

Answer key

Unit 1 Getting to know you

Grammar

1 Johanna Becker

- 2 moved
- 3 was
- 4 has
- 5 speaks
- 6 studied
- 7 don't want
- 8 I'm studying
- 9 I'm hoping

Gerard Bernard

- 1 comes
- 2 teaches
- 3 I'm teaching
- 4 like
- 5 missed
- 6 made
- 7 found
- 8 he's living
- 9 don't like
- 10 takes
- 11 play
- 12 I'm going to look

Anna and Don

- 1 graduated
- 2 didn't want
- 3 decided
- 4 he's doing
- 5 he's staying
- 6 I'm teaching
- 7 I'm helping
- 8 love
- 9 have
- 10 he's going to train

- 2 2 doesn't speak 6 doesn't like
- 3 is carrying 7 aren't liking
- 4 is 8 finished
- 5 I'm living 9 I'm going to train

- 3 1 c 6 c
- 2 a 7 a
- 3 c 8 a
- 4 b 9 b
- 5 a

- 4 2 is ... doing
- 3 do ... live
- 4 Does ... have
- 5 are ... going (to go)
- 6 did ... do
- 7 was
- 8 did ... married

- 5 2 What language is she speaking now?
- 3 What are you doing tonight?
- 4 Where did you buy your jeans?
- 5 What are you going to cook for dinner?
- 6 How much money does he have?
- 7 Did you go to work yesterday?
- 8 What does your father do?

- 6 2 what
- 3 where
- 4 what
- 5 who

- 7 2 d
- 3 i
- 4 g
- 5 j
- 6 D

- 8 1 Who's
- 2 Whose
- 3 Whose

- 9 1 Thanks to her parents.
- 2 Ears become eyes.
- 3 A friend and guide
- 4 It came good in the end
- 5 Friends forever

- 10 2 did ... learn
- 3 do ... have to stay
- 4 does ... do
- 5 Did ... become
- 6 Did ... win
- 7 was
- 8 Are ... going to

- 11 1 wanted 5 became
- 2 wasn't; had 6 won
- 3 didn't 7 are going
- 4 has

Vocabulary

- 1 2 do; make
- 3 speak; say
- 4 look; watch
- 5 borrow; lend
- 6 teach; learn

- 2 2 interesting - book, film
- 3 excited - child, dog
- 4 strong - coffee, woman
- 5 funny - man, story
- 6 long - road, story

- 3 2 for 7 with
- 3 about 8 from
- 4 at 9 to
- 5 of 10 off
- 6 in

- 4 2 rest 4 kind
- 3 mean 5 left

Everyday English

- 1 problem
- 2 no; matter
- 3 sorry; Never; another
- 4 Can/Could ... help; course
- 5 Have; Same; doing; for; fun

REVIEW

- 1 1 Whose is that green bag?
- 2 I didn't do well in my exams.
- 3 Why are you studying English?
- 4 How many children do they have?

- 6 Why
- 7 Which
- 8 When
- 9 why

- 7 2 a
- 3 i
- 4 c
- 5 h
- 6 f

- 4 Who's
- 5 Who's
- 6 whose

- 5 We're going to visit friends in Glasgow at the weekend.
- 6 Lara comes from Scotland/London, but she's working in London/Scotland at the moment.
- 7 What did you get for your last birthday?
- 8 Martin doesn't like dogs because that's scared of them.

- 2 1 go 6 does
- 2 about 7 in; with
- 3 off 8 busy
- 4 long 9 interesting
- 5 speak 10 teach

Unit 2 Let's get together

Grammar

- 1 2 do 7 works
- 3 have 8 don't
- 4 look 9 don't live
- 5 wants 10 want
- 6 lives 11 want

- 2 2 do ... live
- 3 is
- 4 does ... work
- 5 do ... believe
- 6 do ... wear

- 3 2 don't present
- 3 doesn't live
- 4 don't wear

- 4 2 No, he doesn't.
- 3 Yes, he does.
- 4 No, they don't.

- 5 2 do ... think
- 3 don't understand
- 4 Do ... need
- 5 does ... belong
- 6 agree
- 7 doesn't matter
- 8 does ... mean
- 9 has
- 10 costs

- 6 2 I usually have toast for breakfast.
- 3 I always watch TV in the evening.
- 4 How often do you have a holiday?
- 5 We sometimes go to a Japanese restaurant.
- 6 I am never late for school.

- 7 1 Have ... got 5 haven't got
- 2 I've got 6 Have ... got
- 3 have ... got 7 I've got
- 4 I've got

- 8 2 I have a terrible headache.
- 3 Do you have any aspirin?
- 4 You've got a beautiful house.
- 5 Sally has a really good job.
- 6 We don't have any money.

Answers Key Intermediate Headway

John Soars



Answers Key Intermediate Headway:

Establishing Self-Access David Gardner, Lindsay Miller, 1999-03-11 Establishing Self Access examines establishing maintaining and developing self access language learning SALL While much of it presents practical ideas dealing with issues related to SALL they are supported by references to relevant literature and research This link between theory and practice makes the debate about SALL accessible and makes this a useful resource for establishing and running self access learning facilities Its unique features include a typology of self access facilities a discussion about how to manage self access a step by step guide on evaluating self access a wide variety of practical suggestions for implementing self access in different contexts It is suitable for anyone concerned with self access from pre service teacher trainees to experienced teachers and from managers of dedicated self access centres to administrators concerned with financing self access facilities *Directions in Self-Access Language Learning* David Gardner, Lindsay Miller, 1994-07-01 This is a collection of articles on the topic of self access language learning by a variety of experienced educators currently active in the field of English language teaching in Hong Kong Separate chapters discuss a wide range of issues confronting ELT professionals in tertiary and secondary education and in the private sector Twenty Years of Learner Corpus Research. Looking Back, Moving Ahead Sylviane Granger, Gaëtanelle Gilquin, Fanny Meunier, 2013-06-21 This proceedings volume covers issues of learner corpus design collection and annotation and contains reports on various aspects of written and spoken learner interlanguage as well as design of learner corpus informed tools **Controlling System Costs** Daniel K. Boyle, 2009 Introduction to the Transit Scheduling Manual Inputs to the Scheduling Process Schedule Building Schedule Blocking Runcutting Rostering Rail Scheduling Glossary **New Headway English Course. Intermediate. Workbook with Key. New Edition** [Anonymus AC08098176], 2003-06 **Multifunctionality in English** Zihan Yin, Elaine Vine, 2022-02-27 This edited volume provides detailed analyses of multifunctional forms in English and offers hands on approaches exemplifying relevant implications and useful applications to language and literacy educators in TESOL ESL EFL EAL and research students in applied linguistics and education The chapters cover The multifunctionality of utterances in spoken and multimodal corpora the multifunctionality of linguistic creativity in different genres multifunctional pronouns in hard and soft sciences and professional discourse in the university and secondary school contexts The volume also offers a comparison of the multifunctionality of verbs between ESL textbooks native written and spoken English corpora and between ESL and L1 university students in writing a particular genre comparisons of the multifunctionality of discourse markers between different registers and between L1 and L2 English speakers as well as multifunctional metadiscourse markers in different disciplines and paradigms With detailed analysis of authentic corpus data representing different varieties of English specialized use in different contexts and disciplines and practical teaching and learning applications the volume bridges theory and practice providing a creatively designed resource for students educators and researchers looking to understand

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Arthur James Wells, 2007 L'apprendimento autonomo delle lingue straniere Associazione italiana dei centri linguistici universitari. Seminario nazionale, 2002 *SLA Research and Materials Development for Language Learning* Brian Tomlinson, 2016-05-20 SLA Research and Materials Development for Language Learning is the only book available to focus on the interaction between second language acquisition theory and materials development for language learning It consists of contributions written by experts in SLA experts in materials development researchers who have expertise in both fields and introductions and conclusions by the editor The book is organized into four major sections position statements materials driven by SLA theory evaluations of materials in relation to SLA theory and proposals for action that offer a diverse range of perspectives while maintaining a cohesive and comprehensive overview on the subject This book is ideal for post graduate courses in applied linguistics and second language acquisition and for researchers interested in the relationship between SLA and materials development **Selected Readings in Transport Survey Methodology** Elizabeth S. Ampt, Anthony J. Richardson, Arnim H. Meyburg, 1992 **The Builder**, 1846 **New Headway** John Soars, 2014 **Road & Transport Research**, 2001 **Fundamentals of Intermediate Accounting 2006 FASB Update, with TakeAction! CD** Donald E. Kieso, Jerry J. Weygandt, Terry D. Warfield, 2005-08-05 Now readers can get all the accuracy and authority of the best selling intermediate accounting book in the new second edition of this brief streamlined version Fundamentals of Intermediate Accounting presents a balanced discussion of concepts and applications explaining the rationale behind business transactions before addressing the accounting and reporting for those activities Readers will gain a solid foundation in such areas as the standard setting process the three major financial statements revenue recognition income taxes reporting disclosure issues and much more

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