Answer key

Unit 1

1a (pages 4 and 5) b 1b 2b 3b 4c 5a 6a 1 truth (line 6) 2 strength (line 9) 3 warmth (line 18) 4 length (line 25) 5 depth (line 36) 1 is dying out (line 1-2). France is changing and perhaps becoming (line 29-30) 2 we work with (line 3-4), we that to (line 4), they reserve (real intimacy) (lime 32) 3 friendships have lost (line 9), you have ever visited (line 17) 4 barve been declining (line 12) I have you spent or have you been spending 2 De you consider 3 dio you have 4 is still increasing. 5 Have you made 6 harve you known. 7 dio view seen Side you look for 1 intimate, close, strong 2 strong 3 close, true 4 complete 5 casual 1 student 2 companion 3 acquaintance 4 flat 5 blood 6 passing I serious, good fun-2 liaid-back 3 superclikables 4 energetic 5 shy, outgoing 6 considerate 1 out with 2 up with 3 on 4 round 5 by 6 up with 1b (pages 6 and 7) 1T 2F 3T 4F 5T 6F 1 rate 2 boom 3 retirement 4 lifestyle 5-expectancy 6-developed 1 has declined, was 2 have improved, did 3 "we also learned 4 has made, didn't have 5 have increased, was 6 has risen, 'we been spending or are spending I have raised, hasn't been 2 has been encouraging, have reduced 3 have gone, was 4 had, has been going 5 has been looking, has had

75. 1 last year 2 all morning 3 yet 4 before 5 since the age of sixteen 6 in the past 7 so far 8 just 1 A: Have you finished using the computer yet? I need to check my emails Yes, I have. But the internet connection has been a bit A: What do you mean? Haven't you been able to connect or haghit just been slow? 2 A: How has your visit to Scotland been? Have you had a good time?

B: Well, the weather (528) been terrible, but apart from that, it's been wonderful. A: No, it hasn't been a very nice summer, but I'm afraid that's prouv repical. 1 I think my parents' generation has been quite lucky. 2 My parents worked hard all their lives, but they both retired when they were sixty and they've been given good. sensions. So now they can relax and enjoy themselves. 3 They've said that they don't want to be a burden on us, and that they don't expect us to look after them when 4 Considering that my husband and I will probably have to work until we are 68, I'm glad they said that. 1c (page 8) 2T 3T 4T 5F 6T 7F 8F la 2a 3c 4b 5b 6c 1 dynamic 2 fantastic 3 economics 4 generation 5 restriction 6 tradition Rule: The penultimate syllable is always stressed. specific italics terrific scientific characteristic impression relation interruption transformation comprehension 1d (page 9) 1 - 2 for 3 - 4 - 5 about 6 - 7 on 8 from 9 in DID INVESTIGATION LPPS 2 PPC 3 PPS 4 PPC I present perfect continuous 2 present perfect simple: 1 been wondering 2 been working 3 decided 4 been helping 5 finished 6 lost a Fancy bumping into you here. Is What a mice surprise c it obviously suits you d how's it all going with you

e Do give her my best regards

f great to see you g Good luck with the job

Real Life Upper Intermediate Test Answers

Wolfgang Guggemos

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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 Second Language Speech Fluency Parvaneh Tavakoli, Clare Wright, 2020-12-17 A fresh comprehensive perspective on L2 speech fluency making cutting edge research and methods approachable and useful in **Recycling Your English with Removable Key** Clare West, 2010-02-04 A series of four books that provide practice extensive guidance and English practice in key areas of the language Recycling Your English Fourth Edition provides extensive guidance and practice in five key areas of language Grammar Phrasal verbs Vocabulary Word study and Writing This popular book has been revised throughout to take account of recent revisions to the FCE syllabus and has been expanded to include a new Writing unit on Reviews It can be used to supplement any coursebook at upper intermediate level in class or for self study and is suitable for students preparing for the Cambridge FCE or IGCSE in English as a Second Quantitative Methods for Second Language Research Carsten Roever, Aek Language examinations Phakiti, 2017-07-20 Quantitative Methods for Second Language Research introduces approaches to and techniques for quantitative data analysis in second language research with a primary focus on second language learning and assessment research It takes a conceptual problem solving approach by emphasizing the understanding of statistical theory and its application to research problems while paying less attention to the mathematical side of statistical analysis The text discusses a range of common statistical analysis techniques presented and illustrated through applications of the IBM Statistical Package for Social Sciences SPSS program These include tools for descriptive analysis e.g. means and percentages as well as inferential analysis e g correlational analysis t tests and analysis of variance ANOVA The text provides conceptual explanations of quantitative methods through the use of examples cases and published studies in the field In addition a companion website to the book hosts slides review exercises and answer keys for each chapter as well as SPSS files Practical and lucid this book is the ideal resource for data analysis for graduate students and researchers in applied linguistics

Language in Use Upper-intermediate Teacher's Book Adrian Doff, Christopher Jones, 1997-04-24 A popular and highly acclaimed four level course which both interests and stretches learners

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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

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