

Answer key

UNIT 1

- 1 1 2 is walking
3 've been walking
4 was taken
5 'll take
6 had taken
7 have had
8 were having
9 'll be having
10 are ... made
11 's been made
12 will have made
13 are being washed
14 had been washed
15 he'd been washing
16 sells
17 will be sold
19 will have been teaching
20 were being taught

Active	Simple	Continuous
Present	sells	
Past	walked	were having
Future	will take	will be having
Present Perfect	have had	have been washing
Past Perfect	had taken	had been washing
Future Perfect	will have made	will have been teaching
Passive	Simple	Continuous
Present	is made	are being washed
Past	was taken	were being taught
Future	will be sold	
Present Perfect	has been made	
Past Perfect	had been washed	
Future Perfect	will have been sold	

- 2 2 It's been really cold ...
3 Arsenal are playing really well ...
4 I've heard you're going to get married! Congratulations.
5 ... when my friend called.
6 When I was a little girl, I always spent my pocket money on sweets.
7 I've been working with with Paulo for two years ...
8 ... Perhaps I'll get him a new shirt.
9 A one-day strike has been called by ...
10 The teacher said that Megan had been working hard and deserved to pass all her exams.

- 3 1 are ... doing
2 are ... phoning
3 'm staying
4 've ... found
5 've been wanting / 've wanted
6 's
7 miss / 've missed / 've been missing
8 'll be / 've going to be
9 've been sending / 've sent
10 've been writing
11 've bought
12 won't stay
13 'll be able
14 've ... visited
15 went
16 was
17 dug
18 sat
19 'm ... looking forward
20 'll be waiting

- 4 1 Our house was built in the 17th century.
2 My flat's being decorated at the moment.
3 Has the coffee machine been fixed yet?
4 While the new kitchen was being built, we ate in restaurants.
5 We arrived at work to find out that our office had been burgled.
6 She won't be recognized in those dark glasses.
2 1 were caught, left / were leaving
2 is ... emptied
3 has been missing
4 were driving, were overtaken
5 had been snowing
6 arrive, 'll be picked up

- 5 1 1 has found 2 has invented 3 are called 4 be lifted 5 is designed / has been designed 6 have been built 7 was ... shown 8 wasn't 9 doesn't have 10 are needed 11 don't cost 12 will buy 13 is 14 will ... take 15 have spoken / have been speaking to 16 have been made 17 will be 18 will reach
2 1 What has Werner Aisslinger designed?
2 Why are they called Loftcubes?
3 Where were they first shown?
4 Where are they needed?
5 How much will they cost?
6 Who (does he hope) will buy them?
7 Who has he spoken to / been speaking to?
8 When will the Loftcubes be ready?

- 6 3 has (A) 4 did (F) 5 have (F) 6 have (A) 7 didn't (A) 8 done (F) 9 does (A) 10 was (A) 11 is (A) 12 doing (F)

- 7 1 A have ... got
B 'm having
B 've got, to have

- 2 A have ... got
B haven't, I have
A 've had, 've got
B to have

- 3 A 've got to / have to
B haven't got / don't have
A had, I have
B 've got

- 4 A having, 've had, haven't had
B haven't got

- 8 1 blood 2 book 3 water 4 green 5 night 6 case 7 bag 8 rain 9 sun 10 road 11 air 12 day 13 hand 14 ice 15 card 16 land 17 sports 18 book

- 9 1 1 a 2 b 3 a 4 a 5 b 6 a

- 2 1 brought home to me
2 got on like a house on fire
3 make yourselves at home
4 brought the house down
5 as safe as houses
6 hit home

- 10 1 1 out 2 away 3 down 4 off 5 down / in 6 off, on 7 out 8 back 9 in 10 away

- 2 1 fell out (I)
fell out (I)
2 put ... up (I)
Put up (I)
3 sorted out (I)
sort ... out (I)
4 stand up (I)
stand up (I)
5 Hold on (I)
hold on (I)
6 take ... off (I)
take off (I)
7 picked ... up (I)
pick ... up (I)

Upper Intermediate Tests Answers

**Adrian Doff, Christopher Jones, Keith
Mitchell**



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Test Your English Vocabulary in Use Upper-intermediate Book with Answers Felicity O'Dell, Michael McCarthy, 2012-08-23 Vocabulary tests to accompany the popular English Vocabulary in Use Upper intermediate Third edition Test Your English Vocabulary in Use Upper intermediate Second edition contains 100 easy to use practice vocabulary tests with a clear marking system on each page so that progress can be easily checked The book can be used on its own for self study or in the classroom or to reinforce the vocabulary covered in English Vocabulary in Use Upper intermediate Third edition available separately

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Meanings Into Words Upper-intermediate Test Book Adrian Doff, Christopher Jones, Keith Mitchell, 1984-01-12 Contains five short progress tests and one longer final achievement test A guide to the answers is given in the Teacher's book

Objective First For Schools Practice Test Booklet Without Answers Helen Chilton, Helen Tiliouine, 2011-09-05 The Cambridge English First for Schools exam has the same format and level as the existing First Certificate in English exam but the content and treatment of topics are targeted at younger learners The Objective First for Schools Practice Test Booklet without answers provides two complete practice tests for the First for Schools exam Students can use these tests on their own or with a teacher It is an ideal supplement to any First Certificate level material for those who would like to familiarise themselves with the format of the First for Schools exam

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Language Testing Tim McNamara, Carsten Roever, 2006-11-10 Winner of the SAGE ILTA Award for Best Book on Language Testing 2009 This volume focuses on the social aspects of language testing including assessment of socially situated language use and societal consequences of language tests The authors argue that traditional approaches to ensuring social fairness in tests go some way to addressing social concerns but

a broader perspective is necessary to examine the functions of tests on a societal scale Considers these issues in relation to language assessment in oral proficiency interviews and to the assessment of second language pragmatics Argues that traditional approaches to ensuring social fairness in tests go some way to addressing social concerns but a broader perspective is necessary if we are to fully understand the social dimension of language assessment **Language in Use**

Intermediate Tests Patricia Aspinall, George Bethell, 1998-03-26 Each of the four levels comprises about 80 hours of class work with additional time for the self study work The Teacher s Book contains all the pages from the Classroom Book with interleaved teaching notes including optional activities to cater for different abilities There is a video to accompany the Beginner Pre intermediate and Intermediate levels Each video contains eight stimulating and entertaining short programmes as well as a booklet of photocopiable activities Free test material is available in booklet and web format for Beginner and Pre intermediate levels Visit www.cambridge.org/elt/liu or contact your local Cambridge University Press representative *Test Your English Vocabulary in Use* ,2012

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Brotherhood of Locomotive Firemen and Enginemen's Magazine ,1906 Language Teaching and Learning Debbita Tan Ai Lin, Christine Liew Ching Ling, Ambigapathy Pandian, 2014-06-19 In every discussion on the role that language plays in our lives every orator from prominent politicians and corporate figures to linguists educational experts and others concedes that language is important in all spheres of life Language is both personal and introspective as well as public and communal Without it we would not be able to communicate and articulate our thoughts and feelings to ourselves to those in our inner circles and to those in the world at large Without it we would not be able to establish partnerships and collaborations and to unite peoples of diverse backgrounds and intrinsic values Without it too we would not be able to learn new discoveries and gain new knowledge The nurturing of a language learning culture is of the utmost importance to ensure that language teaching and learning supports the development of individuals societies nations and populations Language researchers educators and practitioners need to ensure that their learners are empowered to remain relevant They need to produce critical and analytical thinkers and successful language users in listening speaking reading and writing The collection of chapters in this volume addresses language teaching and learning dilemmas and draws attention to the challenges researchers have overcome and those they continue to face The book chapters here reflect the transcendence by language teaching and learning of ordinary boundaries especially with the advent of the digital revolution and provide new

perspectives pedagogies and approaches that help shape ethical responsible and sustainable policies Readers of this volume whether language practitioners students researchers policy and decision makers concerned educationists or any interested individual will gain new insights and experiences as they explore new identities new instructional media for interactive teaching and learning and new modes of meaning in diverse local and global contexts *The Diagnosis of Reading in a*

Second or Foreign Language J. Charles Alderson, Eeva-Leena Haapakangas, Ari Huhta, Lea Nieminen, Riikka

Ullakonoja, 2014-10-03 *The Diagnosis of Reading in a Second or Foreign Language* explores the implications of language assessment research on classroom based assessment practices by providing an in depth look at the little examined field of diagnosis in second and foreign language reading This volume examines the development of second and foreign language reading and how subsequent research findings couched in this knowledge can help facilitate a more informed teaching approach in second and foreign language classrooms By contextualizing the latest in classroom settings and presenting implications for future research in this developing area of linguistics this book is an ideal resource for those studying and working in applied linguistics second language acquisition and language assessment and education About the NPLA Series Headed by two of its leading scholars the series captures the burgeoning field of language assessment by offering comprehensive and state of the art coverage of its contemporary questions pressing issues and technical advances It is the only active series of its kind on the market and will include volumes on basic and advanced topics in language assessment public policy and language assessment and the interfaces of language assessment with other disciplines in applied linguistics Each text presents key theoretical approaches and research findings along with concrete practical implications and suggestions for readers conducting their own research or developmental studies *The Effects of Task Type and*

Instructions on Second Language Acquisition Hayo Reinders, 2009-12-14 Recent years have seen a growing interest in the role of tasks in second language acquisition and a substantial body of research now exists to show their potential contribution to language learning and teaching However not much is known about the effects of different task types nor about their accompanying instructions Which tasks are more successful under what circumstances What type of instructions should be included This book attempts to answer the questions above by first examining previous studies on the use of tasks the roles of input output and interaction and by placing these in a broader cognitive framework It argues that in order to understand the effects of different task types it is important not only to look at learning outcomes acquisition but also at the effects on immediate task performance intake and by doing so to arrive at a more complete picture of the learning process The book presents the results of a study on the effects of 1 implicit and explicit inductive instructions and 2 three task types on both intake and acquisition of two English grammatical structures The study used various measures to determine intake as well as the development of both implicit and explicit knowledge The results of the study support the claims made for the benefits of Focus on Form but do not support the claims made for the benefits of more explicit types of instruction Further the results

show that there is no direct relationship between intake and acquisition and that different task types can have a differential effect on immediate task performance on the one hand and learning on the other The book discusses these findings in the light of previous research and considers their implications both at the theoretical level and for language teaching practice

Acquisition of Romance Languages Pedro Guijarro-Fuentes, Maria Juan-Garau, Pilar Larrañaga, 2016-09-12 This volume presents a collection of new articles that investigate the acquisition of Romance languages across different acquisition contexts as well as refine and propose new theoretical constructs such as complexity of linguistic features as a relevant factor forming children s adults and bilinguals acquisition of syntactical morphological and phonological structures

Complete IELTS Bands 5-6.5 Student's Book with Answers with CD-ROM Guy Brook-Hart, Vanessa Jakeman, 2012-01-19 A course to prepare students for the IELTS test at an intermediate level B2 Combines contemporary classroom practice with topics aimed at young adults A Practical Approach to Teaching Reading Dorothy Rubin, 1993 *The New Cambridge English Course 4 Test Book* Michael Swan, Desmond O'Sullivan, Catherine Walter, 1993-06-24 The New Cambridge English Course is a four level course for learners of English

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