

Answers

UNIT 1

- 1 Present Simple ($\times 4$) works, lives, comes, knows
Present Continuous ($\times 1$) 'm going out
Past Simple ($\times 3$) came, met, found
Past Continuous ($\times 1$) was working
Present Perfect ($\times 1$) has been
Present Perfect Continuous ($\times 1$)
have been looking
Future forms ($\times 2$) I'll stay, we're going to get
Present Simple passive ($\times 1$) is visited
Past Simple passive ($\times 1$) was employed
- 2 2 are made 3 've made 4 took 5 'm going to take 6 was taken 7 've been 8 was 9 'll be 10 'm working 11 was working 12 've been working
- 3 2 went / didn't go 3 've lived / haven't lived 4 are you doing 5 'll see / won't see
- 4 2 F/A 3 F/A 4 A/F 5 A/F 6 A/F 7 F/A 8 F/A
- 5 1 2 How long ago was the solar system formed?
3 How many people are born every day?
4 When was oil first discovered in Saudi Arabia?
5 How much does the US spend on defence every year?
6 How fast is the International Space Station flying right now?
7 How many children did Shakespeare have?
8 How many people were killed in the Second World War?
9 How much does the British Prime Minister earn a year?
10 How long does the average marriage in Britain last?
- 2 1 40 million 2 3
3 4.5 billion 8 7.2 million
3 360,000 9 6,190,000
4 195.8 10 11.5 years
5 \$650,000-billion
6 28,000kph / 17,500mph
- 6 Sample answers
2 Which languages does he speak?
3 What (payments) did you get?
4 How much did they pay?
5 What are you going to see?
6 Where did you go? travel to?
7 Where are you going?
8 What's he talking to?
- 7 2 They didn't have a lovely holiday.
3 She doesn't work in the City.
4 She hasn't got / doesn't have a brother.
5 They haven't lived together for years.
6 They don't have many friends.
7 She didn't go to university.
8 She doesn't work at night.

- 8 2 I did 3 I wasn't 4 they do 5 we didn't 6 they are 7 they do 8 I haven't 9 I am 10 I don't

9 2

/e/	/æ/	/æ/	/æ/
hit	red	ran	hot
back	friend	flat	wash
/a/	/a/	/æ/	/æ/
grass	bus	go-out	eat
foot	does	doctor	meet
/ɑ:/	/ɑ:/	/ɑ:/	/ɑ:/
heart	four	cool	first
start	walk	group	work

10 1 foreign, mobile

- 2 signal, correct
3 ambitious, reception
4 typical, Internet
5 education, economic
6 immediate, community

11 2c 3g 4d 5c 6h 7i 8k 9a 10a 11i 12n 13j 14m 15h

- 12 2 musical 3 economical 4 economic
5 Economists 6 Employers
7 unemployed 8 employed

13 2g 3f 4a 5c 6h 7e 8d

14 a4 b1 c3 d2 e5

15 1 with 2 about 3 at 4 to 5 to 6 about 7 on 8 of 9 for 10 about 11 at 12 as

16 1 Order: 4 5 3 1 6 2

- 2 1 They are spread very widely across the country.
2 The European Union was expanded.
3 British companies go to Poland to recruit.
4 They have a good reputation for being hard-workers.
5 The older Polish community don't find it easy to identify with the new younger generation of Poles, and they worry about what their arrival will do to the reputation of Poles living in Britain.
- 3 1 've probably heard, is growing, did you know, is more estimated
2 have arrived, have been living, settled, were still living
3 was expanded, have taken advantage

UNIT 2

- 1 Present Simple ($\times 8$) lives, overspills, keeps, paints, point, use, find, work
Present Continuous ($\times 5$) is becoming, is planning, 'm working, is falling, are leaving

Present Simple passive ($\times 2$) is inhabited, are employed

Present Continuous passive ($\times 1$) is being developed

- 2 2 's painting 3 finds 4 are found
5 's thinking 6 is thought 7 is known
8 knows 9 works 10 's only working
- 3 2 How many children does she have?
3 What does her husband do?
4 What does Annie paint?
5 Where does she (usually) work?
6 What's she doing at the moment?
7 Why are young people leaving the island?
8 How many visitors come every year?
- 4 2 He doesn't grow fruit and vegetables. He keeps sheep, chickens, and pigs.
3 She doesn't paint portraits. She paints animals and wildlife.
4 She isn't painting a series of wild flowers. She's painting a series of wild flowers.
5 The people of Lofan aren't employed in farming. They're mainly employed in the fishing industry.
6 Young people aren't leaving the island to get married. They're leaving the island to look for work.
- 5 2 How often do you see Julie these days?
3 I hardly ever go to the cinema anymore.
4 I bump into my old girlfriend from time to time. / From time to time I bump into my old girlfriend.
5 Do you often come here? / Do you come here often?
6 I don't cook much. I usually eat out.
7 I only see my grandparents once a fortnight.
8 I wash my hair twice a week, and I have it cut every month.
9 Nowadays children rarely play on their own outdoors. / Children rarely play on their own outdoors nowadays.
10 I sometimes spend 3 hours a day commuting.

6 4

/u/	/u/	/u/
works	cells	changes
maths	buildings	beaches
works	knows	organises
wants	learns	sentences
cooks	breakfasts	matches

- 7 1 How fast does the bullet train travel?
2 How many passengers does the bullet train 'm carry?
3 How long does the journey take?
4 How much does Kamiko Mogi make / earn per journey?
5 How many women does Kamiko Mogi now teach / instruct?
6 What are the passengers wearing?

Answer Of Question American Headway 3 Student

Grant Wiggins,Jay McTighe



Answer Of Question American Headway 3 Student:

American Headway John Soars,Liz Soars,2002-01-17 Builds on the firm foundation laid in a href <http://www.oup.co.uk/elt/global/isbn/3580> *American Headway 1 a* **Strategies for Developing Higher-Order Thinking Skills Levels 3-5** Wendy Conklin,2012-02-01 Help your students become 21st century thinkers This resource provides teachers with strategies to build every student s mastery of high level thinking skills promote active learning and encourage students to analyze evaluate and create **Understanding by Design** Grant Wiggins,Jay McTighe,2005-03-15 ASCD Bestseller Wiggins and McTighe provide an expanded array of practical tools and strategies for designing curriculum instruction and assessments that lead students at all grade levels to genuine understanding How do you know when students understand Can you design learning experiences that make it much more likely that students understand content and apply it in meaningful ways Thousands of educators have used the Understanding by Design UbD framework to answer these questions and create more rigorous engaging curriculums Now this expanded 2nd edition gives you even more tools and strategies for results oriented teaching An improved template for creating curriculum units based on the breakthrough backward design method More specific guidelines on how to frame the big ideas you want students to understand Better ways to develop the essential questions that form the foundation of high quality curriculum and assessment An expanded toolbox of instructional approaches for obtaining the desired results of a lesson More examples across all grade levels and subjects of how schools and districts have used the UbD framework to maximize student understanding Educators from kindergarten through college can get everything they need guidelines stages templates and tips to start designing lessons units and courses that lead to improved student performance and a more stimulating experience for students and teachers alike *American Headway 4* John Soars,Liz Soars,Sylvia Wheeldon,2005-08 Comprehensive challenging and effective the best of *American Headway* for upper intermediate to advanced students *American Headway 3A. Workbook* Liz Soars,John Soars,2004 **Strategies for Developing Higher-Order Thinking Skills** Wendy Conklin,2012-02 Help your students become 21st century thinkers This resource provides teachers with strategies to build every student s mastery of high level thinking skills promote active learning and encourage students to analyze evaluate and create **The Watchman** ,1888 **The Literary World** ,1879 *The American Phrenological Journal and Life Illustrated* ,1869 *Dreams of American College Students* Calvin Springer Hall,1963 **A Companion to American Foreign Relations** Robert Schulzinger,2008-04-15 This is an authoritative volume of historiographical essays that survey the state of U S diplomatic history The essays cover the entire range of the history of American foreign relations from the colonial period to the present They discuss the major sources and analyze the most influential books and articles in the field Includes discussions of new methodological approaches in diplomatic history **Annual Report of the Department of the Interior** United States. Department of the Interior,1890 **Report of the Department of the Interior ... [with Accompanying Documents].** United States. Department of the Interior,1890

Annual Report of the Commissioner of Indian Affairs, for the Year ... United States. Office of Indian Affairs,1889
Annual Report of the Commissioner of Indian Affairs to the Secretary of the Interior for the Fiscal Year Ended ... United States. Office of Indian Affairs,1889 *Pharmacology and the Nursing Process E-Book* Linda Lane Lilley,Shelly Rainforth Collins,Julie S. Snyder,2022-01-19 Focus on need to know information includes discussions of what nurses may encounter during drug administration in a variety of health care settings providing accounts of real life medication errors and tips for avoiding those errors The Nursing Process is applied to each category of drugs ensuring that you administer medications accurately and safely and includes the steps of assessment human need statements planning implementation and evaluation Emphasis on drug classes describes key similarities and differences among the drugs in each class making it easier to understand how individual drugs work in the body Consistent presentation for each drug group includes the mechanism of action indications contraindications adverse effects interactions and dosages concluding with drug profiles of individual drugs in the class or group High alert icons identify medications that pose a greater risk to patient safety Focus on prioritization includes prioritized nursing diagnoses along with a corresponding prioritization of goals and outcomes to help you learn to connect nursing diagnoses with goals and outcomes Ease of readability makes difficult content more understandable Photo atlas features more than 100 drawings and photographs showing drug administration techniques Dosages tables summarize generic and trade names pharmacologic class normal dosage ranges and indications for the drugs Learning features at the beginning of each chapter include objectives and key terms and at the end of each chapter key points critical thinking questions review questions and a list of resources available on the Evolve website QSEN coverage includes the use of human need theory with human need statements case studies featuring collaboration and teamwork content Preventing Medication Errors boxes and a discussion of the QSEN initiative as it relates to the safety and quality of patient care NEW Updated drug content reflects the latest FDA drug approvals withdrawals and therapeutic uses and includes updated nursing content **The Liberator** ,1884-06 Congressional Record United States. Congress,1980

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