

# SOLUTIONS ELEMENTARY WORKBOOK KEY

- 2 1 Hi  
2 starts  
3 dress  
4 come  
5 Please  
6 hope  
7 there  
8 Cheers

- 3 1 Can you bring some CDs, please?  
2 Can you bring some food, please?  
3 Can you invite David for me, please?  
4 Can you wear fancy dress, please?  
5 Can you bring something to drink, please?  
6 Can you let me know if you can come, please?

## 4 Students' own invitations

### Challenge!

Students' own replies.

## Self check 4 page 41

### Across

- |          |              |
|----------|--------------|
| 1 are    | 11 dress     |
| 2 let's  | 12 in        |
| 4 can't  | 13 difficult |
| 7 on     | 16 easily    |
| 8 shorts | 18 sock      |
| 10 new   |              |

### Down

- |            |          |
|------------|----------|
| 1 at       | 9 well   |
| 3 shoes    | 14 not   |
| 5 afraid   | 15 cheap |
| 6 isn't    | 17 about |
| 8 swimming |          |

## Get ready for your exam 2

page 42–43

- Look back at *Get ready for your exam 1* and ask students what they found difficult. What are they going to concentrate on this time? What will they try to do differently? Elicit the most common problems or concerns, and discuss strategies for dealing with them.

### Reading

- Students do the preparation stages for the Reading on page 42 in class.
- Exercise 1 activates students' background knowledge and also revises relevant vocabulary. Students do the task in pairs, then check with the whole class.
- Ask students to skim the text to answer the question in exercise 2. Set a time limit of 2–3 minutes. Then check the answer.
- Students work in pairs to match the key words with their definitions in exercise 3. If they have problems, they can use a dictionary or they find out the answers during a whole-class check.

- The Reading task (matching true / false sentences to paragraphs) can be done in class or set for homework. If students do it for homework, tell them not to do the task too quickly. It should take them about 10 minutes. Ask them to underline sections of the text to support their answers. They should not use dictionaries when doing the Reading task.
- When students have done the task (even for homework), ask them to check their answers in pairs. They should explain why they have chosen a certain answer.
- Check the answers with the class. Ask students to refer to the text to support their choices. Don't give students the key if their answers are wrong, but let them discuss queries with the class.

### Use of English

- The task (tenses gap-fill) can be done in class or at home.
- If students do the task in class, they can work individually or in pairs. If they work individually, let them compare their answers in pairs.
- When students have done the task (even for homework), check the answers with the class. Don't give students the key. Elicit the answers from them and let them discuss any points of disagreement.

### Speaking

- Before students do the Speaking task (picture description), refer them to the preparation tasks and tips on page 43.
- Give students time to think about the questions in exercise 1 and discuss their answers in pairs.
- Students complete the text in exercise 2 and then compare their answers in pairs / small groups.
- Students work in pairs to describe the photo in the exam task. They should start by describing the picture and then give their opinions.
- Walk round the class and help, but don't interrupt and don't correct students' mistakes. If necessary, take some notes and feed back on errors after the activity.
- Ask one confident student to describe the photograph in front of the whole class. The others may add more ideas.

### Listening

- The recordings for the Listening tasks are on the MultROM. Remember that students should hear each recording twice.
- Students revise the days of the week in the preparation task. Write the days on the board so they can check the spelling.
- Refer students to the tips before they do the Listening task (completing gapped sentences).
- Students read the task and predict what the text is going to be about. Let them discuss this in pairs first before checking their predictions with the whole class.
- Ask students to guess what type of words might be missing from the sentences, e.g.
  - The party is going to take place at ... house. (This gap needs the name of a person.)
  - Eve's exam is on ... (This gap needs a day or maybe the number of a floor.)
 Students make predictions in pairs or groups of three before checking with the whole class.
- Play the recording through once and get students to note down their answers.
- Students check their answers in pairs. Play the recording again so that students can check / complete their answers.
- Check the answers with the class. If students are unsure of any of the answers, play the relevant section of the recording again and get them to listen and repeat.

### Writing

- Before students do the Writing task (an announcement), give them time to do the preparation tasks in class.
- Students work in pairs to do exercise 1 and help each other work out the correct order.
- Check the answers with the whole class. Then ask students to complete the announcement in exercise 2.
- As an alternative, prepare cards with the words in exercise 1. Put the cards needed for each sentence in an envelope, give the envelopes to students and ask them to make sentences. They could also stick the cards on the board. After checking the answers, students do exercise 2.
- Refer students to the Writing task. Remind them that they need to include all the information stated.

# Language Of Composition Answers

**J Ma**



## Language Of Composition Answers:

*The Book of Answers* Tanya Stivers, 2022 Imagine for a moment the only way to confirm a yes no question was by saying Yeah How different would this make our communication Relying on a large corpus of naturally occurring recordings of spontaneous social interaction this book explores all of the ways that we confirm questions in our everyday social lives Tanya Stivers analyzes what these different ways of responding allow us to do that is unique to each answer type When do we answer with Yeah rather than He is for instance or when do we use more complicated forms of confirming This information provides us with the basic response possibility space From that point we can examine what the range of responses in particular answers tells us about what is important to us in managing social relationships through social interaction The book explains that we can conceptualize the response possibility space as having three dimensions alignment autonomy and affiliation Speakers rely on the details of their response to position themselves at a particular point in that three dimensional space sometimes accepting trade offs among the dimensions to achieve a stance that is higher in alignment and autonomy and lower in affiliation or higher in affiliation and autonomy but lower in alignment The Book of Answers uses real life conversations to find hidden patterns in how we do things together such as reach decisions tell stories or arrive at agreement or disagreement Delving into the science of how we talk this book investigates what those patterns tell us about human communication and our social lives

**Answers to Practical arithmetic for senior classes. With Tables on the decimal coinage** Henry G. C. SMITH, 1873     Answers to Practical Arithmetic for Junior Classes Henry G. C. Smith, 1876     **The Nebraska Teacher** , 1915     **English Language** , 1760     **English Language and Literature for the IB Diploma** Brad Philpot, 2011-07-14 For students studying the new Language A Language and Literature syllabus for the IB Diploma Written by an experienced practising IB English teacher this new title is an in depth and accessible guide for Standard and Higher Level students of the new Language A Language and Literature syllabus for the IB Diploma This lively well structured coursebook is available in both print and e book formats and includes key concepts in studying language and literature text extracts from World literature in English and in translation international media and language sources a wide variety of activities to build skills materials for exam preparation guidance on assessment Theory of Knowledge links and Extended essay opportunities

*Subject Index of Modern Works Added to the Library of the British Museum in the Years 1881-1900* British Museum. Department of Printed Books, 1902     *The Development of Elementary English Language Textbooks in the United States* Elizabeth Whitemore Baker, 1929     **Report of the Council of Public Instruction of the North-West Territories of Canada Together with the Report of the Superintendent of Education** Northwest Territories Council of Public Instruction, 1897     **The Modern Language Quarterly ...** , 1901     Subject Index of the Modern Works Added to the Library of the British Museum in the Years ... British Museum, 1902     *Subject Index of the Modern Works Added to the Library of the British Museum in the Years ...* British Museum. Department of Printed Books, 1902     Orwell's "Politics and

the English Language” in the Age of Pseudocracy Hans Ostrom, William Haltom, 2018-03-19 Orwell's Politics and the English Language in the Age of Pseudocracy visits the essay as if for the first time clearing away lore about the essay and responding to the prose itself It shows how many of Orwell's rules and admonitions are far less useful than they are famed to be but it also shows how some of them can be refurbished for our age and how his major claim that politics corrupts language which then corrupts political discourse further and so on indefinitely can best be re-deployed today Politics and the English Language has encouraged generations of writers and readers and teachers and students to take great care to be skeptical and clear-sighted The essay itself requires a fresh clear skeptical analysis so that it can with reapplication reclaim its status as a touchstone in our era of the rule of falsehood the age of pseudocracy     *Subject Index of Modern Books Acquired* British Library, 1902     *The Modern Language Journal*, 1925 Includes section Reviews     The Principles and Practice of Common-school Education James Currie, 1884     *Modern Language Teaching*, 1905     **Report on the Cost and Labor of English Teaching by a Committee of the Modern Language Association of America and the National Council of Teachers of English ...** Modern Language Association of America, 1913     **Modern Language Instruction in Canada** Canadian Committee on Modern Languages, 1928     *Daily-life Language Series: Guidance in expression* Rollo La Verne Lyman, Roy Ivan Johnson, Anne Laura McGregor, 1935

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