

- 4 We study French at our school in Ottawa.
 5 The Pacific Ocean is to the west of Canada.
 6 There are people from Asia in Quebec.
- 2 1 Lucy is American. She comes from New York.
 2 I like tennis, golf and cycling. I don't like football.
 3 There are students from France, Italy and China.
 4 We learn French, English, German and Turkish.
 5 Sharif works in a factory in Bangladesh.
 6 I live in Leeds. It's a big city in England.
- 3 1 France, Germany and Belgium
 2 Luxembourg city
 3 fifteen students from five different countries
 4 England, France, Spain, Italy and Turkey
 5 French, English, Spanish, Italian and Turkish
 6 is quite good
 7 fantastic German
 8 learn more German words and speak German fluently
 9 listen to the radio and read German magazines.
- 4 Students' own answers.

Progress review (page 30)

- 1 1 French 6 Canada
 2 Japanese 7 Spain
 3 the USA 8 Brazilian
 4 Polish 9 Germany
 5 Italian 10 Australia
- 2 1 words
 2 shops
 3 people
 4 classes
 5 nationalities
 6 students
 7 countries
 8 families
- 3 1 My mother goes to work at 10.00.
 2 We don't learn Spanish at school.
 3 I watch a film every weekend.
 4 He doesn't live in a big city.

- 5 She studies Japanese and German.
 6 They don't like Chinese food.

(page 31)

- 4 1 get up
 2 start work
 3 have lunch
 4 finish work
 5 do my homework
 6 watch TV
 7 go to bed
- 5 1 Do you live
 2 does your father work
 3 do you and your friends do
 4 does your best friend visit
 5 Does your best friend like
 6 do you go
- 6 1 do 5 watching
 2 playing 6 really
 3 about 7 mind
 4 hate
- 7 1 b 3 c 5 b
 2 a 4 a 6 d

Unit 4 The wild side

Vocabulary (page 32)

- 1 1 fly 6 seal
 2 bear 7 shark
 3 snake 8 chameleon
 4 parrot 9 frog
 5 spider
- 2 1 parrot 4 butterfly
 2 crocodile 5 seal
 3 whale 6 spider
- 3 fly – butterfly, falcon, owl
 swim – crocodile, shark, seal, whale
 two legs – falcon, human, owl, parrot
 four legs – elephant, crocodile, bear
- 4 Students' own answers.

Language focus (page 33)

- 1 2 is 5 isn't
 3 are 6 aren't
 4 am not

- 2 1 is watching 4 is practising
 2 are flying 5 are running
 3 is sitting 6 is stopping
- 3 1 She's writing an email.
 2 They're playing basketball.
 3 He's doing an exam.
 4 He's going to bed.
 5 They're watching a film.
 6 It's swimming.
- 4 1 They aren't listening to music.
 2 We're eating dinner at home.
 3 She's playing tennis in the park.
 4 We aren't studying snakes at school.
 5 You aren't writing an email in English.
 6 They're visiting some friends.
 7 He isn't looking at the teacher.
- 5 Students' own answers.

Vocabulary (page 34)

- 1 2 hide 8 dig
 3 chase 9 feed
 4 catch 10 fight
 5 eat 11 build
 6 help 12 protect
 7 hunt
- 2 2 d 4 c 6 g
 3 a 5 f 7 e
- 3 1 hide 4 catch
 2 eat 5 feed
 3 dig 6 protect
- 4 Students' own answers.

Language focus (page 35)

- 1 2 am 6 isn't
 3 I'm not 7 Are
 4 is 8 are
 5 is 9 aren't
- 2 1 Where are you going? a
 2 What is he doing? e
 3 What are they listening to? d
 4 What is she studying? g
 5 Who are you writing to? b
 6 What are they eating? f
- 3 1 's playing
 2 watch
 3 isn't working
 4 are watching
 5 plays
 6 doesn't work

Springboard English Level Senior Unit 3 Answers

JL Elias



Springboard English Level Senior Unit 3 Answers:

Resources in Education ,1973 **Research in Education** ,1973 **Catholic School Journal** ,1953 *Voices from the Field* ,2008-09 The publication *Voices From the Field* contains personal essays written by returned Peace Corps Volunteers accompanied by standards based language arts lesson plans and workshops that strengthen students reading comprehension and writing skills Engage and inspire students to respond to the text and create original narratives Broaden students perspectives on the world and themselves **Strategies for Teaching English Learners** Lynne T. Díaz-Rico,2008 Thoroughly updated the second edition includes a description of the unique contributions of non native English speaking teachers make to the teaching of English up to date information on the demographics of English learners and the demand for English teachers worldwide a profile of an elementary school with an innovative social justice curriculum approach suggestions about the use of learning centers in English as a foreign language elementary classrooms an expanded definition of culture to include a contemporary emphasis on identity a critical view about the study of gender and race in the classroom new ways to incorporate volunteers into classroom instruction ways to encourage virtual volunteering and finally project based learning and service learning are combined in Chapter 15 as ways to link English learners with the larger community From publisher s description Reading List for the Theme Center "The Individual's Quest for Universal Values" New York (N.Y.). Board of Education. Bureau of Curriculum Research,1959 **Los Angeles Magazine** ,1999-07 Los Angeles magazine is a regional magazine of national stature Our combination of award winning feature writing investigative reporting service journalism and design covers the people lifestyle culture entertainment fashion art and architecture and news that define Southern California Started in the spring of 1961 Los Angeles magazine has been addressing the needs and interests of our region for 48 years The magazine continues to be the definitive resource for an affluent population that is intensely interested in a lifestyle that is uniquely Southern Californian *Library Journal/School Library Journal Previews* ,1972 Includes three times a year Audiovisual guide previously issued as part of Library journal **School Library Journal** ,2009 **The New York Times Magazine** ,1968 Current Index to Journals in Education ,1996

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