

22. 1 2 (100%) 2 (100%) 3 (100%) 4 (100%)  
3 (100%) 4 (100%) 5 (100%) 6 (100%)  
6 (100%) 7 (100%) 8 (100%) 9 (100%)

1a) father vater	1b) brother bruder	1c) house haus	1d) together zusammen
2a) good gut	2b) cool cool	2c) jump springen	2d) cold kalt
3a) there da	3b) happy glücklich	3c) father vater	3d) mother mutter

- [illegible]

21. I always sit.
22. I think it is always.
23. as long as what?
24. I don't go on.
25. nearly thirty years in something
26. at home.

11. (C) *Shogun* about 1700.
12. (B) *Chinua Achebe's* *Things Fall Apart*.
13. (A) *War of the Roses*.
14. (C) *Macbeth's* *secret* from *Go, Set, Watch, Grow!*
15. (D) *Shogun* (Shogun) *working* *hard*.
16. (B) *Thomas* *he's* *made* *a* *big* *name*.
17. (C) *Chinua* *knows* *well*.
18. *How* *you* *going* *to* *Chinua* *just* *it*.
19. (C) *Chinua* *is* *well* *in*.

100

- [illegible]

- 25 2) To become acquainted
- 26 Name: \_\_\_\_\_ (topswallow)
- 27 Name: \_\_\_\_\_ Name: \_\_\_\_\_ (spring)
- 28 Name's: \_\_\_\_\_
- 29 Name: \_\_\_\_\_ (spring)
- 30 Top: \_\_\_\_\_
- 31 Name: \_\_\_\_\_ (spring)
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- 97 Name: \_\_\_\_\_ (spring)
- 98 Name: \_\_\_\_\_ (spring)
- 99 Name: \_\_\_\_\_ (spring)
- 100 Name: \_\_\_\_\_ (spring)

- [illegible]

1. 1 is *standing*; 2 is *actively working*;  
3 is *climbing*; 4 has *been climbing*;  
5 has *recently reached*; 6 has *already*  
*climbed*; 7 started *climbing*; 8 *tries*;  
9 *hasn't*; 10 has *been trained*;  
11 *trains*; 12 has *been preparing*; 13 *will*  
*train*; 14 *hasn't* *yet*.
2. 1 is *(hasn't) making*; 2 *arrived*; 3 *didn't* *expect*;  
4 *is* *... missing*; 5 *is going*; 6 *is* *missing*;  
7 *is called*; 8 *will be*; 9 *is* *there*;  
10 *will make*; 11 *wasn't* *for*; 12 *is*;  
*working*; 13 *isn't*; 14 *is*; 15 *is* *hasn't* *been*;  
16 *is* *unemployed*; 17 *are*; 18 *is* *hasn't*.

1. The nerve cells have extremely short dendrites.
2. Many other animal higher brain regions of vertebrates have cells resembling these brain cells but not paired.
3. The nerve function brain brain health has sensory areas.
4. The glial cells have a brain network.
5. A. yachinensis has brain network structurally in the Pacific Ocean.
6. *Walteria* grows brain brain network in the Pacific Ocean.
7. A. yachinensis has brain brain network in the Pacific Ocean.
8. Pacific Ocean brain cells in the Pacific Ocean.
9. These brain cells and brain network in the Pacific Ocean.
10. The network in the Pacific Ocean.
11. The network in the Pacific Ocean.
12. The network in the Pacific Ocean.

2. Have-had were placed  
 3. Have: are were formed  
 4. Have-had there are were used  
 5. Had were substantives replaced with  
 6. Have-had  
 7. He's/had the (substantives placed)  
 There's/had the other substituted.  
 8. Have-had  
 He had his something with different.  
 He had his have out.  
 9. Have-had  
 There's having their hair done.  
 There's having their horses different.  
 Have-had  
 There's have had the phone brought  
 He's have had their something done  
 etc.

- Fig. 7. 1) *Ch. 22*; 2) *Ch. 23*; 3) *Ch. 24*; 4) *Ch. 25*; 5) *Ch. 26*; 6) *Ch. 27*; 7) *Ch. 28*; 8) *Ch. 29*; 9) *Ch. 30*; 10) *Ch. 31*; 11) *Ch. 32*; 12) *Ch. 33*; 13) *Ch. 34*; 14) *Ch. 35*; 15) *Ch. 36*; 16) *Ch. 37*; 17) *Ch. 38*; 18) *Ch. 39*; 19) *Ch. 40*; 20) *Ch. 41*; 21) *Ch. 42*; 22) *Ch. 43*; 23) *Ch. 44*; 24) *Ch. 45*; 25) *Ch. 46*; 26) *Ch. 47*; 27) *Ch. 48*; 28) *Ch. 49*; 29) *Ch. 50*; 30) *Ch. 51*; 31) *Ch. 52*; 32) *Ch. 53*; 33) *Ch. 54*; 34) *Ch. 55*; 35) *Ch. 56*; 36) *Ch. 57*; 37) *Ch. 58*; 38) *Ch. 59*; 39) *Ch. 60*; 40) *Ch. 61*; 41) *Ch. 62*; 42) *Ch. 63*; 43) *Ch. 64*; 44) *Ch. 65*; 45) *Ch. 66*; 46) *Ch. 67*; 47) *Ch. 68*; 48) *Ch. 69*; 49) *Ch. 70*; 50) *Ch. 71*; 51) *Ch. 72*; 52) *Ch. 73*; 53) *Ch. 74*; 54) *Ch. 75*; 55) *Ch. 76*; 56) *Ch. 77*; 57) *Ch. 78*; 58) *Ch. 79*; 59) *Ch. 80*; 60) *Ch. 81*; 61) *Ch. 82*; 62) *Ch. 83*; 63) *Ch. 84*; 64) *Ch. 85*; 65) *Ch. 86*; 66) *Ch. 87*; 67) *Ch. 88*; 68) *Ch. 89*; 69) *Ch. 90*; 70) *Ch. 91*; 71) *Ch. 92*; 72) *Ch. 93*; 73) *Ch. 94*; 74) *Ch. 95*; 75) *Ch. 96*; 76) *Ch. 97*; 77) *Ch. 98*; 78) *Ch. 99*; 79) *Ch. 100*; 80) *Ch. 101*; 81) *Ch. 102*; 82) *Ch. 103*; 83) *Ch. 104*; 84) *Ch. 105*; 85) *Ch. 106*; 86) *Ch. 107*; 87) *Ch. 108*; 88) *Ch. 109*; 89) *Ch. 110*; 90) *Ch. 111*; 91) *Ch. 112*; 92) *Ch. 113*; 93) *Ch. 114*; 94) *Ch. 115*; 95) *Ch. 116*; 96) *Ch. 117*; 97) *Ch. 118*; 98) *Ch. 119*; 99) *Ch. 120*; 100) *Ch. 121*; 101) *Ch. 122*; 102) *Ch. 123*; 103) *Ch. 124*; 104) *Ch. 125*; 105) *Ch. 126*; 106) *Ch. 127*; 107) *Ch. 128*; 108) *Ch. 129*; 109) *Ch. 130*; 110) *Ch. 131*; 111) *Ch. 132*; 112) *Ch. 133*; 113) *Ch. 134*; 114) *Ch. 135*; 115) *Ch. 136*; 116) *Ch. 137*; 117) *Ch. 138*; 118) *Ch. 139*; 119) *Ch. 140*; 120) *Ch. 141*; 121) *Ch. 142*; 122) *Ch. 143*; 123) *Ch. 144*; 124) *Ch. 145*; 125) *Ch. 146*; 126) *Ch. 147*; 127) *Ch. 148*; 128) *Ch. 149*; 129) *Ch. 150*; 130) *Ch. 151*; 131) *Ch. 152*; 132) *Ch. 153*; 133) *Ch. 154*; 134) *Ch. 155*; 135) *Ch. 156*; 136) *Ch. 157*; 137) *Ch. 158*; 138) *Ch. 159*; 139) *Ch. 160*; 140) *Ch. 161*; 141) *Ch. 162*; 142) *Ch. 163*; 143) *Ch. 164*; 144) *Ch. 165*; 145) *Ch. 166*; 146) *Ch. 167*; 147) *Ch. 168*; 148) *Ch. 169*; 149) *Ch. 170*; 150) *Ch. 171*; 151) *Ch. 172*; 152) *Ch. 173*; 153) *Ch. 174*; 154) *Ch. 175*; 155) *Ch. 176*; 156) *Ch. 177*; 157) *Ch. 178*; 158) *Ch. 179*; 159) *Ch. 180*; 160) *Ch. 181*; 161) *Ch. 182*; 162) *Ch. 183*; 163) *Ch. 184*; 164) *Ch. 185*; 165) *Ch. 186*; 166) *Ch. 187*; 167) *Ch. 188*; 168) *Ch. 189*; 169) *Ch. 190*; 170) *Ch. 191*; 171) *Ch. 192*; 172) *Ch. 193*; 173) *Ch. 194*; 174) *Ch. 195*; 175) *Ch. 196*; 176) *Ch. 197*; 177) *Ch. 198*; 178) *Ch. 199*; 179) *Ch. 200*; 180) *Ch. 201*; 181) *Ch. 202*; 182) *Ch. 203*; 183) *Ch. 204*; 184) *Ch. 205*; 185) *Ch. 206*; 186) *Ch. 207*; 187) *Ch. 208*; 188) *Ch. 209*; 189) *Ch. 210*; 190) *Ch. 211*; 191) *Ch. 212*; 192) *Ch. 213*; 193) *Ch. 214*; 194) *Ch. 215*; 195) *Ch. 216*; 196) *Ch. 217*; 197) *Ch. 218*; 198) *Ch. 219*; 199) *Ch. 220*; 200) *Ch. 221*; 201) *Ch. 222*; 202) *Ch. 223*; 203) *Ch. 224*; 204) *Ch. 225*; 205) *Ch. 226*; 206) *Ch. 227*; 207) *Ch. 228*; 208) *Ch. 229*; 209) *Ch. 230*; 210) *Ch. 231*; 211) *Ch. 232*; 212) *Ch. 233*; 213) *Ch. 234*; 214) *Ch. 235*; 215) *Ch. 236*; 216) *Ch. 237*; 217) *Ch. 238*; 218) *Ch. 239*; 219) *Ch. 240*; 220) *Ch. 241*; 221) *Ch. 242*; 222) *Ch. 243*; 223) *Ch. 244*; 224) *Ch. 245*; 225) *Ch. 246*; 226) *Ch. 247*; 227) *Ch. 248*; 228) *Ch. 249*; 229) *Ch. 250*; 230) *Ch. 251*; 231) *Ch. 252*; 232) *Ch. 253*; 233) *Ch. 254*; 234) *Ch. 255*; 235) *Ch. 256*; 236) *Ch. 257*; 237) *Ch. 258*; 238) *Ch. 259*; 239) *Ch. 260*; 240) *Ch. 261*; 241) *Ch. 262*; 242) *Ch. 263*; 243) *Ch. 264*; 244) *Ch. 265*; 245) *Ch. 266*; 246) *Ch. 267*; 247) *Ch. 268*; 248) *Ch. 269*; 249) *Ch. 270*; 250) *Ch. 271*; 251) *Ch. 272*; 252)

11. ☐ remember what they learned
12. ☐ discuss children in different groups
13. ☐ remember what words to
14. ☐ remember age three
15. ☐ remember what words
16. ☐ remember and learn
17. ☐ remember how to

	19	20	21	22	23	24
get into trouble (adj)	✓					
get into trouble		✓	✓	✓	✓	✓
have (adj)					✓	
have			✓			
have	✓	✓		✓		
have		✓		✓	✓	✓
have		✓		✓	✓	✓
have		✓		✓	✓	✓
have	✓	✓				

- [illegible]

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# Reading Connections Upper Intermediate Answer Key

**Jackie Acree Walsh, Beth Dankert  
Sattes**



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*Upper-intermediate/ B2 Student Book* Edward de Chazal, John Hughes, 2015-08-13 Oxford English for Academic Purposes offers a specialist course covering listening speaking and reading in key areas of academic life such as lectures presentations and textbooks The course is consistent with levels A2 to C1 of the Common European Frame of Reference for the teaching of foreign languages Great downloadable resources to support you when using Oxford English for Academic Purposes can be found at <https://elt.oup.com/student/oxfordeap>

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**The Irish Culture Book Elementary/Pre-Intermediate Teacher Book** Ian O'Malley, 2017-09-11 THE IRISH CULTURE BOOK is a photocopiable resource book of activities designed to foster discussion on aspects of Irish culture. It can be used by anyone with an interest in exploring Irish culture, most especially in a learning or multicultural environment. The book is particularly useful for teachers of English as a Second Language (ESL) and can be used by language students as a self-access book. The book can help students develop speaking skills and improve fluency. The conversations deepen critical thinking skills essential for success in a new culture and also for studying in university programs. The book is full of interesting and thought-provoking activities and gives users great opportunities for comparative reflection on their own cultures. There are over 350 questions, over 100 quotations including Irish proverbs, as well as questionnaires, matching and correcting exercises, quizzes, and creative problem-solving tasks. All listenings are available to download for free at [www.irishculturebook.com](http://www.irishculturebook.com). Quality Questioning Jackie Acree Walsh, Beth Dankert Sattes, 2004-10-27 Use effective questions to advance student thinking, learning, and achievement. Authors Walsh and Sattes provide an in-depth look at how quality questions can transform classrooms. Drawing on two decades of research on teacher effectiveness, the authors offer strategies that engage all students in the teacher's questions and prompt students to generate their own questions. Quality Questioning includes a complete framework for preparing and presenting questions, prompting and processing student responses, teaching students to generate questions and reflecting on questioning practice. Checklists for classroom applications, Reproducibles, rubrics, resources, evaluation tools, and more.

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