

Progress test Answer keys

Progress tests 1–2 Answer key

Progress test 1 *Media around the world*

GRAMMAR

1 Talking about the present

- 1 Have you read; I don't read
- 2 Do you want; I'm cooking
- 3 Are you watching; I've seen
- 4 I haven't seen; she's working
- 5 Do you listen; I listen

VOCABULARY

2 Habits and preferences

- 1 hardly 2 prefer 3 used 4 fan 5 rather

3 Talking about facts and information

- 1 accurate 2 reliable 3 scandals 4 inaccurate 5 made up

4 Describing books and TV shows

- 1 It's by someone called
- 2 It's about this family who
- 3 It's quite a well-known book
- 4 Basically, it shows you / It basically shows you
- 5 it has Shahrukh Khan in it

ACROSS CULTURES

5 Changes

- 1 found 2 wasn't 3 began / started 4 got 5 'm

EXPLORE WRITING

6 Writing a book review for a website

- 1 b 2 a 3 b 4 a 5 a

7 *which* clauses

- 2 b 3 c 4 f 5 a 6 e

Progress test 2 *Good communication*

GRAMMAR

1 *will, could, may, might*

- 1 will 2 will 3 won't 4 could 5 might 6 won't 7 could 8 might not 9 won't 10 may

VOCABULARY

2 Expressing opinions

- 1 no harm in leaving 2 They say 3 no point in writing 4 people say 5 'd say

3 Using the Internet

- 1 online 2 search engine 3 blogs 4 post 5 social networking

4 Expressing probability

- 2 b 3 a 4 d 5 e 6 c

PRONUNCIATION

5 Sentence stress

- 1 It's boring when you **do** the same thing at work every day.
- 2 It's difficult to make **decisions** which affect your family.
- 3 It's **silly** to delay doing important things.
- 4 Sometimes, it's great doing **absolutely** nothing!
- 5 It's good living right **next** to the bus stop.

KEYWORD

6 *so, such*

- 1 I've never been **so** scared in my life.
- 2 The snow was **so** deep that we couldn't leave the house.
- 3 It was **such** a boring talk that I fell asleep!
- 4 I didn't know we lived **so** near each other.
- 5 That's **such** a beautiful dress. Where did you get it?

EXPLORE SPEAKING

7 Asking for clarification; clarifying what you're saying

- 1 a 2 b 3 b 4 a 5 b

Intermediate Progress Test Answer Key

Michael Swan, Catherine Walter



Intermediate Progress Test Answer Key:

Face2face Intermediate Teacher's Book with DVD Chris Redston, Theresa Clementson, Gillie Cunningham, 2013-03-21
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Discovering Psychology Telecourse Study Guide David S. Moore, 1991

Tests Richard C. Sweetland, Daniel J. Keyser, 1983 Descriptions of over 3000 tests in English intended as a guide for psychologists educators and other personnel who need test information to meet their assessment needs Topical arrangement under 3 main sections of psychology education and business Each entry gives test name associated personal names intended age group purpose description time range scoring cost and publisher Indexes by test titles authors publishers visually impaired tests and scoring services

Research and Development Progress Report United States. Office of Saline Water, 1969

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Answers with CD-ROM and Class Audio CDs (2) Guy Brook-Hart, Vanessa Jakeman, 2012-01-19 This course is to prepare students for the IELTS test at an intermediate level B2 It is designed to introduce students to the critical thinking required for the IELTS and provide strategies and skills to maximise their score in all parts of the test *How Vocabulary is Learned*

Stuart Webb, Paul Nation, 2017-06-06 This guide to vocabulary acquisition is essential reading for teachers of English as a second or foreign language It presents the major ideas and principles that relate to the teaching and learning of vocabulary and evaluates a wide range of practical activities designed to help boost students vocabulary acquisition Key questions which are answered include How many words should students learn at a time and how often How much classroom time should be spent teaching vocabulary What is the best way to group vocabulary for learning Is it useful to provide students with the L1 translations of unknown words Why do some students make greater progress than others Stuart Webb is Professor in Applied Linguistics at the University of Western Ontario Canada Paul Nation is Emeritus Professor in Applied Linguistics at Victoria University of Wellington New Zealand Teachers will find answers to many of their perennial questions about vocabulary learning as well as some they had not yet thought to ask There is research evidence to support established practices but also new evidence that challenges old ideas Patsy Lightbown co-author of *How Languages are Learned* with Nina Spada *Metal Progress*, 1985 *Complete PET Student's Book with Answers with CD-ROM* Emma Heyderman, Peter May, 2010-02-04

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Michael Swan, Catherine Walter, 1992-01-16 The New Cambridge English Course is a four level course for learners of English **El-Hi textbooks in print** R. R. Bowker LLC, 1983 [The Oldman's English Lessons](#) Salim Khan

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