

Unit 1 Test A

- 1 2 Where were you born
3 Why are you here in Chicago
4 What are you studying
5 What did you do in India? / What was your job in India
6 How often do you go back to India
- 2 2 How much, a 7 Why, j
3 How long, b 8 Who, c
4 Whose, d 9 Where, e
5 How many, i 10 Where, g
6 Which, f
- 3 2 Whose 3 Whose 4 whose 5 Whose 6 Whose
7 Whose 8 whose
- 4 2 running 3 use 4 swapped 5 b 6 talked
7 catching 8 feeling 9 is 10 couldn't
- 5 2 come 3 live 4 come 5 study 6 like 7 got
8 have 9 can 10 go 11 going 12 met
13 getting
- 6 2 amazed 3 embarrassing 4 amazing
5 embarrassed 6 interested
- 7 2 play 3 go 4 speak 5 does 6 make 7 buy
8 tell 9 say 10 pay
- 8 2 about 3 at 4 for 5 to 6 about 7 on
8 for
- 9 2 delicious 3 long 4 heavy 5 busy 6 high
- 10 2 b 3 a 4 a 5 b 6 b 7 b
- 11 2 My pleasure. 3 I'm fine, thanks.
4 Lovely day today. 5 It doesn't matter.
6 What's the problem? 7 Same to you.
- 12 Students' own answers

Unit 1 Test B

- 1 2 Whose 3 Whose 4 Whose 5 whose 6 Whose
7 whose 8 whose
- 2 Where do you come from?
3 Are you married?
4 When did you start learning English?
5 How much English did you know when you came here?
6 Why are you studying English?
- 3 2 Why, f 3 Which, b 4 Whose, b 5 What, c
6 How many, i 7 How much, a 8 Who, j
9 When, d 10 Where, g
- 4 2 disappointed 3 exciting 4 disappointing
5 boring 6 bored
- 5 2 had 3 study 4 were 5 had 6 enjoy 7 live
8 feeling 9 speak 10 going

- 6 2 come 3 'm staying 4 find 5 moving 6 enjoy
7 meet 8 feels 9 hope 10 go 11 see 12 met
13 'll
- 7 2 playing 3 win 4 training 5 speak
6 living 7 am 8 eat 9 are 10 use
- 8 2 good 3 terrible 4 History 5 busy 6 high
- 9 2 a 3 b 4 a 5 a 6 b 7 b
- 10 2 at 3 to 4 for 5 about 6 at 7 on 8 in
- 11 Students' own answers
- 12 2 My pleasure. 6 Same to you.
3 I'm just looking. 7 Never mind. Perhaps
4 Lovely day today. another time.
5 No, sorry. It isn't.

Unit 2 Test A

- 1 2 b 3 c 4 b 5 a 6 c 7 a 8 b 9 a
10 b 11 c
- 2 2 shop 3 driving 4 make 5 'm not having
6 'before, making 7 'm coming 8 have
9 'before making 10 'm not shopping
11 does, come
- 3 2 I do 3 he does 4 he/she doesn't 5 I do
6 I am 7 they aren't 8 she hasn't 9 they do
10 I do 11 I haven't
- 4 2 Have you got 3 have 4 never have
5 don't have 6 has 7 do you have 8 haven't
9 have
- 5 2 b 3 does, play 4 doing 5 's chilling
6 'practising/playing 7 b 8 has
9 does, work 10 works 11 doing
12 's taking 13 does, earn
- 6 2 love 3 thinks 4 doesn't matter 5 own
6 looks 7 don't believe
- 7 2 next 3 download 4 get 5 chatting 6 nothing
7 Snooker 8 plays
- 8 2 optimistic 3 anxious 4 depressed 5 pessimistic
6 afraid
- 9 2 anxious 3 pessimistic 4 afraid 5 depressed
6 optimistic
- 10 2 What time do they get up?
3 What's your girlfriend's name? / What's your
girlfriend called?
4 What time does he usually start work?
5 Do you work hard?
6 How often does she see her neighbours?
- 11 2 10 d 3 12 e 4 7 b 5 8 c 6 9 a
- 12 Students' own answers

Answers Of Headway Pre Intermediate

Scott Thornbury

Answers Of Headway Pre Intermediate:

Blogs Mario Camilleri,2007-01-01 Weblogs or blogs are possibly the most visible of the Web 2.0 technologies described by some as push button publishing for the people This publication is one of the outcomes of an ECML project which over the course of three years investigated the design of an educational blogging platform and its use in the language classroom It is intended for the language teacher who wishes to harness the potential of the writable Web in his or her language class the teacher trainer who promotes a social constructivist paradigm and the educational software designer who seeks to create flexible educational tools which incorporate subversion The accompanying CD Rom contains the entire corpus of blogs warts and all produced by project participants over 4 000 posts and 9 000 comments as well as the educational blogging platform prototype developed for this project which is an open source release under the GNU General Public License

Tourism

and Intercultural Communication and Innovations Stoyan Marinov,Genka Rafailova,2019-04-25 This volume presents the results of Bulgarian and international tourism research and brings together selected papers from the international conference Tourism and Innovations held in Varna Bulgaria in 2018 It contains theoretical and empirical approaches towards various aspects of tourism concerning both innovations in tourism development and in foreign languages education As a whole the book presents innovative solutions and processes in tourism including management and staff training provoked by today's opportunities and challenges for future tourism development The first part is dedicated to issues in tourism innovation ranging from those provoked from the changing global environment and tourism demand through to social innovations concerning tourism products and human resources management The second section of the book deals with traditions and innovations in foreign language education oriented to managers operational staff and decision makers in tourism

About Language Scott Thornbury,1997-03-13 This book raises the issue of what a teacher needs to know about English in order to teach it effectively It leads teachers to awareness of the language through a wide range of tasks which involve them in analysing English to discover its underlying system

Success on your Certificate Course in English Language Teaching Caroline Brandt,2006-07-04 Extremely comprehensive and well written in terms of style accessible to the reader but intelligent and expressing some fairly subtle concepts Would that more ELT practitioners could do the same Certainly a good read for those thinking about and also those engaged in initial training or even post initial training stage Jenny Pugsley Head of TESOL Trinity College London It's essential reading whether you are simply curious about what is involved in training in ELT need advice on choosing the right course have already enrolled and want to make the most of your course or are a new teacher just starting out It's a book I wish I'd had when I was starting out in my ELT career and that I wish had been available to many of the course participants I have tutored Lyn Strutt ELT author and Chair of the British Council Families Association Each year thousands of people all over the world take one of the hundreds of available short pre service courses that lead to the award of a certificate in English Language Teaching ELT or Teaching English to Speakers of

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Developing Materials for Language Teaching Brian Tomlinson, 2023-08-24. Viewing current developments in materials development through the eyes of developers, users and researchers from all over the world, this book applies principles to practice. It provides a comprehensive coverage of the main aspects and issues in the field as well as critical overviews of recent developments in materials development and acts as a stimulus for innovation. Now revised and updated to take account of developments over the last decade, this 3rd edition features 8 new chapters covering materials use, blended learning, multimodality, intercultural competence, communicative competence, the practical realisation of theoretical principles in the development of digital materials, the teaching of right to left languages and the commodification of grammar. Fully updated chapters with contemporary examples and considering teaching second and foreign languages other than English. New pedagogical resources with the addition of tasks and further readings for each chapter. New online resources, 2 new chapters on producing videos on teacher development courses and materials development on teacher training courses and 2 updated chapters on development courses for teachers and simulations in teacher development alongside a range of additional tasks and further reading suggestions.

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The Linguist, 1994 **New Headway** Caroline Krantz, 2000 **Headway** John Soars, Liz Soars, 1991 **New Headway**, 2007 **Advances in Instrumentation**, 1974. Proceedings of the ISA Conference and Exhibit

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