormous.
- 3 Because he was tired from soccer on Saturday.

## PHRASES FOR FLUENCY

### Exercise 1

- 1 All right
- 2 You poor thing
- 3 What happened?

### Exercise 2

- 1 All right
- 2 suddenly
- 3 You poor thing!

## SUM IT UP

### Exercise 1

1 F 2 F 3 T 4 T 5 T 6 F

## UNIT 12 GETTING AROUND

## GRAMMAR

### Exercise 1

- 1 more expensive
- 2 more dangerous
- 3 worse
- 4 easier
- 5 better
- 6 farther
- 7 healthier
- 8 bigger

### Exercise 2

- 1 more beautiful 2 colder 3 curly 4 hotter 5 clean
- 6 short 7 uglier 8 boring 9 sadder 10 warmer
- 11 lovelier 12 slow 13 interesting

### Exercise 3

- 1 T
- 2 T
- 3 F The plane is more expensive than the bus.
- 4 T
- 5 T

### Exercise 4

- 1 The train is faster than the bus.
- 2 The plane is more expensive than the bus.
- 3 The train is slower than the plane.
- 4 The plane leaves later than the bus.
- 5 The bus is cheaper than the train.

### Exercise 7

1 one 2 ones 3 one 4 one 5 ones

### Exercise 8

- 1 ... my favorite one was ...
- 2 ... so I bought the blue one.
- 3 ... than my old one and ...
- 4 ... he's the one with ...

## GET IT RIGHT!

- 1 These tickets are expensive. We can find cheaper ones.
- 2 This pen isn't good. I have a better one in my bag.
- 3 The black jeans are too big. The blue ones are much better.
- 4 All of the buses go there, but the green one is the fastest.
- 5 I've lost my black shoes. They were next to my red ones.

## VOCABULARY

### Exercise 1

helicopter, plane, taxi, ferry, train

### Exercise 2

on the road: taxi  
on rails: train  
in the air: helicopter, plane  
on water: ferry

### Exercise 3

1 train 2 plane 3 ferry 4 taxi 5 motorcycle

### Exercise 4



### Exercise 5

1 b 2 e 3 a 4 c 5 d

## READING

### Exercise 1

1 T 2 T 3 T 4 T 5 F

### Exercise 2

motorcycle

### Exercise 3

1 e 2 a 3 h 4 b 5 f 6 c 7 i 8 d

## DEVELOPING WRITING

### Exercise 1

Eduardo:  
from: his home  
to: the park  
transportation: his bike  
time it takes: 15 minutes  
Why I like it: because he gets excited about playing soccer

Daniela:  
from: her house  
to: the airport  
transportation: taxi, plane, car  
time it takes: (about) 4 hours  
Why I like it: because she's going to visit her father

### Exercise 2

- 1 he's usually quite tired
- 2 she's always happy
- 3 she's always really sad to leave

## LISTENING

### Exercise 1

She's at the train station. She's talking to the ticket man.

### Exercise 2

1 B 2 A 3 C 4 B 5 A 6 C 7 C

### Audio Script Track 48

**Man** Good afternoon. How may I help you?  
**Julia** Good afternoon. What time's the next train to Savannah?  
**Man** Let me see. The next one is at three-thirty.  
**Julia** And the one after that?  
**Man** There's a train every 15 minutes.  
**Julia** That's great. How long does it take?  
**Man** It's forty-five minutes to Savannah station.  
**Julia** So the three-thirty train gets in at a quarter after four?  
**Man** Correct.  
**Julia** Ok, may I have a ticket, please?  
**Man** One way or round trip?  
**Julia** A round trip ticket, please.  
**Man** Returning today?  
**Julia** No, tomorrow.  
**Man** OK, that's \$7.80, please.  
**Julia** Oh, and what platform does the train leave from?  
**Man** Platform 5. It's on the other side of the bridge.  
**Julia** That's great.  
**Man** You need to run if you want to get the three-thirty. It leaves in two minutes.  
**Julia** That's OK. I'll get the next one. Thanks.  
**Man** You're welcome. And have a good trip.

## DIALOGUE

- 1 quarters
- 2 good
- 3 How
- 4 go
- 5 from
- 1 Good afternoon. How can I help you?
- 2 I want to go to New Haven. What time's the next train?
- 3 Let me see. There's a train every 15 minutes, so the next one is at 1:20.
- 4 That's great. And how long does it take?
- 5 The trip is three quarters of an hour.
- 6 45 minutes. That's fast. Can I have a ticket, please?
- 7 Do you want a one-way or a round-trip ticket?
- 8 Round-trip, please. I'm coming back later today.
- 9 OK, that's \$5.50, please.
- 10 Thank you.
- 11 Just one more thing. Which platform does the train leave from?
- 12 Platform 5. Have a **good** trip.

(Correct order: 5, 9, 12, 3, 7, 1, 4, 10, 2, 11, 6, 8)

## EXAM SKILLS

### Exercise 1

Right: 7 answers  
Wrong: 3 answers

### Exercise 2

Wrong type of word: tired  
Incorrect singular and plural forms: are  
Incorrect spelling: mis

### Exercise 3

2 is 5 miss 8 walk

### Exercise 4

1 and 2 in 3 take 4 on 5 a 6 of 7 than 8 go  
9 not 10 from

## CONSOLIDATION: UNITS 11 AND 12

### LISTENING

#### 49 Exercise 1

1 A 2 C 3 B

#### 49 Exercise 2

- 1 For his brother's birthday.
- 2 Andrew's parents.
- 3 The fact that his brother had a good time.
- 4 He hated it.
- 5 The space they had was very small.
- 6 Bigger spaces and more interesting lives.

#### Audio Script Track 49

A month ago, I went to the zoo with my family – it was a special treat for my kid brother's eighth birthday. The zoo isn't very big, but there are a lot of animals there. There were elephants, some jaguars, a gorilla. Oh, and two tigers. My brother loved the visit. My parents took a lot of photos of him standing near the animals. He got a little scared one time when the tigers made a noise, but the rest of the time he thought everything was fantastic. He had a really good time, and I was happy about that, but I hated the visit. I don't like zoos at all. The animals are beautiful but sad. There was one gorilla, he just sat and looked at me. It was terrible. But the jaguars were sadder – there were three of them, and they didn't do anything at all, poor things. And the space they have is very small. There were some birds, too, but they couldn't fly very far inside their cages. I guess zoos are OK for little kids, but I don't like them. The animals need bigger spaces and more interesting lives. The zoo wasn't clean and the animals weren't happy. How can you like that?

## GRAMMAR

### Exercise 3

1 found 2 gave 3 went 4 didn't make 5 more difficult  
6 Did, see 7 worse 8 better 9 didn't get 10 bigger

## VOCABULARY

### Exercise 4

- 1 motorcycle – the other two fly in the air
- 2 a mistake – the other two take the verb 'do'
- 3 forest – the other two are made of water
- 4 river – the other two are types of transportation
- 5 a good time – the other two take the verb 'take'
- 6 taxi – the other two go on water
- 7 a shower – the other two take the verb 'make'
- 8 breakfast – the other two are animals
- 9 beach – the other two are on land

### Exercise 5

- 1 a noise
- 2 forest
- 3 safe
- 4 a good time
- 5 a mistake
- 6 a shower
- 7 ocean
- 8 a break

## DIALOGUE

### Exercise 6

1 What happened 2 cheaper 3 better 4 did 5 couldn't  
6 made 7 You poor thing 8 nice 9 suddenly 10 came

## READING

### Exercise 7

1 T 2 F 3 T 4 F 5 F 6 F 7 T

# WORKBOOK

# PRONUNCIATION KEY

## UNIT 1

### /h/ or /w/ in question words

#### Exercise 1

- 1 /h/
- 2 /w/
- 3 /h/
- 4 /w/
- 5 /w/

#### Exercise 2

##### Audio Script Track 10

Words starting with /w/

Why  
Where  
What  
When

Words starting with /h/

How  
Who

#### Exercise 3

- 1 a
- 2 c
- 3 f
- 4 b
- 5 d

#### Exercise 4

##### Audio Script Track 11

Example: Why – I

- 1 How – now
- 2 Where – chair
- 3 Who – you
- 4 What – but
- 5 When – then

## UNIT 2

### Vowel sounds: adjectives

#### Exercise 1

##### Audio Script Track 13

Angry  
Awful  
Bored  
Busy  
Friendly  
Funny  
Happy  
Hot  
Hungry  
Sad  
Thirsty  
Worried

#### Exercise 2

- 1 happy
- 2 sad
- 3 friendly
- 4 busy
- 5 hot
- 6 lot
- 7 funny
- 8 hungry
- 9 store
- 10 bored
- 11 thirsty

#### Exercise 3

##### Audio Script Track 14

a: cat

that, happy, sad

e: get

friendly

i: six

busy

o: not

hot, lot

u: bus

funny, hungry

or: for

store, bored

ir: bird

thirsty

## UNIT 3

### this / that / these / those

#### Exercise 1

- 1 late
- 2 them
- 3 like
- 4 hot
- 5 this
- 6 get
- 7 famous

##### Audio Script Track 17

Example: those, go, home, bored

1 that, sad, late, have

2 them, these, please, meet

3 give, like, this, sing

4 hot, cold, know, those

5 wife, this, nice, exciting

6 these, she, get, we

7 famous, that, family, happy

## UNIT 4

### Word stress in numbers

#### Exercise 1

Second syllable stressed (left-hand column): thirteen, fourteen, nineteen, sixteen

first syllable stressed (right-hand column): thirty, sixty, forty, ninety

## Exercise 2

### Audio Script Track 19

Eighteen  
Eighty  
Thirty  
Thirteen  
Fourteen  
Nineteen  
Sixty  
Forty  
Sixteen  
Ninety

## UNIT 5

### Simple present verbs: third person

#### Exercise 1

**One syllable:** helps, looks, sings, walks, works  
**Verbs with two syllables:** chooses, dances, teaches, washes, watches, wishes

#### Exercise 2

### Audio Script Track 23

**One syllable:**  
Cooks  
Helps  
Looks  
Sings  
Walks  
Works  
**Two syllables:**  
Catches  
Chooses  
Dances  
Teaches  
Washes  
Watches  
Wishes

## UNIT 6

### The /eɪ/ vowel sound

#### Exercise 1

1 great 2 gray 3 make 4 rainy 5 say 6 straight  
7 take 8 they 9 waiter

### Audio Script Track 25

**Examples:** break, eight, face  
1 great  
2 gray  
3 make  
4 rainy  
5 say  
6 straight  
7 take  
8 they  
9 waiter

#### Exercise 2

1 gray 2 make 3 eight 4 They 5 rainy 6 waiter  
7 face 8 great 9 take 10 straight 11 break

### Audio Script Track 26

**Example:** How do you say that word in English?  
1 Is your grandmother the woman with the wavy gray hair?  
2 Let's make Clara a friendship band for her birthday!  
3 My little sister is eight years old.  
4 These are my friends. They like playing soccer with me.  
5 It's rainy today. Let's go to the movies.  
6 My father's a waiter at that restaurant.  
7 I brush my teeth and wash my face every morning.  
8 I like playing tennis. It's a great game!  
9 Can you take this book to your teacher? Thank you.  
10 My hair's straight, but my best friend's hair is curly.  
11 Put your books away. It's time for a break.

## UNIT 7

### The /ɔ/ vowel sound

#### Exercise 1

1 tall 2 awful 3 draw 4 call 5 autumn 6 fall  
7 ball 8 walk 9 water

### Audio Script Track 29

**Examples:** August, daughter  
1 Tall  
2 Awful  
3 Draw  
4 Call  
5 Autumn  
6 Fall  
7 Ball  
8 Walk  
9 Water

#### Exercise 2

1 walk 2 fall 3 ball 4 August 5 daughter 6 awful  
7 draw 8 water 9 tall 10 call

#### Exercise 3

### Audio Script Track 30

**Example:** In England, people call "fall" autumn.  
1 It's a beautiful day. Let's go for a walk.  
2 In fall, the leaves change to orange and it gets colder.  
3 Let's play soccer. Here's the ball.  
4 My birthday is on the fourth of August.  
5 The tall girl with the curly hair is my daughter.  
6 The soup has too much salt. It's awful.  
7 In my free time, I like to draw pictures.  
8 I'm thirsty. Can I have a glass of water, please?  
9 I am short, but my best friend is tall.  
10 I need my phone to call my Dad.

## UNIT 8

### Intonation: listing items

#### Exercise 1

1 wife 2 Russian 3 coat 4 baseball 5 spring  
6 catch 7 stove 8 Brazil 9 arm 10 headphones  
11 library.  
The intonation pattern is always the same; the voice rises when saying the first three items on the list and falls on the final item.

## Exercise 2

### Audio Script Track 32

**Example:** March, April, May, and June

- 1 son, daughter, husband, and wife
- 2 Japanese, British, Russian, and Turkish
- 3 coat, skirt, socks, and pants
- 4 snowboarding, gymnastics, golf, and baseball
- 5 summer, spring, winter, and fall
- 6 watch, choose, throw, and catch
- 7 stove, shower, fridge, and chair
- 8 Australia, Scotland, Brazil, and Japan
- 9 body, arm, leg, and face
- 10 tablet, GPS, headphones, and laptop
- 11 library, restaurant, museum, and bank

## UNIT 9

### Intonation: giving two choices

#### Exercise 1

- 1 fish 2 chicken 3 fries 4 ice cream 5 pineapple  
6 water 7 tea

#### Exercise 2

↑            ↓  
Chicken or fish  
↑            ↓  
Cake or ice cream

### Audio Script Track 36

- Waiter** Would you like soup or salad?  
**Woman** Salad, please.  
**Waiter** Chicken or fish?  
**Woman** I think I'll have chicken today ... with fries, please.  
**Waiter** Would you like dessert?  
**Woman** Yes, please.  
**Waiter** Cake or ice cream?  
**Woman** I'd prefer fruit ... some pineapple, please.  
**Waiter** Would you like something to drink?  
**Woman** Yes, please ... just some water. And a cup of tea after the meal. Thank you.

## UNIT 10

### Simple past: regular verbs

#### Exercise 1

- One syllable:** helped, liked, lived, played, walked, worked  
**two syllables:** needed, started, waited, wanted.

### Audio Script Track 38

**One syllable:**

Danced  
Helped  
Liked  
Lived  
Played  
Walked  
Worked

**Two syllables:**

Hated  
Needed  
Started  
Waited  
Wanted

## Exercise 3

We only say /id/ when the last sound in the word is a /t/ or a /d/.

### Audio Script Track 39

**Narrator** We only say /id/ when the last sound in the word is a /t/ or a /d/.

## UNIT 11

### Simple past: irregular verbs

#### Exercise 1

- A: 1 a 2 b 3 c 4 g 5 d 6 f  
B: 7 n 8 j 9 m 10 h 11 i 12 l 13 k

#### Exercise 2

### Audio Script Track 45

**A. Example:** found, sound

- 1 drank, thank
- 2 came, name
- 3 knew, you
- 4 saw, draw
- 5 thought, caught
- 6 ate, wait

**B.**

- 7 took, book
- 8 said, bed
- 9 could, good
- 10 gave, save
- 11 wrote, boat
- 12 made, played
- 13 had, bad

## UNIT 12

### Word stress: comparatives

#### Exercise 1

- 1 smaller 2 quicker 3 cheaper 4 faster 5 colder  
6 safer 7 closer 8 bigger 9 hotter 10 funnier  
11 easier 12 healthier 13 happier 14 farther 15 better

#### Exercise 2

### Audio Script Track 47

**Example:** Slower

- 1 Smaller
- 2 Quicker
- 3 Cheaper
- 4 Faster
- 5 Colder
- 6 Safer
- 7 Closer
- 8 Bigger
- 9 Hotter
- 10 Funnier
- 11 Easier
- 12 Healthier
- 13 Happier
- 14 Farther
- 15 Better

#### Exercise 3

first

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**The publishers are grateful to the following illustrators:** Christos Kaltsas (hyphen 4, 6, 9, 14, 15, 16, 17, 22, 23, 33, 34, 40, 43, 46, 52, 53, 55, 58, 60, 61, 77, 78, 79, 82, 87 (R), 91, 94, 95, 96, 97, 105, 107, 110, 115, 127, 128 and Zaharias Papadopoulos (hyphen) 8, 12, 21, 35, 41, 63, 76, 87 (L)

**The publishers are grateful to the following contributors:** hyphen: editorial, design and project management; CityVox, LLC: audio recordings; Silversun Media Group: video production; Karen Elliott: Pronunciation sections; Matt Norton: Get it Right! sections