

# OUTCOMES Upper-Intermediate Answer Key

## 01 ENTERTAINMENT

### pp. 8-9

#### Grammar:

A:

Speaker 1: Do you go out much?

Speaker 2: Do you listen to music much?

Speaker 3: Do you do to the theatre much?

Speaker 4: Do you go swimming much?

Speaker 5: Do you watch TV much?

Speaker 6: Do you play sports much?

Speaker 7: Do you go to the cinema much?

Speaker 8: Do you play video games much?

B:

1. tend to

2. all the time!

3. as I'd like to

4. very rarely

5. I will watch

6. now and again

7. not as a rule

8. I used to

#### Vocabulary:

A:

1 commercial

2 catchy

3 hilarious

4 dull

5 weird

6 over-the-top

7 gripping

8 disturbing

9 uplifting

10 awful

#### Developing Conversations:

A:

1 f = a bit more modern

2 a = I'm not that keen on

3 c = I'm not that keen on

4 e = It didn't really do anything for me

5 d = I'm not that keen on

6 b = I'm not really interested

7 h = a bit too poppy

8 g = a bit dull, a bit boring

#### Listening:

A:

**Similar** = they both like films, both like action films, although different ones

**different** = second speaker goes to the cinema most weeks, the first speaker waits for the DVD, first speaker didn't like Old Boy and the second speaker really liked it.

B:

1 Speaker A: not that often, Speaker B: most weeks.

2 Speaker A: all sorts, action films, Speaker B: action films, comedies, foreign films, anything.

3 Speaker A: Old Boy, Speaker B: Gold Diggers.

4 Speaker A: over-the-top, disgusting, didn't like the plot, Speaker B: good but heavy, quite disturbing.

### pp. 10-11

#### Vocabulary:

A: Suggested answers Statements 1, 6, 8, 9

C:

1 well

2 as if / like

3 impression, look

4 both

5 must, like

6 seems

#### Listening:

B:

1 1971

2 Mr & Mrs Clark and Percy (the cat)

3 David Hockney's painting is loosely based on the one by Jan van Eyck although the positions are reversed

4 The lilies represent female purity and the cat symbolises infidelity and jealousy: Mr Clark had frequent affairs before and during their five-year marriage

5 Mr Clark fell into bankruptcy and addiction. His life ended tragically when he was murdered by an ex-lover in 1996. Mrs Clark continued to be one of Hockney's regular models for years

6 life-like, abstract, ambiguous, intimate

#### Grammar:

A:

1 fairly

2 pointedly

3 ambiguous

4 shortly

5 loosely

6 Unfortunately / frequent / eventual / apparent

7 Sadly / tragically

### pp. 12-13

#### Reading Part 1:

B:

1 They are all based around just seven basic plots, each featuring the same character types and events over and over again

2 There's a community threatened by a monster and a hero to save them. The hero prepares to meet the monster and has help with a special weapon to defeat the monster. But, when the hero meets the monster they realise it's more of a challenge. They fight, have problems and are trapped, however the hero makes an amazing escape. Finally, the hero manages to kill the monster

3 Students' own answers

#### Reading Part 2:

D:

1 transported

2 spiral

3 revenge

4 separated

5 bullied

6 temptation

# Upper Intermediate Tests Answers

**Camilla Rothe**



## **Upper Intermediate Tests Answers:**

*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    True to Life Upper-Intermediate Teacher's Book Ruth Gairns, Stuart Redman, 1998-04-30 Presents a five level course for adults which focuses on contemporary themes language and learning styles that are relevant to adult learners This title includes photocopiable worksheets tests and videos and the ready made lessons can be used as they stand or adapted using the optional activities suggested in the Teacher s Book    *Face2face Upper Intermediate Teacher's Book with DVD* Chris Redston, Theresa Clementson, Gillie Cunningham, 2013-03-07 The presentation and practice of vocabulary and grammar are of equal importance and there is a strong focus on listening and speaking with an emphasis on real world language for social situations The listening and reading material provides fresh new angles on universal topics and students are given numerous opportunities to practise new language through a wide variety of communicative activities many of which are personalised face2face is also fully compatible with the Common European Framework of Reference for Languages and gives students regular opportunities to evaluate their progress product description    **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    **Test Your English Vocabulary in Use** Felicity O'Dell, Michael McCarthy, 2012    **Objective First For Schools Practice Test Booklet with Answers and Audio CD** Helen Chilton, Helen Tiliouine, 2011-09-15 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 with answers provides two complete practice tests for the First for Schools exam The accompanying Audio CD contains the recorded material for the listening component of the practice tests 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    *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 *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](http://www.cambridge.org/elt/liu) or contact your local Cambridge University Press representative

**Objective First For Schools Pack Without Answers (Student's Book with CD-ROM, Practice Test Booklet with Audio CD)** Annette Capel, Wendy Sharp, Helen Chilton, Helen Tiliouine, 2012-01-19 Third edition of the best selling Cambridge English First FCE course The syllabus for the Cambridge English First for Schools exam has changed and this product is no longer suitable preparation material New Cambridge English products are available to suit the requirements of the new syllabus

**Brotherhood of Locomotive Firemen and Enginemen's Magazine**, 1920

**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

**Test Your Professional English - Business Intermediate** Steve Flinders, 2002 Test Your Professional English Business Intermediate is organized into eight sections and covers words and expressions in areas such as business strategy project management business jargon meetings presentations the internet and business culture

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

**Business Benchmark Pre-intermediate to Intermediate BULATS Student's Book** Norman Whitby, 2013-01-24 La 4e de couv indique Business benchmark second edition is the official Cambridge English preparation course for BULATS A pacy topic based course with comprehensive coverage of language and skills for business it motivates and engages both professionals and students preparing for working life

**Cognitive Processing in Second Language Acquisition** Martin Pütz, Laura Sicola, 2010-03-19 This edited volume represents state of the field research linking cognition and second language acquisition reflecting the experience of the learner when engaged in noticing input output processing retrieval and even attrition of target forms Contributions are both theoretical and practical describing a variety of L1 L2 and L3 combinations from around the world as observed in spoken written and computer mediated contexts The book relates conditions of language task medium or environment to how learners make decisions about language with discussions about the application or efficacy of these conditions on linguistic success and development and pedagogical implications

**English as a Foreign Language for Deaf and Hard of Hearing Learners** Ewa Domagała-Zyśk, Nuzha Moritz, Anna Podlowska, 2021-04-14 This book outlines best practice and effective strategies for teaching English as a foreign language to D deaf and hard of hearing DHH students Written by a group of researchers and experienced practitioners the book presents a combination of theory hands on experience and insight from DHH students The book brings together a variety of tried and tested teaching ideas primarily designed to be used for classroom work as a basis for standby lessons or to supplement courses Placing considerable emphasis on practical strategies it provides educators and practitioners with stimulating ideas that facilitate the emergence of fluency and communication skills The chapters cover a wide range of interventions and strategies including early education teaching strategies using sign bilingualism in the classroom enhancing oral communication speech visualization improving pronunciation using films and cartoons lip reading techniques written support

and harnessing writing as a memory strategy Full of practical guidance grounded in theory the book will be a useful resource for English teachers and all those involved in the education of deaf and hard of hearing learners across the world including researchers student teachers newly qualified teachers school supervisors and counsellors **A Practical Approach to Teaching Reading** Dorothy Rubin, 1993

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