

## 1 Grammar, Vocabulary, and Pronunciation

### GRAMMAR

- 1 1 love 5 need  
2 Do ... like 6 don't speak  
3 'm not studying 7 'm having  
4 'm working 8 Are ... learning
- 2 1 where 4 where  
2 which 5 which  
3 who 6 where
- 3 1 What is Martin doing now?  
2 Where did Ben go yesterday?  
3 Does Paula live with her mother?  
4 Do you like French food?  
5 What is he listening to?  
6 How many people were at the party?

### VO-CABULARY

- 4 1 quiet 4 funny  
2 extrovert 5 friendly  
3 generous 6 lazy
- 5 1 eyes 4 fingers  
2 heart 5 back  
3 shoulders 6 stomach
- 6 1 Turn 3 Cross  
2 Work 6 Turn  
3 Write 7 Copy  
4 Ask 8 Cover

### PRONUNCIATION

- 7 1 abroad 4 opposite  
2 grandfather 5 intelligent  
3 unfriendly
- 8 1 head 4 laughs  
2 heart 5 ear  
3 lives

## 1 Reading and Writing

### READING

- 1 1 B 4 C 6 B  
2 A 5 B 7 A  
3 B
- 2 1 T 4 F 7 T  
2 F 5 F 8 F  
3 F 6 T

### WRITING

Student's own answers. See marking guidelines on p.3.

## 1 Listening and Speaking

### LISTENING

- 1 Paris 4 hair  
2 dancer 5 tall  
3 fair

### SPEAKING

See marking guidelines on p.3.

## 2 Grammar, Vocabulary and Pronunciation

### GRAMMAR

- 1 1 did you go 4 did you do  
2 did you go 5 did they say  
3 happened 6 found
- 2 1 so 4 because  
2 because 5 although  
3 Although 6 but
- 3 1 Did ... drive 5 was ... doing  
2 ran 6 didn't go  
3 was raining 7 saw  
4 wasn't watching 8 was walking

### VO-CABULARY

- 4 1 hot/boiling 4 cloudy  
2 sunny 5 cold/freezing  
3 rainy 6 windy
- 5 1 on 4 on  
2 at 5 in  
3 in 6 at
- 6 1 go 5 stay  
2 have 6 take  
3 buy 7 go  
4 walk 8 rent

### PRONUNCIATION

- 7 1 musician 4 imagine  
2 album 5 interview  
3 salad
- 8 1 asked 4 panic  
2 whose 5 dance  
3 why

## 2 Reading and Writing

### READING

- 1 1 B 5 B 8 B  
2 A 6 A 9 C  
3 C 7 B 10 A  
4 A

- 2 1 He wanted to have a drink, watch the sunset, and enjoy an evening meal.  
2 Because it was cold and tasteless.  
3 He was collecting his bags.  
4 In Alessandro's car.  
5 At about midnight.

### WRITING

Student's own answers. See marking guidelines on p.3.

## 2 Listening and Speaking

### LISTENING

1 (2 marks per answer)

- 1 A 3 A 5 C  
2 B 4 B

### SPEAKING

See marking guidelines on p.3.

## 3 Grammar, Vocabulary and Pronunciation

### GRAMMAR

- 1 1 won't 4 'll  
2 'll 5 Shall  
3 Will 6 'll
- 2 1 're going to 5 Did ... send  
2 won't be 6 didn't have  
3 was ... doing 7 's going to be  
4 don't live 8 's having
- 3 1 going to enjoy 4 going to snow  
2 going to do 5 meeting  
3 going to phone 6 going to travel

### VO-CABULARY

- 4 1 call 4 looks  
2 talked 5 pay  
3 take 6 agree
- 5 1 about 4 to  
2 to 5 about  
3 for 6 with
- 6 1 teach 5 open  
2 arrive 6 remember  
3 borrow 7 lose  
4 catch 8 pull

### PRONUNCIATION

- 7 1 always 4 father  
2 although 5 secret  
3 complete
- 8 1 know, don't  
2 want, offer, sorry

## 3 Reading and Writing

### READING

- 1 1 C 4 A  
2 B 5 C  
3 B 6 A
- 2 1 J 4 S 7 S  
2 T 5 T 8 S  
3 J 6 S 9 J

### WRITING

Student's own answers. See marking guidelines on p.3.

# 2012 Carnegie Learning Lesson 6 Answer Key

**Katherine S. McKnight, Lisa Hollihan  
Allen**



## **2012 Carnegie Learning Lesson 6 Answer Key:**

**Strategies to Support Struggling Adolescent Readers, Grades 6-12** Katherine S. McKnight, Lisa Hollihan Allen, 2018-03-02 When students are in elementary school a teacher who has expertise in teaching the fundamentals of reading instructs them. At the middle and high school level that stops and the timing could not be worse. The literacy demands increase exponentially yet typically schools do not teach adolescents how to successfully read the increasingly difficult materials they encounter throughout their day. As the rigor increases in their classes student coping skills become less effective. Consequently the achievement gap becomes wider and more difficult to close during the adolescent years. When it comes time to prescribe an intervention middle and high school teachers are hitting a wall. Decoding and comprehension materials are often presented at an elementary level. The students feel bad enough that they struggle with reading assigned work increases the stigma. This book addresses the need for 6-12 teachers to have appropriate literacy intervention materials to use with struggling adolescent readers. This book will also help teachers learn how to support any adolescent reader struggling or not when they encounter challenging text. The book features two strands: decoding and comprehension. Each strand contains lessons, materials, a difficulty dial, tips for implementation, and student samples. [Rigor in the K-5 Math and Science Classroom](#) Barbara R. Blackburn, Abbigail Armstrong, 2019-12-05 Learn how to incorporate rigorous activities in your math or science classroom and help students reach higher levels of learning. Expert educators and consultants Barbara R. Blackburn and Abbigail Armstrong offer a practical framework for understanding rigor and provide specialized examples for elementary math and science teachers. Topics covered include: Creating a rigorous environment, High expectations, Support and scaffolding, Demonstration of learning, Assessing student progress, Collaborating with colleagues. The book comes with classroom-ready tools offered in the book and as free eResources on our website at [www.routledge.com/9780367343194](http://www.routledge.com/9780367343194).

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