

Answers

- Present Simple (» 4) works, love, come, know. Present Continuous (s.f.) in mire out. Past Simple (v. 3) came, met, found Past Continuous (+1) was working Present Perfect (x I) has been Present Perfect Continuous (+1)
 - Furtains for teas (= 2). I'll stay, works gooling to
 - Present Simple passive (+1) is usered Past Shople passive (+1) was coupleyed
- 2.2 are made 3 've made 4 took 5 in going to take 6 was taken. 7 We been 8 was 9 Tibe 10 in working 11 was working 12 'we been working
- 3 2 went / didn't go 3 've lived / haven't lived 4 are you doing 5 'Il need worst nor
- 4 2 F/A 3 F/A 4 A/F 5 A/F SCARE PERA RECA

barne breen Soulking

- 5.1. 2. How long ago was the solar system-formed?
 - How many people are been every day? 4. When was oil first discovered in Saudi Autobio all
 - 5. How much does the US spend on defence energy pour?
 - 6. How fast is the International Space-Station Bying right now?
 - 7. His wiman's children did Shakeqyeare have?
 - 8. How many people were killed in the Second World Warf
 - 9 How much does the British Prime Minister ours a year?
 - 10 How long does the average marriage in Oberline ten Beret P.
 - 2 1 40 million. 8 72 million 21 4. S. S. St. 2001, com-3 3490,000 9 6390,000 4 293.8 50 11.5 years. 5 565-0.000 hillion
 - 6 28.000kals/17,500 each
- 6 Sample amovers
 - Which languages does he speak?
 - What (presents) did you get?
 - 4. How much slid they part?
 - What are you going to see? 6. Where did you go? travel to?
 - Where and you going?
 - it. Who's he talking to?
- 7 2 They disdn't have a lovely holiday.
 - She descent work in the City.
 - 4. She hasn't sot / doesn't have aboother.
 - 5. They haven't lived together for years. 6. They don't have many friends.

 - She didn't go to university:
 - it. She descript work at wir bit.

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 1/0 I dion/t

9 3

14.	(6)	/00/	101
Not burild	red friend	TATO (flux	bot work
-/a/	141	757	181
grash. foot	bus does	discourt discourt	eat med
/ac/	/32	Aust	/ac/
heurt.	four walk	group	files t worth:

- 10.1 for eign, mobile
 - magnetic commercial
 - anabitiesus, receptions
 - 4. http://dull.internet.
 - 5 offsection, oconomic 6. immediate, community
- III 2e 3g 4d 5c 6b 7i 8k 9o 10a 1111 12n 13j 14m 15h
- Q 2 munical 3 economical 4 economiae 5 Economists 6 Employers 7 unamplement - 8 employed
- 13 2g 3f 4a 5c 6h 7c 8d
- 14 a4 b1 e3 d2 e5
- 15 I with 2 about 3 at 4 to 5 to 6 about 7 on Rof 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
 - 2. The European Union was expanded.
 - 3. British companies go to Poland to recruit.
 - 4. They have a good reputation for being
 - Brandi woodk.em. 5. The older Polish community don't find
 - it cary to identify with the new younger generation of Poles, and they worry about what their arrival will do for the reputation of Fokes living in Britain.
 - 3 1 'we probably hound, is growing, did you. know, is move estimated.
 - have arrived, have been living, settled. wrene stall live ng
 - 3 was expanded, have taken advantage

UNIT 2

 Present Simple (x 8) lives, overlooks, keeps, paints, point, see, find, week. Present Continuous (x 5) is becoming. is planning. In working, is fulling, are leaving Present Simple passive (+2) is inhabited. area complexyed.

Present Continuous passive (+ 1) in being developed

- 2 2 's patienting 3 fireds 4 are found 5 is thinking 6 is thought 7 is known 8 known 9 works 10 s only working
- 3 2 How many children does she have?
- 3. What does her husband do?
- 4. What dises Amelie paint?
- 5 Where does she (usually) world:
- 6. What's she doing at the moment?
- 7. Why we young people leaving the island?
- B. How many visitors come every mar?
- 4 2 He doesn't grow fruit and vegetables.
 - He keeps sheep, chickens, and pigs. 3. She-doesn't paint portraits. She paints application and well-district
 - 4. She inth painting a series of wild birds. She's painting a neries of wild florours.
 - 5. The people of Lohan aren't employed in farming. They're mainly employed in the dishing indiastry.
 - 6. Young people aren't leaving the idand to get married. They're fearing the island to look for woods.
- 5 2 How often do you see Julie these days?
 - 3. I hardly ever go to the cinema any more.
 - 4. I bump into my old girlfriend from time to time. / From time to time I bump into my old girlifetendi.
 - 5. Do you other come here! / Do you come Receive and being R.
 - 6. I don't cook much. I usually est out.
 - 7. I only see my grandparents once a fortnight.
 - 8. I was my hair twice a week, and I have it cut. event in mounth.
 - 9. Novendays children earely play on their own outdoors. / Children rarely play on their overs outdoors nowadays.
 - 10. I sometimes spend 3 hours a day commuting.

767	/2/	/007
marfs maths	nells buildings kooss	changes beaches
waems	Sources brouthes	nentences matches

- 7. 1. How fast does the bullet train travel?
- 2. How many passengers docs the bullet train. Fitt states will
- 3. How long does the journey take?
- 4. How much door Kamilio Mogi make Fearn prior Economics 17.
- 5. How many weemen does Karmiko Mogi now tionals/instructf
- 6. What are the passengers scearing?

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SB Merriam

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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 **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 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 A Companion to American Foreign Relations Robert Schulzinger, 2008-04-15 This is an authoritative Hall,1963 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

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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 Congressional Record United States. Congress, 1980 includes updated nursing content The Liberator ,1884-06

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