

Workbook answer key

Unit 1

Introduction

1A Meeting people

Exercise 1 LISTENING 2

Iris: Hi, Annaliese. How are you?

Annaliese: Fine, thanks, Iris. And you?

Iris: I'm fine too, Annaliese. This is Giacomo. He's from America.

Annaliese: Hi, nice to meet you.

Giacomo: And you. Where are you from, Annaliese?

Annaliese: I'm from Australia.

Giacomo: And how old are you?

Annaliese: I'm seventeen. What about you?

Giacomo: I'm seventeen too.

Annaliese: How do you spell your name?

Giacomo: G-I-A-C-O-M-O.

2: Fine, thanks, Iris. And you?

3: I'm fine too, Annaliese. This is Giacomo. He's from America.

4: And you. Where are you from, Annaliese?

5: I'm from Australia.

6: I'm seventeen. What about you?

7: I'm seventeen, too.

10: How do you spell your name?

11: G-I-A-C-O-M-O.

Exercise 2 LISTENING 3

2: school 3: student 4: teacher 5: pencil 6: house

7: chair 8: desk

Exercise 3 LISTENING 4

b 13 c 11 d 23 e 9 f 50 g 16 h 1 i 30

Exercise 4

21: twenty-one 3: three 8: eight 40: forty 19: nineteen

15: fifteen 12: twelve 6: six

Exercise 5 LISTENING 5

1: What's your name? 2: How are you? 3: How old are you?

4: How do you spell your name? 5: Where are you from?

Students' own answers

Exercise 6

Students' own answers

1B be, possessives and pronouns

Exercise 1

1: he 2: is 3: are 4: m 5: is 6: he

Exercise 2

2: Sam isn't in the classroom. 3: We aren't eighteen years old.

4: They aren't from New Zealand. 5: I'm not hungry.

Exercise 3

1: Is your name Martin? 2: Are you from Ireland?

3: Is your dad at home? 4: Are Harry and Neil teachers?

5: Are Joanna and I American? 6: Is Sarah hungry?

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

Exercise 4 LISTENING 6

1: Liam is nineteen years old.

2: Liam and Clare are American.

3: Liam is from New Orleans.

4: Clare is from Chicago.

5: Clare is nineteen years old.

6: Liam's favourite food is ice cream.

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

Exercise 5

Students' own answers

Exercise 6

2: your 3: his 4: her 5: its 6: our 7: your 8: their

Exercise 7

b 1: That is my mum.

c 4: Those are our sisters.

d 5: This is my schoolbag.

e 3: That is his bike.

f 6: These are our books.

Challenge!

Students' own answers

1C have got and articles

Exercise 1

1: 've got 2: 's got 3: 's got 4: 've got 5: 've got

Exercise 2

2: haven't got 3: hasn't got 4: haven't got 5: hasn't got

6: haven't got

2: f 3: a 4: e 5: d 6: b

Exercise 3

2: Has Leo got a guitar? No, he hasn't.

3: Have Emily and Leo got a cat? No, they haven't.

4: Have Emily and Leo got a dictionary? Yes, they have.

5: Has Emily got an MP3 player? No, she hasn't.

6: Has Leo got an MP3 player? Yes, he has.

Exercise 4

1: an 2: an 3: a 4: a 5: an 6: a

Exercise 5

1: a 2: a 3: The 4: the 5: the 6: an

Exercise 6

1: b 2: b 3: c 4: c 5: a

Solutions Elementary Students Answers

Raffaela Di Napoli



Solutions Elementary Students Answers

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Solutions - Elementary Oxford Editor, Tim Falla, Paul A. Davies, 2019-02-14 The Solutions 2nd Edition Workbook supports the Student's Book content with plenty of extra practice and revision

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Solutions. Elementary. Student's book. Con espansione online. Per le Scuole superiori. Con Multi-ROM, 2008

Solutions: Elementary: Workbook with Dutch Wordlist Oxford University Press, 2017-12-28

Elementary Analysis Kenneth A. Ross, 2014-01-15

Solutions: Elementary: Student Book Tim Falla, Paul A. Davies, 2012-04-12

Solutions: Elementary: Student's Book A Paul Davies, Tim Falla, 2019-06-06 A split edition of Oxford's best selling secondary course developed for language schools teaching teen learners in the UK and Ireland Solutions offers a tried and trusted methodology alongside fresh and diverse material that will spark your students interest and drive them to succeed

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Answers to Your Biggest Questions About Teaching Elementary Math John J. SanGiovanni, Susie Katt, Latrenda D. Knighten, Georgina Rivera, 2021-08-31 Your guide to grow and learn as a math teacher Let's face it teaching elementary math can be hard So much about how we teach math today may look and feel different from how we learned it Today we recognize placing the student at the center of their learning increases engagement motivation and academic achievement soars Teaching math in a student centered way changes the role of the teacher from one who traditionally delivers knowledge to one who fosters thinking Most importantly we must ensure our practice gives each and every student the opportunity to learn grow and achieve at high levels while providing opportunities to develop their agency and authority in the classroom which results in a positive math identity Whether you are a brand new teacher or a veteran if you find teaching math to be quite the challenge this is the guide you want by your side Designed for just in time learning and support this practical resource gives you brief actionable answers to your most pressing questions about teaching elementary math Written by four experienced math educators representing diverse experiences these authors offer the practical advice they wish they received years ago from lessons they've learned over decades of practice research coaching and through collaborating with teams teachers and colleagues especially new teachers every day Questions and answers are organized into five areas of effort that will help you most thrive in your elementary math classroom 1 How do I build a positive math community 2 How do I structure organize and manage my math class 3 How do I engage my students in math 4 How do I help my students talk about math 5 How do I know what my students know and move them forward Woven throughout you'll find helpful sidebar notes on fostering identity and agency access and equity teaching in different settings and invaluable resources for deeper learning The final question Where do I go from here offers guidance for growing your practice over time Strive to become the best math educator you can be your students are counting on it What will be your first step on the journey

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Mathematics for Elementary School Teachers Student Solutions Manual Bassarear, Tom Bassarear,2000-12

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