

# Part A — Instructions and examples

Part A contains only the instructions for each exercise. Read the instructions and do the exercise while you listen to the recording. When you hear a tone (shown by a bullet • in the script), give your response. Then listen to the recorded model response.

## 1 It's nice to meet you.

### Unit 1, Exercise 1

Listen to people introduce themselves, like this:

– Hi. I'm Lisa Wong.

Reply like this:

– **It's nice to meet you, Lisa.**

Listen to another example.

– Hello. My name is Paul Lopez. •

– **It's nice to meet you, Paul.**

Ready.

### Unit 1, Exercise 2

Listen to people introduce themselves, like this:

– Hi. My name is James Stanton.

Ask for the person's last name, like this:

– **I'm sorry. What's your last name again?**

Then you hear an answer. Listen again.

– Hi. My name is James Stanton. •

– **I'm sorry. What's your last name again?**

– Stanton.

Ready.

### Unit 1, Exercise 3

Listen to people say their names, like this:

WOMAN: My name is Katherine.

Say the person's first name. Use "his" or "her," like this:

– **Her name is Katherine.**

Listen to another example.

MAN: My name is Jake. •

– **His name is Jake.**

Ready.

### Unit 1, Exercise 4

Listen to people introduce themselves, like this:

– I'm Brian Jones.

Ask how to spell the person's first name, like this:

– **How do you spell your first name?  
B-R-I-A-N?**

Then you hear an answer. Listen again.

– I'm Brian Jones. •

– **How do you spell your first name?  
B-R-I-A-N?**

– Yes, it's B-R-I-A-N.

Ready.

### Unit 1, Exercise 5

You hear a name, like this:

– Stephanie

Say hello to the person, like this:

– **Good morning, Stephanie. How are you?**

Then you hear an answer. Listen again.

– Stephanie •

– **Good morning, Stephanie. How are you?**

– I'm fine, thanks.

Listen to another example.

– Mr. Smith •

– **Good morning, Mr. Smith. How are you?**

– Not bad, thanks.

Ready.

### Unit 1, Exercise 6

[Note: These conversations are on page 5 of the Student's Book.]

Listen to these conversations.

Now repeat each sentence. Ready.

### Unit 1, Exercise 7

You hear questions about people, like this:

– Excuse me. Are you Mr. Connor?

Answer “No.” Use “he’s” or “she’s,” like this:

– **No, I'm not. He's over there.**

Listen to another example.

– Excuse me. Are you Mary Peters? •

– **No, I'm not. She's over there.**

Ready.

### Unit 1, Exercise 8

You hear someone's phone number, like this:

– My phone number is (212) 555-2584.

Say the person's phone number, like this:

– **Your number is (212) 555-2584.**

Then you hear the number again.

– (212) 555-2584.

Listen to another example.

– My phone number is (604) 555-8925. •

– **Your number is (604) 555-8925.**

– (604) 555-8925.

Ready.

### Unit 1, Exercise 9

You hear a name, like this:

– Michael

Say good-bye to the person, like this:

– **Good-bye, Michael. Have a good evening.**

Listen to another example.

– Miss Sato •

– **Good-bye, Miss Sato. Have a good evening.**

Ready.

## 2 What's this?

### Unit 2, Exercise 1

You hear a word or phrase, like this:

– pen

Make a sentence with the word or phrase. Use “a” or “an,” like this:

– **This is a pen.**

Listen to another example.

– eraser •

– **This is an eraser.**

Ready.

### Unit 2, Exercise 2

You hear a question about spelling, like this:

– How do you spell “table”?

Spell the word, like this:

– **T-A-B-L-E.**

Then listen and check. Listen to another example.

– How do you spell “clock”? •

– **C-L-O-C-K.**

Ready.

### Unit 2, Exercise 3

Practice saying plural nouns. You hear a phrase, like this:

– one key

Say the plural, like this:

– **two keys**

Listen to another example.

– one desk •

– **two desks**

Ready.

### Unit 2, Exercise 4

You hear a singular noun, like this:

– key

Make a sentence with the word, like this:

– **It's a key.**

Listen to a plural noun.

– keys

Make a sentence with the word, like this:

– **They're keys.**

Listen to another example.

– camera •

– **It's a camera.**

Ready.

### Unit 2, Exercise 5

You hear a singular noun, like this:

– wallet

Ask a question, like this:

– **What's this called in English?**

You hear a plural noun, like this:

– keys

Ask a question, like this:

– **What are these called in English?**

Then you hear an answer. Listen to another example.

– earring •

– **What's this called in English?**

– It's an earring.

Ready.

**Unit 2, Exercise 6**

[*Note:* This conversation is on page 11 of the Student's Book.]

Listen to this conversation.

Now repeat each sentence. Ready.

**Unit 2, Exercise 7**

You hear a question, like this:

– Is this your wallet?

Answer “No,” like this:

– **No, it's not.**

Listen to another example.

– Are these your keys? •

– **No, they're not.**

Ready.

**Unit 2, Exercise 8**

You hear a word or phrase, like this:

– camera

Ask a question, like this:

– **Where is my camera?**

Listen to another example.

– glasses •

– **Where are my glasses?**

Ready.

**Unit 2, Exercise 9**

You hear two questions, like this:

– Where are my keys? Are they on the table?

Answer “Yes,” like this:

– **Yes, your keys are on the table.**

Listen to another example.

– Where is my newspaper? Is it under my chair? •

– **Yes, your newspaper is under your chair.**

Ready.

### 3 Where are you from?

#### Unit 3, Exercise 1

You hear the name of a city, like this:  
 – Tokyo

Repeat the name.  
 – **Tokyo**

Ready.

#### Unit 3, Exercise 2

Listen to a question about where someone is from, like this:  
 – Is Mrs. Yoshiba from Japan?

Answer “Yes,” like this:  
 – **Yes, she is. She’s from Japan.**

Listen to another example.  
 – Are David and Pat from the U.S.? •  
 – **Yes, they are. They’re from the U.S.**

Ready.

#### Unit 3, Exercise 3

You hear a question, like this:  
 – Are you from Seoul?

Answer “No,” like this:  
 – **No, I’m not. I’m not from Seoul.**

Listen to another example.  
 – Is Tony from Italy? •  
 – **No, he’s not. He’s not from Italy.**

Ready.

#### Unit 3, Exercise 4

You hear someone’s name. Then you hear a city or country, like this:  
 – Tony . . . Italy

Ask a question about where the people are from, like this:  
 – **Is Tony from Italy?**

Then you hear an answer.  
 – No, he’s not. He’s from Brazil.

Listen to another example.  
 – Sonia and Paula . . . Spain •  
 – **Are Sonia and Paula from Spain?**  
 – Yes, they are.

Ready.

#### Unit 3, Exercise 5

Listen to a question about a city, like this:  
 – Is New York City in the U.S.?

Answer “Yes, it is” or “No, it’s not,” like this:  
 – **Yes, it is.**

Ready.

#### Unit 3, Exercise 6

[Note: This conversation is on page 19 of the Student’s Book.]

Listen to this conversation.

Now repeat each sentence. Ready.

#### Unit 3, Exercise 7

You hear a person’s name and age, like this:  
 – Barbara . . . twenty-five

Make a sentence, like this:  
 – **Barbara is twenty-five years old.**

Listen to another example.  
 – Daniel . . . sixteen •  
 – **Daniel is sixteen years old.**

Ready.

#### Unit 3, Exercise 8

You hear someone’s name and a description, like this:

– Bob and Sandy . . . nice

Make a statement, like this:  
 – **They’re very nice.**

Listen to another example.  
 – Sally . . . friendly •  
 – **She’s very friendly.**

Ready.

#### Unit 3, Exercise 9

Listen to a statement, like this:  
 – I think he’s from China.

Ask questions, like this:  
 – **China? What’s his name?**

Then you hear an answer.  
 – Chien Kuo.

Listen to another example.  
 – I think she’s from Brazil. •  
 – **Brazil? What’s her name?**  
 – Maria.

Ready.

## 4 I'm not wearing boots!

### Unit 4, Exercise 1

Listen to two questions about the color of clothing, like this:

– What color is her dress? Is it pink?

Answer “Yes,” like this:

– **Yes, it's pink.**

Listen to another example.

– What color are his boots? Are they black? •

– **Yes, they're black.**

Ready.

### Unit 4, Exercise 2

Listen to someone describe a piece of clothing, like this:

MAN: My suit is light brown.

Make a sentence about the person's clothing.

Use “his” or “her,” like this:

– **His suit is light brown.**

Ready.

### Unit 4, Exercise 3

[Note: This conversation is on page 23 of the Student's Book.]

Listen to this conversation.

Now repeat each sentence. Ready.

### Unit 4, Exercise 4

You hear two words, like this:

– boots . . . black

Make a statement about Julie, like this:

– **Julie's boots are black.**

Listen to another example.

– scarf . . . light blue •

– **Julie's scarf is light blue.**

Ready.

### Unit 4, Exercise 5

Listen to two questions about clothing, like this:

– Whose gloves are these? Are they Beth's?

Answer “Yes,” like this:

– **Yes, they're hers.**

Listen to another example.

– Whose belt is this? Is it yours? •

– **Yes, it's mine.**

Ready.

### Unit 4, Exercise 6

Listen to a question about the weather, like this:

– Is it humid today?

Answer “Yes,” like this:

– **Yes, it's very humid today.**

Listen to another example.

– Is it windy today? •

– **Yes, it's very windy today.**

Ready.

#### Unit 4, Exercise 7

You hear two words, like this:

– snowing . . . cold

Make a sentence with the words, like this:

– **It's snowing, and it's very cold.**

Listen to another example.

– windy . . . cool •

– **It's windy, and it's very cool.**

Ready.

#### Unit 4, Exercise 8

You hear a word, like this:

– tie

Make a question about John. Use the word, like this:

– **Is John wearing a tie?**

Listen to another example.

– sneakers •

– **Is John wearing sneakers?**

Ready.

#### Unit 4, Exercise 9

You hear a sentence, like this:

– I think she's wearing a blouse and a scarf.

Respond like this:

– **She's wearing a blouse, but she isn't wearing a scarf.**

Listen to another example.

– I think he's wearing a hat and a coat. •

– **He's wearing a hat, but he isn't wearing a coat.**

Ready.

#### Unit 4, Exercise 10

You hear a statement, like this:

– Her suit is black.

Respond like this:

– **You're right. She's wearing a black suit.**

Listen to another example.

– Their socks are white. •

– **You're right. They're wearing white socks.**

Ready.

## 5 What are you doing?

### Unit 5, Exercise 1

You hear a question, like this:

- Is it three o'clock in the afternoon in New York City?

Reply like this:

- **No, it's three o'clock in the morning.**

Listen to another example.

- Is it seven o'clock in the evening in Tokyo? •
- **No, it's seven o'clock in the morning.**

Ready.

### Unit 5, Exercise 2

Listen to a time, like this:

- It's four o'clock in the morning.

Say the time a different way, like this:

- **It's four A.M.**

Listen to another example.

- It's six o'clock in the evening. •
- **It's six P.M.**

Ready.

### Unit 5, Exercise 3

You hear a time, like this:

- It's five-fifteen.

Repeat the time.

- **It's five-fifteen.**

Ready.

### Unit 5, Exercise 4

Listen to a time, like this:

- It's two-twenty.

Say the time a different way, like this:

- **It's twenty after two.**

Listen to another example.

- It's a quarter after two. •
- **It's two-fifteen.**

Ready.

### Unit 5, Exercise 5

[Note: This conversation is on page 32 of the Student's Book.]

Listen to this conversation.

Now repeat each sentence. Ready.

### Unit 5, Exercise 6

You hear a name or names, like this:

- Ben

Ask a question, like this:

- **What's Ben doing?**

Then you hear an answer.

- He's cooking dinner.

Listen to another example.

- Mary and John •

- **What are Mary and John doing?**

- They're watching television.

Ready.

### Unit 5, Exercise 7

You hear a question, like this:

- Are Paul and Mary going to work?

Answer "Yes," like this:

- **Yes, they are. They're going to work.**

Listen to another example.

- Is John watching television? •

- **Yes, he is. He's watching television.**

Ready.

### Unit 5, Exercise 8

You hear a question, like this:

- Is Jim working?

Answer "No," like this:

- **No, he isn't. He isn't working right now.**

Listen to another example.

- Are you studying? •

- **No, I'm not. I'm not studying right now.**

Ready.



## 6 My sister works downtown.

### Unit 6, Exercise 1

Listen to a statement, like this:

– Paul is Anne’s husband.

Make a statement about the second person, like this:

– **Anne is Paul’s wife.**

Listen to another example.

– Lisa is John’s sister. •

– **John is Lisa’s brother.**

Ready.

### Unit 6, Exercise 2

You hear a statement, like this:

– John walks to school.

Make the statement negative, like this:

– **John doesn’t walk to school.**

Listen to another example.

– Michael and Susan take the bus to work. •

– **Michael and Susan don’t take the bus to work.**

Ready.

### Unit 6, Exercise 3

You hear a statement, like this:

– I have a car.

Make a statement about Sophie, like this:

– **Sophie has a car, too.**

Listen to another example.

– I do homework at home. •

– **Sophie does homework at home, too.**

Ready.

### Unit 6, Exercise 4

You hear two statements, like this:

– Robert lives in the suburbs. Amy lives in the suburbs, too.

Join the two sentences using the word “and,” like this:

– **Robert and Amy live in the suburbs.**

Listen to another example.

– Susan has a car. Matthew has a car, too. •

– **Susan and Matthew have cars.**

Ready.

### Unit 6, Exercise 5

You hear a verb, like this:

– take

Say the verb in the third-person singular, like this:

– **takes**

Listen to another example.

– do •

– **does**

Ready.

### Unit 6, Exercise 6

[*Note:* This conversation is on page 39 of the Student's Book.]

Listen to this conversation.

Now repeat each sentence. Ready.

### Unit 6, Exercise 7

Listen to a question, like this:

– Do you get up early every day?

Answer “Yes,” like this:

– **Yes, I do. I get up early every day.**

Listen to another example.

– Do you have breakfast in the morning? •

– **Yes, I do. I have breakfast in the morning.**

Ready.

### Unit 6, Exercise 8

Listen to a question about time, like this:

– Do you go to work at eight o'clock on Wednesdays?

Answer with the time one hour earlier, like this:

– **No, I go to work at seven o'clock on Wednesdays.**

Listen to another example.

– Do you have English class at three o'clock on Tuesdays? •

– **No, I have English class at two o'clock on Tuesdays.**

Ready.

### Unit 6, Exercise 9

You hear a phrase, like this:

– get up in the morning

Ask a question with “What time . . . ?” like this:

– **What time do you get up in the morning?**

Then you hear an answer.

– At eight o'clock.

Listen to another example.

– go to school •

– **What time do you go to school?**

– At eight forty-five.

Ready.