

# Workbook answer key

## Starter Unit

### Page 2

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

### Page 3

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

### Page 4

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

## Unit 1

### Page 6

- 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
- 1 unlucky 2 unhappy  
3 immature 4 uninteresting
- 1 unpopular 2 unfriendly  
3 impolite 4 untidy  
5 unhappy 6 uninteresting  
7 immature 8 unlucky

### Page 8

- 1 h 2 e 3 a 4 c 5 b  
6 d 7 f 8 g
- 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
- 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
- 1 is having 2 is meeting  
3 are catching 4 starts  
5 are having 6 are taking  
7 are going 8 is meeting
- 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 row 2 tie 3 floating 4 hit  
5 staring 6 smoke 7 borrow
- 1 bank 2 oars 3 lightning  
4 grab

- 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
- 1 I'll help her.  
2 I won't wear this.  
3 I'll paint the sky.  
4 I'll use some rope.
- 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
- 1 False 2 True 3 False  
4 True 5 False 6 True 7 False
- 1 mural 2 world 3 library  
4 countries 5 pictures  
6 terrible 7 time

### Page 15

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

### Page 16

- 1 we'll 2 isn't 3 I'll  
4 I won't be 5 You'll 6 there's
- 1 'll make 2 see  
3 won't go 4 'll finish  
5 will, wear 6 doesn't play
- 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

**Claudine Isaacs**



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

Resources in Education ,2000      **Closed Education in the Open Society** Chen Yehezkely,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      **American Vision, Unit 5 Resources** McGraw-Hill Staff,2002-04

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**World History: Connections to Today** Elisabeth Gaynor Ellis,Pearson/Prentice Hall,2003-12      *Saraswati Social Science Class 10* Arti Arora, A text book on Social Science      **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

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**The American Journey** Joyce Oldham Appleby,Alan Brinkley,James M. McPherson,2003 *Congressional Record* United States. Congress,1968 The Congressional Record is the official record of the proceedings and debates of the United States Congress It is published daily when Congress is in session The Congressional Record began publication in 1873 Debates for sessions prior to 1873 are recorded in The Debates and Proceedings in the Congress of the United States 1789 1824 the Register of Debates in Congress 1824 1837 and the Congressional Globe 1833 1873 *Oil and Gas Lobby Investigation* United States. Congress. Senate. Special Committee to Investigate Political Activities, Lobbying, and Campaign Contributions,1956 [Index Medicus](#) ,2004 Vols for 1963 include as pt 2 of the Jan issue Medical subject headings

*Hearings* United States. Congress Senate,1956 [What Is the Role for Effective Pedagogy In Contemporary Higher Education?](#) Carl Senior,Dilly Fung,Christopher Howard, Rowena Senior,2018-10-05 The number of students entering into Higher Education HE continues to grow and as such the sector now stands at the threshold of a major shift in its philosophy No longer does the academic prerogative belong to a generation who valued learning for the sake of enlightenment Many contemporary undergraduate students enter their programmes of study with a primary desire to improve their position on the subsequent employability market Universities have been quick to meet this need and institutional offerings have followed suit enabling students to gain experience in a range of additional and subsidiary programmes that focus on the provision of value added benefits Here students are encouraged to develop expertise in a range of topics from entrepreneurship and enterprise to intellectual property and even leadership skills The first round of casualties that fall victim to such a shift are those programmes of study embedded within the humanities As is evidenced by the falling numbers of enrolling students the

incoming cohort is less likely now to engage with such programmes while 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      Proceedings of the 1992 Northeastern Recreation Research Symposium Gail A. Vander Stoep, 1993      **The Brigham Intensive Review of Internal Medicine** Ajay K. Singh, Joseph Loscalzo, 2014

Based upon the popular review course from Harvard Medical School The Brigham Intensive Review of Internal Medicine is a comprehensive study guide for the American Board of Internal Medicine certification or maintenance of certification examination as well as for general practice review by physicians and residents This authoritative thorough resource provides in depth coverage on all specialties of internal medicine as well as palliative care occupational medicine psychiatry and geriatric medicine Editors Ajay K Singh and Joseph Loscalzo recruited leading authorities from Harvard as well as former chief residents at Brigham and Women s Hospital to contribute to this book Featuring over 600 board review questions with numerous tables and figures chapters offer detailed discussions with emphasis on essential learning points Over 100 chapters are organized into 10 broad sections with one additional section dedicated to board simulation As the required content for the American Board of Internal Medicine continues to evolve studying can prove challenging The Brigham Intensive Review of Internal Medicine is the ideal study guide for anyone preparing for certification or recertification

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