Language Powerbook Answer Key

Module 1

Warm-up

1
1 dessert, island 2 scientific, expedition 3 polar regions 4 natural environment 5 wild animals

2
go walking, go skiing, go flying, go parachuting, go diving
other possibilities: go swimming, go (wind)surfing, go (water)skiing, go skateboarding, go snowboarding, go running, go jogging, go rafting

3
natural features: desert, rainforest, volcano
sports: canoeing, diving, parachuting
journeys: cruise, round-the-world trip, trek

1 Word Power

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

2

noun	verb	adjective	adverb
1 success	succeed	successful	successfully
2 **sadness**	sadden	sad	**sadly**
3 bravery	[illegible]	**brave**	**bravely**
4 disaster	[illegible]	**disastrous**	**disastrously**
5 **failure**	fail	failing	[illegible]
6 desperation	**despair**	**desperate**	**desperately**
7 **darkness**	darken	**dark**	darkly
8 **ambition**	[illegible]	**ambitious**	ambitiously
9 **enthusiasm**	**enthuse**	enthusiastic	**enthusiastically**
10 **death**	die	dying	[illegible]

2 sadness 3 enthusiastically 4 bravely 5 disastrous
6 disaster 7 despair 8 darken 9 ambition
10 dying

3
2 preparation 3 exploration 4 fail 5 organisation
6 disappointment

Remember

1

Present Simple	Present Continuous
always	on present
often	at the moment
regularly	now
usually	

2
Students' own answers.

3
2 Look! Your brother has just come in.
3 I've often tried to read War and Peace 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 he's been late.
6 Have you ever been to the cinema with Tom?
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 2004.

4
1 The dogs are pulling the sledge.
2 I haven't brought the map with me.
3 She works for a travel company.
4 They aren't making much progress with their expedition.
5 He hasn't crossed the Atlantic many times.
6 Have you read this travel book?
7 They don't speak English.

2 Grammar

1
2 he's getting 3 think, he's getting 4 look/are you thinking 5 am/'m hating 6 are you shouting
7 lovers, smell 8 are/'re 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
2 Do you like 3 Do you always have 4 Are you learning 5 have you read 6 Do you read 7 have you read 8 Has he written

4
1 is 2 Flies 3 has/'s explained 4 have bitten
5 have attacked 6 he's preparing 7 lovers 8 Does
9 work 10 have/'ve filmed 11 eat 12 don't eat
13 am/'m shouting 14 am/'m crying 15 have/'ve found

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

6
1 gets 2 winter 3 take place 4 have/'ve organised
5 have/'ve won 6 haven't won 7 wears 8 like
9 have/'ve never won 10 have/'ve tried 11 have
12 have/'ve lived 13 are you living 14 am/'m staying 15 am you enjoying 16 practise 17 get
18 don't have

7
2 We are/'re having dinner now. Could I call you back later?
3 Have Jung Trane gone [illegible] here?
4 Grandma and granddad visit us every Friday.

Word Corner

1

Africa	Asia	Australia	America
Nigeria	New Guinea	Aborigines, the Ayers	
Namibia	Siberia		
Kamchatka	China		
the Namib Desert	the Gobi Desert		

2

air	water	land
helicopter	canoe	storage
parachuting	sailing	home
	cruise	camel
		on foot
		trek

3 Communication

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

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

3
2 backing out 3 haven't/'ve not up 4 go through with
5 put on 6 get across 7 been into

4 Focus on Writing

1
A: b on it, B: c, a on it

2
1 Actually 2 Predictably 3 Anyway 4 Luckily
5 but 6 so 7 Predictably 8 Anyway 9 Well

3
1 Nervously, he jumped out of the plane.
2 You need a helmet, a snowboard and some gloves.
3 While I was surfing, Helen was sunbathing.
4 You don't need special clothes, special equipment or a lot of money.
5 Later, we'll learn some more complicated moves.
6 Our instructor, who was French, was called Christophe.
7 If you don't practise, you'll never be good at a sport.
8 Unbelievably, he won the race.

Language Problem Solving 1

1
1 are working 2 are helping 3 go 4 give out
5 Serve 6 says 7 all have 8 know 9 come 10 are meeting 11 always prepare 12 works 13 doesn't work 14 realise 15 am/'m helping 16 feel
17 am/'m doing

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

Module 2

Warm-up

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

2
crime: 5
historical: 2
science fiction: 1, 4
spy: 3
love: 4

3
2 complicated 3 romantic 4 fascinating 5 scary
6 educational

5 Word Power

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

2
[illegible]

3
2 The young man looked nervous. 2
The young man looked extremely nervous. 1
The young man looked a bit nervous. 3
3 The cat drove quite fast. 3
The cat drove incredibly fast. 1
The cat drove very fast. 2
4 That liquid is a bit dangerous. 2
That liquid is safe. 3
That liquid is really dangerous. 1
5 She planned everything brilliantly. 1
She planned everything quite well. 3
She planned everything very well. 2
6 I think you are completely correct. 2
I think you are right. 3
I am now absolutely convinced that you are right. 1
7 You have been a bit foolish. 3
You are a complete fool. 1
You are a fool. 2
8 He went after the young man rather quickly. 3
He rushed after the young man. 1
He went fast after the young man. 2

4
anarchist, cell

Remember

1

bottle/drive	paint	bottle/drive	paint
bite	**bit**	sing	**sang**
break	**broke**	shut	**shut**
build	**built**	spend	**spent**
catch	**caught**	steal	**stole**
draw	**drew**	swim	**swam**
fight	**fought**	teach	**taught**
hear	**heard**	throw	**threw**
leave	**left**	wear	**wore**
lend	**lent**	win	**won**
meet	**met**	write	**wrote**

2
2 I drove to work every day last year.
3 Did Laura just hit that boy?
4 James didn't keep the book about Tibet.
5 We didn't meet them last night.
6 Why did you put that there?
7 We always sat at the same desk.
8 An American won Wimbledon last year.
Suggested sections: e sentences 2 and 3

3
2 The cat was catching up (1).
3 The schoolgirl was looking at his watch. (1)
4 As John and Jo were covering in, Pete gave them the ball (ten). (2)
5 The sun was shining all the time we were revising together outside. (3)
6 We weren't working on Friday, it was a public holiday. (1)
7 Were you driving by the river when you saw the red car? (2)
8 The elephant wasn't eating when I was feeding the other animals. (1)
9 All the students were revising for the exam all through June. (1)

4
2 When June had her birthday job at a flower shop last year, she always went via Berwick.
3 It was snowing while we were making the snowman.

Read Naturally Answer Key

Rhea Paul,Courtenay Norbury,Carolyn Gosse

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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 **Learning to Read Naturally** Margaret Greer Jewell,Miles V. Zintz,1986 **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 **Language Disorders from Infancy Through Adolescence - E-Book** Rhea Paul,Courtenay Norbury,Carolyn Gosse,2017-11-15 Selected for Doody s Core Titles 2024 with Essential Purchase designation in Communication Sciences Disorders Spanning the entire childhood developmental period Language Disorders from Infancy Through Adolescence 5th Edition is the go to text for learning how to properly assess childhood language disorders and provide appropriate treatment The most comprehensive title available on childhood language disorders it uses a descriptive developmental approach to present basic concepts and vocabulary an overview of key issues and controversies the scope of communicative difficulties that make up child language disorders and information on how language pathologists approach the assessment and intervention processes This new edition also features significant updates in research trends social skills assessment and instruction best practices Clinical application focus featuring case studies clinical vignettes and suggested projects helps you apply concepts to professional practice UNIQUE Practice exercises with sample transcripts allow you to apply different methods of analysis UNIQUE Helpful study guides at the end of each chapter help you review and apply what you have learned Highly regarded lead author who is an expert in language disorders in children provides authoritative guidance on the diagnosis and management of pediatric language disorders More than 230 tables and boxes summarize important information such as dialogue examples sample assessment plans assessment and intervention principles activities and sample transcripts Student

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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 *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 **Instructional Materials Approved for Legal Compliance, 1987-88** California. State Department of Education,1987 The instructional materials listed in this document were reviewed by a California Legal Compliance Committee using the social content requirements of the Educational Code concerning the depiction of males and females ethnic groups older persons disabled persons and others to ensure that the materials were responsive to social concerns Included for all materials are publisher title International Standard Book Number copyright date grade level and Legal Compliance Committee termination date The materials are divided into the following subject areas 1 reading 2 literature 3 spelling and handwriting 4 dictionaries 5 English 6 science 7 health 8 art and music 9 mathematics 10 social sciences 11 foreign languages 12 English as a foreign language 13 kindergarten 14 computer software 15 miscellaneous and 16 bilingual bicultural materials PCB **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

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