Workbook answer key

Unit 1 Interesting lives

Lesson A Interviews on 2-3 Exercise 1 Clasire diid you start.

Alex I've been taking Clasire did you use

Allex showeed Claire are you working Aldere I en tasking

Chaire have you taken Claire were you doing

After: was working; didn't win

Do you like to take a lot of photos?

How long have you had a camera?

3. Did your parents take many photos of you when you were a child?

4. Have you ever been to a photographer's studio?

When did you last take a photograph?

Do you have friends who are always taking / have always taken photos?

Answers to questions will vary. Possible answers may

1. Yes, I take lots of photos. I bring my camera to every special occasion.

I've had a camera for five years.

3. No. I don't think they took enough photos.

4. Yes, I was a photographer's assistant for two years.

I just took one yesterday!

Yes. My best friend is a photographer.

Energine 3

1. Berr have, been watching

Knowl 've been watching / watch; watch; watched

Ana Have, lived / Did, live.

foel 've lived / lived; lived; was living / lived

Jollia 'un eating / 've been eating; eat; ate / eat.

Vito have, been writing

Kim 'we been writing; write; wrote

Answers will vary. Possible answers may include:

I've been studying English for five years.

Yes. I've lived in Guatemala.

3. I'm listening to a lot of hip-hop these days.

4. I watch a lot of sitcoms.

I went to California and went to the beach.

6. I was traveling to California.

Lesson B It's a long story! pp. 4-5 Exercise 1

1. ended up fimished.

considering decided officeed.

Begggggg imagine:

płanning on spent

started. permenaliser.

missed

bappened. considering

> bother. SECRETARIAN.

expected

Exercise 2

Divisions: beerings.

tio moove to share

missing / to miss

staying, being

to complete

writing:

Financial A.

Answers will vary, Possible answers may include:

I think I'll end up living in Paris after I finish school.

I'm planning on taking a more advanced class.

Yes. I just started reading a book by Paul Auster.

I remember playing on the swings.

Yes. I decided to take a job I didn't like.

Yes. I definitely expect a good grade in this class.

I intend to go bike riding.

8. I can't imagine not being near my family.

Lesson C We're both getting scared. . . . pp. 6-7 Exercise 1

A. Torn / worth

2. madaes

5. DUCKS

4. saves

Answers Keys Touchstone Workbook 4

Brenda Rollins

Answers Keys Touchstone Workbook 4:

Reading Comprehension: Context Clues Brenda Rollins, 2013-05-01 This is the chapter slice Context Clues from the full lesson plan Reading Comprehension A child's ability to read and comprehend the written word is his touchstone to success in school and in life The primary object of our Reading Comprehension guide is to teach the reading skills that are basic to reading fluency and understanding in all subject areas and situations Reading is the most essential communication skill in our society For this reason the author has given emphasis to many of the primary building blocks of reading acquisition such as using context clues determining main idea and understanding inferences Reading Comprehension emphasize important concepts and appear throughout this series Definitions of important terms and many opportunities to practice the skills being taught also make this book user friendly and easy to understand In addition the objectives used in this book are structured using Bloom's Taxonomy of Learning to ensure educational appropriateness All of our content meets the Common Core State Standards and are written to Bloom's Taxonomy **Reading Comprehension: Sequencing Brenda Rollins**, 2013-05-01 This is the chapter slice Sequencing from the full lesson plan Reading Comprehension A child's ability to read and comprehend the written word is his touchstone to success in school and in life The primary object of our Reading Comprehension guide is to teach the reading skills that are basic to reading fluency and understanding in all subject areas and situations Reading is the most essential communication skill in our society For this reason the author has given emphasis to many of the primary building blocks of reading acquisition such as using context clues determining main idea and understanding inferences Reading Comprehension emphasize important concepts and appear throughout this series Definitions of important terms and many opportunities to practice the skills being taught also make this book user friendly and easy to understand In addition the objectives used in this book are structured using Bloom's Taxonomy of Learning to ensure educational appropriateness All of our content meets the Common Core State Standards and are written to Bloom s Taxonomy Reading Comprehension: Using Graphic Organizers to Make Inferences Brenda Rollins, 2013-05-01 This is the chapter slice Using Graphic Organizers to Make Inferences from the full lesson plan Reading Comprehension A child s ability to read and comprehend the written word is his touchstone to success in school and in life The primary object of our Reading Comprehension guide is to teach the reading skills that are basic to reading fluency and understanding in all subject areas and situations Reading is the most essential communication skill in our society For this reason the author has given emphasis to many of the primary building blocks of reading acquisition such as using context clues determining main idea and understanding inferences Reading Comprehension emphasize important concepts and appear throughout this series Definitions of important terms and many opportunities to practice the skills being taught also make this book user friendly and easy to understand In addition the objectives used in this book are structured using Bloom's Taxonomy of Learning to ensure educational appropriateness All of our content meets the Common Core State Standards and are written to Bloom s

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