

Language Powerbook Answer Key

Module 1

Warm-up

- 1
 2 desert island 3 scientific expedition 4 polar region
 5 natural environment 6 wild animals
 7
 8 sailing, go sailing, go flying, go parachuting, go diving
 9 other possibilities: go swimming, go (wind)surfing, go (water)skiing, go skateboarding, go snowboarding, go running, go jogging, go riding
 10
 11 natural features: desert, rainforest, volcano
 12 sports: camping, diving, parachuting
 13 journeys: travel, round the world trip, trek

1 Word Power

- 1
 2 a 3 g 4 o 5 h 6 c 7 f 8 e
 9

verb	verb	adjective	adverb
1 succeed	succeed	successful	successfully
2 achieve	achieve	well	easily
3 achieve	achieve	brave	bravely
4 achieve	achieve	disastrous	disastrously
5 achieve	achieve	falling	XXXXXXXX
6 desperation	desperate	desperate	desperately
7 darkness	darken	dark	darkly
8 ambition	ambition	ambitious	ambitiously
9 exhaustion	exhaust	exhausted	exhaustingly
10 death	die	dying	XXXXXX

- 2 achieve 3 exhaustedly 4 bravely 5 disastrously
 6 disaster 7 despair 8 darken 9 ambition
 10 dying
 11
 12 preparation 13 exploration 14 fall 15 organisation
 16 disappointment

Remember

Present Simple

- always
 often
 regularly
 usually

Students' own answers

- 1
 2 Look! Your brother has just come in.
 3 I've often tried to read his and Peter but I always find it too difficult.
 4 We've never visited the Czech Republic. What's it like?
 5 Peter has sometimes given me his homework on time but usually it's been late.
 6 Have you ever been to the cinema with him?
 7 They've already done their homework. Here it is.
 8 They haven't done their homework yet. It's for next week.
 9 I've worked here for ten years.
 10 I've worked here since 2000.
 11
 12 The dogs are pulling the sleds.
 13 I haven't brought the map with me.
 14 She works for a travel company.
 15 They aren't making much progress with their expedition.
 16 He has/hasn't crossed the Atlantic many times.
 17 Have you read this travel book?
 18 They don't speak English.

2 Grammar

1**

- 2 he's getting 3 think, he's getting 4 look/are you thinking 5 am/are talking 6 are you travelling
 7 loves, smells 8 am/are having, have 9 he's having/has

2**

- 1 hasn't worked 2 Are you learning 3 have/ve been
 4 haven't done 5 Do you learn 6 he's reading
 7 have you finished 8 don't watch 9 doesn't eat

3**

- 1 Do you like 2 Do you always have 3 Are you learning
 4 Have you read 5 Have you read 6 Do you read 7 Have you read 8 Has he written

4**

- 1 is 2 film 3 has/has explored 4 have bitten
 5 have attacked 6 he's preparing 7 loves 8 lives
 9 works 10 have/ve filmed 11 eat 12 don't run
 13 am/are studying 14 am/are trying 15 have/ve found

5**

- 1 We travel to China on holiday every year.
 2 We're taking a lot of fish at the moment.
 3 Pauline Jones is working at a travel agency this year.
 4 Brian has made journeys to some unusual places for the last five years.
 5 We're preparing for an adventure holiday now.
 7 Are you spending time with friends on your birthday at present?

6**

- 1 gets 2 enter 3 take place 4 have/ve organised
 5 have/ve won 6 haven't won 7 want 8 like
 9 have/ve won 10 have/ve tried 11 have
 12 have/ve lived 13 are you feeling 14 have/ve staying 15 are you enjoying 16 practice 17 get 18 don't have

7**

- 1 We are/ve having dinner now. Could I call you back later?
 2 How long have you lived here?
 4 Grandma and granddad visit us every Friday.

Word Corner

1

Africa	Asia	Australia	America
Nigeria	New Guinea	Aboriginals	the Amazon
Namibia	Siberia		
Kamchatka	China		
the Namib Desert	the Lush Desert		
2	water	land	
elephant	canoe	sledge	
parachuting	sailing	horse	
	cross	camel	
		on foot	
		back	

3 Communication

1

What your answers mean:

- 1 have mostly a answers: Do you do an extreme sport?
 No? Don't you, then? Start a second one. You do two extreme sports? Start a third one. Extreme sports are for you!
 2 have mostly a answers: Maybe an extreme sport is for you.
 3 have mostly a answers: Are you in land? Stay there. Don't get up - it's dangerous out there!

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

2

- 1 backing out 2 have/ve set up 3 go through with
 4 put on 5 get across 7 been into

4 Focus on Writing

1

- 1 a 2 b 3 c 4 d or h

2

- 1 Actually 2 Predictably 3 Anyway 4 Luckily
 5 but 6 so 7 Predictably 8 Anyway 9 Well
 10
 11 Obviously, he jumped out of the plane.
 12 You need a helmet, a snowboard and some gloves.
 13 While I was surfing, Helen was sunbathing.
 14 You don't need special clothes, special equipment or a lot of money.
 15 Later, we'll learn some more complicated moves.
 16 Her instructor, who was French, was called Christophe.
 17 If you don't practice, you'll never be good at a sport.
 18 Unbelievably, he won the race.

Language Problem Solving 1

1

- 1 are working 2 are helping 3 go 4 give out
 5 love 6 says 7 all have 8 know 9 come 10 are meeting 11 always 12 13 work 14 might 15 am/are helping 16 feel 17 am/are doing

2

- 1 We have 2 I'm having 3 are you talking
 4 looks 5 We're thinking 6 do you think 7 looks 8 I'm looking

Module 2

Warm-up

1

- 1 Have you read all the Lord of the Rings books?
 2 What kind of stories do you enjoy most?
 3 What's the best book you've ever read?
 4 What's the best film you've ever seen?
 5 Why did you like it?

2

- 1 crime 2
 3 horror 4
 5 science fiction 6
 7 spy 8
 9 love 10
 11
 12 computer 13 romantic 14 fascinating 15 scary
 16 educational

5 Word Power

- 1 I thought the film was absolutely fantastic.
 2 Have you gone completely mad?
 3 She felt like very clearly.
 4 The English test was a bit difficult but I managed to finish it.
 5 I don't know why people don't like Mr Carter. I think he's rather nice.
 6 So is your good at science but not good enough to get a job doing it.
 7 My dog behaves well if he knows you but he's rather dangerous with strangers.

2

Appropriate (most/less)

3

- 1 The young man looked nervous. 2
 2 The young man looked extremely nervous. 3
 3 The young man looked a bit nervous. 4
 4 The cab driver quite fast. 5
 5 The cab driver very fast. 6
 6 That sound is a bit dangerous. 7
 7 That sound is safe. 8
 8 That sound is really dangerous. 9
 9 He planned everything brilliantly. 10
 10 He planned everything quite well. 11
 11 He planned everything very well. 12
 12 I think you are completely correct. 13
 13 I think you are right. 14
 14 I am now absolutely convinced that you are right. 15
 15 You have been a bit foolish. 16
 16 You are a complete fool. 17
 17 You are a fool. 18
 19 He went after the young man rather quickly. 20
 20 He rushed after the young man. 21
 21 He went fast after the young man. 22

4

marathon, cab

Remember

1

infinitive	past	infinitive	past
take	took	ring	rang
break	broke	shoot	shot
build	built	spend	spent
catch	caught	steal	stole
draw	drew	write	wrote
fight	fought	teach	taught
hear	heard	throw	threw
leave	left	what	was
lead	led	win	won
meet	met	write	wrote

2

- 1 I drove to work every day last year.
 2 Dad drove just his first day.
 3 James didn't keep the book about film.
 4 We didn't meet them last night.
 5 Why did you put that there?
 6 We always sat at the same desks.
 7 An American won Wimbledon last year.
 8 Repeated actions -> continuous 2 and 7

3

- 1 The cat was catching up (1).
 2 The scientist was looking at his watch. (1)
 3 As John and Jo were leaving in, Pete gave them their last names. (2)
 4 The team was winning all the time we were watching together outside. (3)
 5 We weren't working on Friday. It was a public holiday. (5)
 6 Were you driving by the river when you saw the red car? (2)
 7 The elephant wasn't eating when I was feeding the other animals. (1)
 8 All the students were rushing for the exam all through June. (1)

4

- 1 When June had her Saturday job at a flower shop last year, he always sent me flowers.
 2 It was raining while we were making the snowman.

Read Naturally Answer Key

Samuel Thompson Burns



Read Naturally Answer Key:

Learning to Read Naturally Margaret Greer Jewell, Miles V. Zintz, 1986 **Speed Reading Naturally** Lillian P. Wenick, 1983 A comprehensive adult speed reading course based on a natural step by step process thoroughly tested original techniques and a great variety of practical applications **Pianist**, 1895 **Read**, 1991 **Activity Worksheets** Oxford Staff, 2001-02-15 Containing story summaries discussion topics this book includes photocopiable worksheets for before while and after reading It also contains teacher s notes and answer keys **Beginning Python** Peter C. Norton, Alex Samuel, Dave Aitel, Eric Foster-Johnson, Leonard Richardson, Jason Diamond, Aleatha Parker, Michael Roberts, 2005-07-08 This tutorial offers readers a thorough introduction to programming in Python 2.4 the portable interpreted object oriented programming language that combines power with clear syntax Beginning programmers will quickly learn to develop robust reliable and reusable Python applications for Web development scientific applications and system tasks for users or administrators Discusses the basics of installing Python as well as the new features of Python release 2.4 which make it easier for users to create scientific and Web applications Features examples of various operating systems throughout the book including Linux Mac OS X BSD and Windows XP **Primary Education**, 1895 **Beyond the RTI Pyramid** William N. Bender, 2011-04-01 This book helps schools deepen the RTI experience by extending the processes beyond initial implementation Examples from real schools show how to apply RTI in reading math and behavior at elementary and secondary schools All critical stakeholders in the school community will get a clear sense of their contribution to successful implementation **New York Magazine**, 1973-01-01 New York magazine was born in 1968 after a run as an insert of the New York Herald Tribune and quickly made a place for itself as the trusted resource for readers across the country With award winning writing and photography covering everything from politics and food to theater and fashion the magazine s consistent mission has been to reflect back to its audience the energy and excitement of the city itself while celebrating New York as both a place and an idea **Diversity and Inclusion in Japan** Lailani Alcantara, Yoshiki Shinohara, 2022-10-25 Alcantara Shinohara and their contributors evaluate the current state of diversity and inclusion D I within business and higher education in Japan and the importance of D I to the growth of Japan s economy and the enrichment of its society Japan is widely understood to be a homogenous and patriarchal society and while this is changing and was never wholly accurate it certainly faces challenges in becoming more diverse and inclusive particularly in its business and higher educational cultures Grounded in research and offering best practices the chapters in this book analyze critical issues relating to D I in Japan at the individual organizational and industry levels They present both a longitudinal analysis of the evolution and performance outcomes of D I policies in Japanese corporations across industries and rich studies of different underrepresented groups in Japan These groups include immigrants women and people with disabilities The contributors prescribe policies for promoting D I in higher education within businesses and at the governmental level This book is an essential contribution to D I discourse in the Japanese

context that will be of great value to scholars of Japanese society and business and an important extended case study for those looking at D I more widely CC BY NC ND

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Teachers' Manuel for Come and Sing Samuel Thompson Burns,1938

Child & Adolescent Psychotherapy Stephen Hupp,2018-09-06 This text covers the evidence based approaches for the most critical mental health issues facing youth from infancy through adolescence

How to Reach and Teach All Children Through Balanced Literacy Sandra F. Rief,Julie A. Heimburge,2007-08-17 How to Reach and Teach All Children Through Balanced Literacy offers you a handbook for teaching literacy to diverse students in grades 3 8 The balanced literacy method combines the best practices of phonics and other skill based language instruction with the holistic literature based approach in order to help you teach reading writing and speaking in a clear and approachable format This dynamic resource offers an easily accessible research based approach to balanced literacy that is grounded in the innovative ideas developed by authors Sandra F Rief and Julie A Heimburge The book includes detailed descriptions of what a balanced literacy classroom looks like and shows how to create a program from the ground up or give your existing program a boost The book can be used across content areas and is filled with reproducible worksheets activities and other handy classroom tools Some topics covered include Shared book experiences Reading aloud Oral language and vocabulary development Guided reading for comprehension Modeled writing Reading and writing conferences Book clubs Content area reading and writing Ongoing assessments Enhancing literacy through technology

Assessing Students with Special Needs James A. McLoughlin,Rena B. Lewis,2004 This text not only combines current coverage of formal and informal assessment to meet federal initiatives but *Assessing Students with Special Needs* Sixth Edition takes extra steps showing how to really use assessments and their results to improve education for students with special needs The sixth edition prepares teachers and assessment professionals for all aspects of the assessment process from identifying students with special needs to monitoring accommodating and evaluating assessment tools based on the Assessment Question Model listed on the inside front cover of this text Features of the sixth edition of this accessible comprehensive text include Up to date coverage of the latest laws and regulations impacting how when and why students are assessed A thorough discussion of CEC skills and knowledge competencies related to assessment Over 200 formal and informal tools including the most commonly used assessments emphasizing how they fit into the overall assessment process Assessment in Action cases to encourage critical thinking about assessing students with special needs More coverage on alternate assessments including observation criterion referenced testing curriculum based and portfolio assessment How to develop collaborative partnerships when assessing students with

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