

Key Code 5
Answer Key
Unit 9

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Act. 1. Speaking – Answers may vary.

Act. 2. Reading – **Set 1:** 3 a 4 b 1 c 2 d 6 e 5 f **Set 2:** 3 a 1 b 4 c 5 d 2 e 6 f **Set 3:** 3 a 5 b 1 c 2 d 4 e 6 f
 Set 4: 1 a 3 b 4 c 2 d 6 e 5 f **Set 5:** 2 a 4 b 1 c 5 d 3 e 6 f

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Act. 1. Reading – Answers will vary.

Act. 2. Reading – **Paragraph 1:** deployed/deploy **Paragraph 1:** efficiently/efficient **Paragraph 2:** beginning **Paragraph 3:** proof/prove
Paragraph 3: proficient/proficiency **Paragraph 3:** level up **Paragraph 5:** alike / alike **Paragraph 6:** vast / vastly
Paragraph 7: questionnaire / question **Paragraph 8:** issue **Paragraph 8:** path

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Act. 3. Reading – Answers will vary.

Act. 4. Listening – 1. 3 / 4 2. parts 3. 4 4. Cambridge Advanced Learner 5. work/collection/strategies 6. FALSE
 7. Responsibility / Respect / Integrity 8. TRUE 9. Answers may vary.

Act. 5. Speaking – Answers will vary.

Act. 6. Listening – **Top-down:** 3 4 2 6 1 5

Act. 7. Answers may vary. a. Responsibility to do something b. being in a good or better situation
 c. the interested ones d. know, get and promote-encourage e. responsible to make a decision
 f. immediately/make use of something

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Act. 1. Listening

Possessive 's and of: a) brother's, brothers' b) mum's, Mark's, principal's c) child's, Mexico's, dog's d) week's, night's
 e) of, of

Reflexive pronouns – a) myself yourself himself herself itself ourselves yourselves themselves
 b) herself, himself c) myself, myself d) Help, Make, Clean

Possessive Pronouns and adjectives – a) mine yours his hers its* ours yours theirs
 my your his her its our your their
 b) my, our c) my, his d) my, of e) my, of f) my, myself g) my, myself

Each other, one another and someone else – a) each other, each / one, else b) other's, another's

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Act. 1. Listening – 2 a 1 b 7 c 5 d 3 e 6 f 4 g

Act. 2. Listening – Do you ever struggle with reading activities in the classroom?

Have you ever thought about learning reading strategies?

For some learners, getting the most of a reading task is not a problem – they get the messages right away.

But there are others who need a bit of extra help, and sometimes more than that.

By the time learners get B1 or B2 levels, they wish they had worked harder at the previous levels.

They suddenly realize they have to get their reading skills improving immediately.

Some learners, already feeling frustrated, look out for ways to get it on, but a vast majority keep going here and there with no clear purpose.

Act. 3. Listening – **Top-down:** 3 5 6 1 4 2

Act. 4. Listening – In the order of the text: **try** **ask** **divide** **gets** **text** **idea** **boards** **full** **big** **important** **unnecessary**
 always **individually** **look** **best**

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Act. 1. Listening – a) is, are b) screen, It c) to, cold, away d) surprising, talk e) want, Have, Are, haven't, Anywhere f) is, wants

All, most, some, none – a) All, most, some, none b) all c) all d) unit, units

Each and every – a) Every, Each, Each, each, Every, Each b) every, all

Both, neither, either – a) Both, Both, Either, Either, Neither, Neither b) Which, Which, Which c) They, We
 d) science/computing, science/computing, science/programming

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Act. 1. Reading – 1 is 2 and 3 informal 4 of 5 written 6 Language 7 the 8 with 9 point

Act. 2. Reading – Answers may vary. a. A discipline that includes all four linguistic skills b. to produce different forms of text
c. written text or digital formats

Act. 3. Answers may vary. 1. communication as it is the nature of the language 2. walking learners through constructing meaning
3. meaning can be seen as a text 4. surrounded by several texts
5. it originates and evolves by culture and fad influence 6. the English Language is flexible
7. understanding when, why and how to manage to manipulate the language

Act. 4. Listening – 1 e 2 c 3 a 4 f 5 d 6 g 7 b

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Act. 1. Reading – Left-right. Line 1: Lever academic English / Interpret and analyze literary texts

Line 2: Understand the basic architecture of language / Critical evaluation of texts

Act. 2. Reading – Answers will vary.

Act. 3. Reading – Answers will vary.

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Act. 4. Writing – Answers will vary.

Act. 5. Writing – Answers will vary.

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Grammar

Possessives 's and of – a) Children like to draw pictures of the texts they read.

Underline important information in the teacher's note.

In Miller's class, we always role-play.

I have to make a mental map of the Second World War.

Reflexive pronouns – Top-down: b) 4 a, 1 b, 3 c, 2 d

Possessive pronouns – c) 1 hers 2 his 3 yours 4 mine

Possessive adjectives – 1 my 2 her 3 Their 4 your

Each other, one another, and someone else – 1 each other 2 one another 3 someone else 4 someone else

There is, are – a) 1 are 2 is 3 is 4 are

Someone, anywhere, everybody – b) 1 Everybody understood the calculus procedures. 2 Someone once told me Practice makes perfect.

3 Everybody can read a book in this room.

4 Everybody has different academic abilities.

All, most, some, none – 1 read 2 reject, skilled, participate

Each and every – Top-down: 3 a 1 b 4 c 2 d

Both, either, neither – 1 either - both / and - or 2 Boths / Neither 3 either / neither 4 either / both