

Answer key

Unit 1

1a (pages 4 and 5)

1 purple

2

1 F 2 F 3 T 4 T 5 F

3

1 spend 2 seems ... like 3 belong 4 possess
5 feel 6 need 7 are disappearing 8 move 9 is getting
10 are speculating

4

1 natural 2 common 3 inventory 4 the cold 5 smaller

5

1 use 2 contain 3 come 4 are now reporting
5 is increasing 6 know 7 cause 8 don't understand
9 is becoming

6

1 Do (you) like ... Does (it) look 2 'm/ am looking
3 does (his/ her) belong 4 does (it) taste
5 Are (you) thinking 6 suppose

7

1 He goes out with friends at weekends, or At weekends, he goes out with friends.

2 He's / He is spending time with his family today, or

Today he's / he is spending time with his family.

3 He's / He is making lunch at the moment, or At the moment, he's / he is making lunch.

4 He usually makes lunch.

5 He does housework every day, or Every day he does housework.

6 He never does DIY.

1b (pages 6 and 7)

1

1 No.

2 Two or more of their senses get mixed up.

3 Yes, it's a bit too much sometimes.

4 Mark's synesthesia means that he tastes words.

5 Candinsky's synesthesia mixed colour, hearing, touch and smell.

6 Seeing words in colour.

7 Our brains.

2

1 taste 2 hear 3 hearing 4 touch 5 smell

3

1 Where does Mark come from?

Canada.

2 Who else in his family has the same condition?

His sister.

3 What's / What is the name of his condition?

Synesthesia.

4 Which sense gives Mark problems?

Taste.

5 What is Steve Wonder famous for?

He's a musician.

6 What colour does Mark's sister associate with Tuesday?

Green.

5b

Possible answers:

1 How many brothers have you got?

2 Do you like your job?

3 Why do you always go to France?

4 Where are you from?

5 Can you speak any other languages?

6 What are your favourite stories?

6

1 luck 2 knowledge 3 power 4 mourning 5 passion

7

1 happiness 2 courage 3 love 4 wisdom 5 sadness

1c (page 8)

1

5

2

1 green 2 men 3 three 4 head

3

1 ten per cent

2 She can't tell if the DVD player is on or off – because the buttons are red and green.

3 blue

4 red, green, blue

5 police officer, airline pilot

4

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

5

1 A: Louise is seeing someone new.

2 B: I see. Well, thanks anyway.

3 B: You need to see a doctor.

4 A: Do you see how easy it is?

1d (page 9)

1

1 C: It's a pleasure to meet you.

2 C: Why don't I give you my card?

3 C: May I introduce myself?

4 C: Let's stay in touch.

5 C: It's been good talking to you.

6 C: I'm very pleased to meet you.

2

1 May I introduce myself?

2 It's a pleasure to meet you or I'm very pleased to meet you

3 It's been good talking to you, or let's stay in touch.

4 Why don't I give you my card?

3

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

4a

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

4b

1 2 4 6

5

1 Are you? 2 Is it? 3 Yes, I have. 4 Yes, I do.

5 No, I can't. 6 Are they?

1e (page 10)

1a

1 letter 2 informal 3 knows 4 to give information

1b

1 About our work: b c

2 Satisfied customers: a

3 About us: d

Answer Key For Semantic Unit 11

AN Whitehead



Answer Key For Semantic Unit 11:

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Using German Vocabulary Sarah M. B. Fagan, 2004-05-27 This textbook provides a comprehensive and thematically structured vocabulary for students of German Designed for all but the very beginning levels of undergraduate study it offers a broad range of vocabulary and is divided into 20 manageable units dealing with the physical social cultural economic and political world The word lists are graded into three levels that reflect difficulty and likely usefulness and are accompanied by extensive exercises and activities designed to reinforce work done with the lists and to increase students competence in using the vocabulary Suitable for both classroom teaching and private study the exercises also make use of authentic German texts enabling students to work with the vocabulary in context Clearly organized and accessible Using German Vocabulary is designed to meet the needs of a variety of courses at multiple stages of any undergraduate programme

Problems Plus Alan Handel, Francis Gardella, 1994 Problems Plus doesn't just give answers to test questions With its innovative Problem Solving Plan this series teaches math thinking and problem attack strategies plus offers practice in higher order thinking skills students need to solve open ended math problems successfully Problems dealing with real life scenarios are meaningful and engaging The program follows NCTM standards and meets a number of SCANS competencies

Resources in Education, 1982

An Introduction to Learning Games & Instructional Simulations Ronald G. Klietsch, 1969

Instructor's Manual to Accompany Effective Reading Instruction in the Elementary Grades Donald J. Leu, Charles K. Kinzer, 1987

LifePrints Janet Podnecky, Allene Guss Grognet, Judy Veramendi, Jo Ann Crandall, MaryAnn Cunningham Florez, 2002 Uses a wide variety of activities to help beginning level learners practice their English in everyday situations

Informatics Abstracts, 1986

Creating Inclusive Classrooms Spencer J. Salend, 2005 The fifth edition of Creating Inclusive Classrooms Effective and Reflective Practices for All Students goes beyond the typical inclusion text in its reflective discussions on how to teach students with varying learning abilities This text contains a lot of the core information that an inclusion text requires and then takes the reader to a higher level by including issues of gender race ethnicity language socioeconomic status and family structures Features of the fifth edition include Principles of effective inclusion as a framework for the text The following principles are integrated into each chapter and demonstrate that inclusion is not just a government mandate but a principled philosophy for reflective and effective teaching for all students all learners and equal access individual strengths and needs reflective practices and differentiated instruction

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