Note: In communicative exercises where several answers are possible, this answer key contains some examples of correct answers, not all possible answers. Any valid answer in this type of exercise should be considered acceptable.

Exercise 1

1. true 2. false 3. false 4. true 5. true 6. true

Exercise 2

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

Exercise 3

- 1. The express is faster than the local.
- 2. A window seat is more scenic than an aisle seat.
- 3. A non-stop flight is more convenient than a direct flight.
- A one-way ticket is less expensive than a round-trip ticket.

Excercise 4

You should take; You could take
You should hurry;
You could make
She should buy
We could take;
Should we take
We could be;
Should we call
they couldn't get

Exercise 5

- Let's see. The local leaves from track 23, lower level.
- Can I help you?
- 9 Oh, no! What should we do?
- 6 That's not too bad. What's the track number?
- Z Yes. Can we still make the 10:05 express train to Antwerp?
- 3 I'm sorry. You missed it.
- g Thanks very much.
- 5 Well, you could take a local train. There's one at 11:05.

Expendise 6

- 2. You should take the 7:25.
- 3. You should be at the Scarsdale train station at 9:22.
- 4. You should take a local (train).

Exercise 7

Answers will vary.

Exercise 8

Answers will vary.

Emercise 9

LD 2.A 3.C 4.B

Exercise 10

- 2. is going to buy the tickets 3. are you going to pack
- 4. are they going to arrive 5. Are we going to make

Exercise 11

1. arriving 2. late 3. reservation 4. going 5. limousine 6. rental 7. should 8. check

Exercise 12

- 1. boarding passes 2. gate 3. go through security
- 4. depart 5. delayed 6. departure lounge 7. land
- 8. check 9, make

Exercise 13

- 2. a 9:00 A.M. flight: You should book a 9:00 A.M. flight.
- 3. a Tuesday: You should travel on a Tuesday.
- at home: You should check airport security regulations at home.
- buying them at the airport: You should buy food and drinks at the airport.
- planning to arrive late: You should plan to arrive late.

Exercise 14

1, false 2, false 3, true 4, true 5, false

Exercise 15

Answers will vary. Following is one example of what students may write:

Joe Kelly's flight was delayed the didn't have an aisle seat or a window seat. It was very uncomfortable. His plane had mechanic problems. He missed the hotel shuttle bus. He took a taxi to the hotel, and the taxi had an accident.

Exercise 16

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

Exercise 17

Answers will vary, but may include the following:

- Airlines overbook flights because of the large and predictable number of "no-shows."
- Airlines give bumped passengers cash, free flights, hotels, and/or meals.
- Because his car's GPS instructed him to (make a turn directly onto the train tracks).
- 4. No, they weren't.
- Drivers need to pay attention to the road, not the GPS unit.

GRAMMAR BOOSTER

Exercise A

- 2. Where could he se get a train to Paris?
- 3. Rebecca can't taken'a flight to Tokyo.

subsecuted were

- 4. When we should leave?
- 5. How late can he ad board?
- 6. He shoulds choose an aisle seat.

Exercise B.

2. he can 3. you could 4. you can't 5. they should

Exercise C

Answers will vary, but may include the following:

- 1. I'm going to study all day tomorrow.
- 2. I'm running three miles on Saturday.
- 3. The train is going to depart in twenty minutes.
- 4. The test is next week.
- 5. The ship is arriving in Halifax tomorrow morning.

WRITING BOOSTER

Exercise A.

Answers will wary.

Exercise B

Answers will wary.

Unit 06 Lesson 1 Answer Key

Timothy Rasinski, Nancy Padak

Unit 06 Lesson 1 Answer Key:

Cambridge Global English Stage 6 Teacher's Resource Jane Boylan, Claire Medwell, 2014-05-22 Cambridge Global English is a nine stage language rich course for learners of English as a Second Language following the Cambridge International Examinations curriculum framework Teacher's Resource 6 provides step by step guidance notes for teachers for each lesson in every unit to support teaching the content of Learner's Book 6 Notes on Activity Book 6 are also included A unit overview provides a snapshot of lesson objectives and the language and skills covered. The notes include answer keys to activities in the Learner's Book and Activity Book complete audio scripts suggestions for differentiation and assessment cross curricular links portfolio opportunities and additional unit linked photocopiable activities and unit based wordlists Essentials of Music Theory, Bk 3 Andrew Surmani, Karen Farnum Surmani, Morton Manus, 2011-04 Alfred s Essentials of Music Theory is designed for students of any age whether listeners or performers who want to have a better understanding of the language of music In this all in one theory course you will learn the essentials of music through concise lessons practice your music reading and writing skills in the exercises improve your listening skills with the available ear training CDs sold separately and test your knowledge with a review that completes each unit Computer software is also available with randomized drilling of the material and scorekeeping Book 3 Lessons 51 75 1st 2nd Inversions of Triads Inversions of V7 Chords Figured Bass Major Chord Progressions Minor Scales Minor Triads Augmented Diminished Triads Primary Triads in Minor Keys Minor Chord Progressions Modes Harmonizing a Melody in Major and Minor Keys Broken Chords Arpeggiated Accompaniments Passing and Neighboring Tones Composing a Melody in Major and Minor Keys 12 Bar Blues Chord Progression Blues Scale Basic Forms of Music The complete line of Alfred's Essentials of Music Theory includes Student Books a Teacher's Answer Key Ear Training CDs Double Bingo games Flash Cards Reproducible Teacher's Activity Kits and interactive software for students and teachers in private study studio and network environments Content-Area Vocabulary Level 3--Base vid-, vis- Timothy Rasinski, Nancy Padak, 2014-03-01 Take your students beyond mere memorization of words by taking a roots approach to learning This resource geared towards third grade students focuses on root words for specific content areas such as science or social studies Resources in Education ,1973 Research in Leveled Texts for Mathematics: Number and Operations Lori Barker, 2011-06-01 With a focus on Education ,1973 number and operations this resource provides the know how to use leveled texts to differentiate instruction in mathematics A total of 15 different topics are featured and the high interest text is written at four different reading levels with matching visuals Practice problems are provided to reinforce what is taught in the passage The included Teacher Resource CD features a modifiable version of each passage in text format and full color versions of the texts and image files This resource is correlated to the Common Core State Standards 144 pp Getting to the Roots of Content-Area Vocabulary Level 3 Timothy Rasinski, Nancy Padak, Rick Newton, Evangeline Newton, 2014-01-01 Expand your students content area vocabulary

and improve their understanding with this roots based approach This standards based resource geared towards third grade helps students comprehend informational text on grade level topics in science social studies and mathematics using the most common Greek and Latin roots Each lesson provides tips on how to introduce the selected roots and offers guided instruction to help easily implement the activities Students will be able to apply their knowledge of roots associated with specific subject Connect Teachers Edition 4 Jack C. Richards, Carlos Barbisan, Chuck areas into their everyday vocabulary Sandy, 2004-12-13 Connect First Edition is a fun 4 level multi skills American English course especially written and designed for young adolescents The comprehensive interleaved Teacher's Edition 4 provides teaching support for Student's Book 4 which is a high intermediate level text for students aged 11 15 Teacher's Edition 4 provides step by step instructions to present practice and review all new language It also features the audio scripts optional exercises and informative notes The back of Teacher's Edition 4 contains a rich source of support materials many of which are copiable **Nutrition: Food & Healthy Eating Gr. 4-6** Brenda Croft, 2003-01-01 Our unit on nutrition will give students an understanding of how nutrition is an important part of our daily lives We Are What We Eat will be the major theme throughout this unit The lessons will delve into the basic food groups the nutritional value of the foods we eat how our bodies digest and use food the importance of water and fiber in our diet food labels food preparation food allergies and food safety Within each lesson there are lesson plans notes questions experiments worksheets and other fun activities to reinforce this nutrition unit This Life Science lesson provides a teacher and student section with a variety of reading passages activities crossword word search and answer key to create a well rounded lesson plan Army IROTC leadership education & training, 2002 **Army IROTC Leadership** Education & Training: Citizenship and American history, 2002 **English Language Arts, Grade 6 Module 3 PCG** Education, 2015-11-24 Paths to College and Career Jossey Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts ELA curriculum and professional development resources for grades 6 12 to educators across the country Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require Paths to College and Career includes daily lesson plans guiding guestions recommended texts scaffolding strategies and other classroom resources Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts At each grade level Paths to College and Career delivers a yearlong curriculum that develops all students ability to read closely and engage in text based discussions build evidence based claims and arguments conduct research and write from sources and expand their academic vocabulary Paths to College and Career's instructional resources address the needs of all learners including students with disabilities English language learners and gifted and talented students This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction and Student Journals that give students

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