

# Workbook answer key

## Starter Unit

### Page 2

- 1 1 Fin 2 Libby 3 Kate  
4 Fin / Libby 5 Libby / Fin  
6 Tom 7 Tom 8 Fin
- 2 a play, costumes b river, park  
c first aid, helped d football, seats  
e time, future

### Page 3

- 3 1 holiday / play 2 Jim / Fin  
3 country / town 4 clean / dirty  
5 horse / bike 6 piano / football  
7 film / match
- 4 1 To Spain 2 Fin and Libby  
3 Do Something Different  
4 Tom 5 Canada  
6 ice hockey
- 5 1 club 2 cousins 3 year  
4 capsule 5 cleaned 6 learnt  
7 joined 8 cap

### Page 4

- 1 1 I'm watching  
2 I'm not enjoying  
3 isn't winning 4 is doing  
5 Does she always do 6 she usually finishes 7 Do you want  
8 I don't like 9 I usually fall
- 2 1 Two boys were kicking a football.  
2 The woman was reading a book.  
3 Two children were riding (their) bikes.  
4 The woman was drinking coffee.  
5 The man was carrying a shopping bag.  
6 The ducks were eating bread.
- 3 1 was doing 2 were playing  
3 arrived 4 was driving  
5 was looking 6 started  
7 was studying, phoned  
8 were travelling, stopped

### Page 5

- 1 1 did, done 2 made, made  
3 eat, eaten 4 break, broke  
5 spoke, spoken 6 sell, sold  
7 swim, swam 8 ride, rode
- 2 1 broken 2 spoke 3 swam  
4 done 5 ate 6 ridden
- 3 1 took 2 flew 3 wore  
4 ridden 5 seen 6 went

## Unit 1

### Page 6

- 1 1 paint, walls  
2 impossible, draw  
3 famous, world 4 know  
5 meet, library

- 2 a 3 b 5 c 1 d 4 e 2  
3 1 b 2 a 3 c 4 c 5 b 6 a  
4 Students' own answers

### Page 7

- 1 1 art gallery 2 mural  
3 sculptures 4 paintings  
5 portraits 6 landscape  
7 foreground 8 background
- 2 1 unlucky 2 unhappy  
3 immature 4 uninteresting
- 3 1 unpopular 2 unfriendly  
3 impolite 4 untidy  
5 unhappy 6 uninteresting  
7 immature 8 unlucky

### Page 8

- 1 1 h 2 e 3 a 4 c 5 b  
6 d 7 f 8 g
- 2 1 'm going to call  
2 are going to paint  
3 is going to make  
4 aren't going to play  
5 's going to meet  
6 'm going to buy  
7 isn't going to come  
8 're going to start
- 3 1 are going to 2 'll 3 'll  
4 'll 5 is going to 6 'll  
7 is going to 8 'm going to

### Page 9

- 1 1 Are 2 meeting 3 I'm not  
4 is 5 We're having 6 are you
- 2 1 is having 2 is meeting  
3 are catching 4 starts  
5 are having 6 are taking  
7 are going 8 is meeting
- 3 1 Where is Tony visiting with his class? He's visiting an art gallery.  
2 What time are they meeting? They're meeting at 9.00 a.m.  
3 How are they travelling? They're travelling by train.  
4 Where are they having lunch? They're having lunch in the garden.  
5 What are they doing after lunch? They're taking a boat trip after lunch.  
6 What time is Tony's dad meeting him? Tony's dad is meeting him at 5.30 p.m.

### Page 10

- 1 b) An adventure on the river  
2 a 2 b 6 c 5 d 1 e 4 f 3

### Page 11

- 1 1 row 2 tie 3 floating 4 hit  
5 staring 6 smoke 7 borrow
- 2 1 bank 2 oars 3 lightning  
4 grab

- 3 1 bank 2 smoke 3 oars  
4 stared 5 floating 6 tie  
7 hit 8 splash

### Page 12

- 1 b) a fire  
2 Students' own answers

### Page 13

- 1 1 Are you going to 2 I'll  
3 Are you going to 4 I'm not  
5 I'm going to 6 Are you doing  
7 are going 8 I'll  
9 Are you going to  
10 I'm not going to
- 2 1 I'll help her.  
2 I won't wear this.  
3 I'll paint the sky.  
4 I'll use some rope.
- 3 1 impossible 2 staring  
3 mural 4 landscape  
5 foreground 6 a sun  
7 tie 8 oars

## Unit 2

### Page 14

- 1 a 5 b 1 c 2 d 6 e 4 f 3  
2 1 False 2 True 3 False  
4 True 5 False 6 True 7 False
- 3 1 mural 2 world 3 library  
4 countries 5 pictures  
6 terrible 7 time

### Page 15

- 1 1 ice skating 2 skiing  
3 baseball 4 rugby  
5 mountain biking 6 caving  
7 rock climbing 8 paragliding
- 2 1 disagree 2 incomplete  
3 disappear 4 invisible
- 3 1 invisible 2 dishonest  
3 incomplete 4 correct  
5 disagree 6 sensitive  
7 disappears 8 disobeys

### Page 16

- 1 1 we'll 2 isn't 3 I'll  
4 I won't be 5 You'll 6 there's
- 2 1 'll make 2 see  
3 won't go 4 'll finish  
5 will, wear 6 doesn't play
- 3 1 if it rains, we'll play in the gym.  
2 if we repair my bike, I'll ride it this afternoon.  
3 if the rain doesn't stop, the match won't start.  
4 if she isn't careful, she'll fall over.  
5 if their goalkeeper catches the ball, they'll win.  
6 if it doesn't snow this year, we won't go skiing.

# Guided Activity 7 1 Dem Answers

**PT Brinkman**



## **Guided Activity 7 1 Dem Answers:**

*Closed Education in the Open Society* Chen Yehezky, 2012 Preliminary Material Giving Our Children the Benefit of the Doubt Back to Basics The Quest for the Good Society The Quest for the Good Education Closed Education in the Open Society The Kibbutz A Closed Open Society Between Kibbutz and Kibbutz Education Faith The Ethical Dimension The Critical Approach The Answer from Liberalism The Benefits of Doubt All That We Truly Have Bibliography Name Index Subject Index

**Resources in Education**, 2000 [American Vision, Unit 5 Resources](#) McGraw-Hill Staff, 2002-04 [Building Vocabulary: Level 9 Kit](#) Timothy Rasinski, Nancy Padak, Rick M. Newton, and Evangeline Newton, 2009-07-22 Building Vocabulary from Word Roots provides a systematic approach to teaching vocabulary using Greek and Latin prefixes bases and suffixes Over 90% of English words of two or more syllables are of Greek or Latin origin Instead of learning words and definitions in isolation students learn key roots and strategies for deciphering words and their meanings across all content areas Building Vocabulary from Word Roots Level 9 kit includes Teacher s Guide Student Guided Practice Book Each kit includes a single copy additional copies may be ordered in quantities of 10 or more Assessments to support data driven instruction and Digital resources including modeled lessons 50 bonus activities and more *World History: Connections to Today* Elisabeth Gaynor Ellis, Pearson/Prentice Hall, 2003-12 **Building Vocabulary: Level 10 Kit**, 2010-01-29 Building Vocabulary from Word Roots provides a systematic approach to teaching vocabulary using Greek and Latin prefixes bases and suffixes Over 90% of English words of two or more syllables are of Greek or Latin origin Instead of learning words and definitions in isolation students learn key roots and strategies for deciphering words and their meanings across all content areas Building Vocabulary from Word Roots Level 10 kit includes Teacher s Guide Student Guided Practice Book Each kit includes a single copy additional copies may be ordered in quantities of 10 or more Assessments to support data driven instruction and Digital resources including modeled lessons 50 bonus activities and more **Visualizing Elementary Social Studies Methods** John K. Lee, 2007-09-17 This debut edition of Visualizing Elementary Social Studies offers students a unique way to explore issues and ideas about how to teach social studies using text pictures and graphics brought together in a stimulating and thoughtful design In this book content and pedagogy are blended to take advantage of the rich visual context that National Geographic images provide Students who use this book will explore central teacher education topics in elementary social studies along with concepts and ideas from social studies disciplines including history geography political science economics and behavioral sciences Visualizing Elementary Social Studies is infused with explorations of how to teach in subject matter contexts given the democratic purposes of social studies This Wiley Visualizing title is a unique book that combines Wiley s expertise in creating top quality textbooks with rich visual resources such as photographs maps illustrations diagrammatic art and videos and the content and teaching expertise of new and current authors and unique partnerships Visualizing Elementary Social Studies relies heavily on the integration of these visuals with text to elucidate

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participation in programmes that have a clear employability component has never been so high To ensure that the HE sector continues to enable graduates to become effective citizens who contribute to the betterment of society a range of general questions need to be addressed What does it mean to be an authentic university in the modern era What are the real student expectations of HE and how are education providers framing and meeting these expectations Is a new breed of academic leadership needed that will both meet the expectations of the students and guide the aspirations of academic staff Finally do we need an opportunity to reflect on the effective design and delivery of curriculum Should the undergraduate student body play more of a role in the design of the curriculum or should the undergraduate student body play more of a role in the design of the curriculum or should they remain the recipients of a programme that has been designed by subject specialists The scope of this book is wide but it brings the design and delivery of higher education programmes under the empirical gaze of educational psychology That is to say all chapters centre on the impact of higher educational programmes on the student teacher relationship student learning achievement and identity It is therefore crucial to explore the psychological impact of higher education institutions and how these can then be used to inform innovative educational practice and policy

*Good Words ...* United States Penitentiary, Atlanta, Georgia,1912      *Bulletin* Indiana. Dept. of Public Instruction,1924      Teacher Training in Indiana Teachers' Institutes Indiana. Department of Public Instruction,1925      **The American Journey** Joyce Oldham Appleby,Alan Brinkley,James M. McPherson,2003      **Proceedings of the 1992 Northeastern Recreation Research Symposium** Gail A. Vander Stoep,1993      *The Ohio Teacher* ,1910

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