

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 minority 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 ... I'm / am looking
3 does (his bag) 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 She's / She is spending time with his family today, or Today he's / she is spending time with his family.
3 She'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 his homework every day, or Every day he does his homework.
6 He never does DIY.

1b (pages 6 and 7)

1 No.

2 Two or more of their senses get mixed up.

3 Yes. It's a bit too much sensory info.

4 Mark's synesthesia means that he sees sounds. Kandinsky's synesthesia mixed colour, hearing, touch and smell.

5 Seeing words in colour.

6 Our brains.

7 1 taste 2 hearing 3 seeing 4 touch 5 smell

8

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 Stevie Wonder famous for? He's a musician.
6 What colour does Mark's sister associate with Tuesday? Brown.

9b

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?

7 1 luck 2 knowledge 3 power 4 mourning 5 passion
8 1 happiness 2 courage 3 love 4 wisdom 5 sadness

1c (page 8)

1

2

3 1 green 2 men 3 three 4 head

4 1 ten percent
2 She can't sell 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

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

9 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 Oh it's a pleasure to meet you.
2 C: Why don't I give you my card?
3 Oh, may I introduce myself?
4 C: Let's stay in touch.
5 C: It's been good talking to you.
6 Oh 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 am 3 a 4 in 5 for 6 at

4 a 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 better 2 informal 3 known 4 to give information

1b

1 About our work b c
2 Satisfied customers a
3 About us d

Answer Key For Explore Learning

Wolfgang Guggemos

Answer Key For Explore Learning:

Practice Makes Perfect Exploring Vocabulary Gary Robert Muschla,2012-04-06 Helpful instruction and plenty of practice for your child to understand the basics of vocabulary Understanding vocabulary is essential for your child to read and write with confidence Practice Makes Perfect Exploring Vocabulary gives your child bite sized explanations of the subject with engaging exercises that keep her or him motivated and excited to learn They can practice the vocabulary they find challenging polish skills they ve mastered and stretch themselves to explore skills they have not yet attempted This book features 450 words that increase in difficulty as your child proceeds through it This book is appropriate for a 4th grade student working above his or her grade level or as a great review and practice for a struggling 5th or 6th grader Your student will learn how to Apply vocabulary rules Understand meaning and usage Differentiate between synonyms antonyms homophones and more Conquer easily confused words

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Exploring Creative Learning Catherine McGill,Teri N'Guessan,Marion Rosen,2007 This book tells the story of a joyful journey embarked upon by two primary schools The diversity of needs in their community compelled the schools to devise new ways to prepare children effectively for the challenges of the 21st century Using the arts as a catalyst the schools evolved innovative and creative strategies for inspiring and engaging all children in their own learning An EAZ sponsored collaboration begun four years ago touched every aspect of school life and ultimately it wholly reformed both schools Contributions from those involved in the schools the teachers teaching assistants children parents headteachers governors researchers LEA officers artists bring a rich range of perspectives to this exciting account of a complex learning journey Exploring Creative Learning is for everyone involved in developing creative learning in primary schools teachers senior leadership teams teacher trainers headteachers governors policy makers and arts organizations looking to work in partnerships with schools

Tasks for

Independent Language Learning David Gardner,1996 The guide contains ideas for independent language learning tasks written for teachers by teachers from secondary and higher education institutions around the world The tasks described serve as guidelines for creating varied activities for learners and for setting up ways for learners to take control of their own learning by determining how to complete the task monitoring how well they perform and deciding what to do next Activities

to suit all learning levels and to accommodate both learners of English as a second language and learners of English for special purposes are included and the activities make use of a variety of resources Most tasks consist of two parts an explanation of the task and sample worksheets The tasks are divided into nine chapters that explore developing the following skills 1 learning 2 reading 3 writing 4 listening 5 speaking 6 vocabulary 7 grammar 8 body language and 9 self assessment

MSE **Resources in education** ,1987-08 **Science Explorer Environmental Science Guided Reading and Study**

Workbook 2005c Michael J. Padilla, , , Ioannis Miaoulis, Martha Cyr, Prentice Hall Direct Education Staff, 2004-04 1

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I Relate Well to Others and It Shows

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Exploring Science Imogene Forte, Sandra Schurr, 1988 Suggests scientific experiments and exploration activities

The Software Encyclopedia 2000 Bowker Editorial Staff, 2000-05 **Science Explorer Earths**

Changing Surface Guided Reading and Study Workbook 2005 Michael J. Padilla, Ioannis Miaoulis, Martha

Cyr, Prentice-Hall Staff, 2004-04 1 Mapping Earth's Surface 2 Weathering and Soil Formation 3 Erosion and Deposition 4 A Trip Through Geologic Time

Exploring My Word Modern Publishing, 1996-02 Children will return to their bookshelves again and again for these age appropriate full color workbooks that contain dozens of pages of challenging early learner activities

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Telecourse Guide for Exploring Society Jane

A. Penney, 2005 *Human Biology* Craig H. Heller, 1999 Exploring Microsoft Visual Basic 6.0 Carlotta Eaton, 1999

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