

# Entry Checker answer key

## FILE 1

### 1A

- a
- 1 How long did you live there?
  - 2 Is your sister older than you?
  - 3 When does the lecture start?
  - 4 What time do you switch on your computer?
  - 5 Why hasn't the train come?
  - 6 Do you go to the library much?
  - 7 When did you see your parents?
  - 8 What time did your friends arrive?
  - 9 Will the talk go on much longer?
  - 10 How long have you studied Spanish?

- b
- 1 Where did you go for your holiday?
  - 2 Do you catch the train to work?
  - 3 Can you play the violin?
  - 4 Do your children have any pets?
  - 5 What time does the bus leave?
  - 6 Can you send me an email?
  - 7 Did you lock the front door?
  - 8 Do you have a favourite band?
  - 9 Did you send a card to your mother?
  - 10 Do you live in a house or a flat?

### 1B

- a
- 1 Maria enjoys going to college.
  - 2 My brother doesn't eat salad.
  - 3 I don't like spiders much.
  - 4 When does your term finish?
  - 5 She has ten pairs of shoes.
  - 6 My mother usually shops at the supermarket.
  - 7 When do you do your housework?
  - 8 I don't enjoy driving at night.
  - 9 When did you receive the invitation?
  - 10 My aunt has a house by the sea.

- b
- 1 Every day we study in the library.
  - 2 I don't like walking home in the dark.
  - 3 My father really enjoys gardening.
  - 4 They don't have any children.
  - 5 We think about our friends at Christmas.
  - 6 Once a week I go to an exercise class.
  - 7 Every morning he checks his emails.
  - 8 My friends have two cats and a dog.
  - 9 There is a shop in the next village.
  - 10 It hasn't rained for a week.

### 1C

- a
- 1 She is writing her family history.
  - 2 Is it snowing today?
  - 3 Why are you sitting out there in the cold?
  - 4 My friend is buying her ticket.
  - 5 I'm not living at home now.
  - 6 The teacher is telling a story.
  - 7 Are your parents buying a house?
  - 8 We aren't studying French.
  - 9 Why are you wearing dark glasses?
  - 10 They aren't making plans for their holiday.

- b
- 1 Every morning he runs for an hour.
  - 2 I'm not thinking about moving house at the moment.
  - 3 Why are you sitting outside? Come back inside.
  - 4 A Do you go away every Christmas?  
B No, this year we're staying at home.
  - 5 On Tuesdays she visits her cousin.
  - 6 A Why don't you buy your vegetables at the market?  
B I don't eat many vegetables.

- 7 My brother is down by the river; he is trying to catch a fish.
- 8 On Mondays she doesn't have many lectures.
- 9 My sister is expecting a baby.
- 10 I don't send many letters.

## FILE 2

### 2A

- |   |               |                |
|---|---------------|----------------|
| a | 1 wanted      | 11 called      |
|   | 2 started     | 12 agreed      |
|   | 3 read        | 13 arrived     |
|   | 4 got         | 14 drove       |
|   | 5 made        | 15 got         |
|   | 6 left        | 16 didn't feel |
|   | 7 found       | 17 answered    |
|   | 8 didn't know | 18 could       |
|   | 9 remembered  | 19 passed      |
|   | 10 was        |                |

- b
- 1 Did you enjoy living there?
  - 2 What was the climate like?
  - 3 What sort of house did you live in?
  - 4 Did you travel around the country?
  - 5 Did you swim in the sea often?
  - 6 Did you make many friends there?

### 2B

- a
- 1 What were you looking at?
  - 2 My brother couldn't come because he was working.
  - 3 We were driving home when we saw an accident.
  - 4 I made a mistake because I wasn't thinking.
  - 5 He told me he was writing a book about his life.
  - 6 Why were you running up the road?
  - 7 I wasn't expecting you yet.
  - 8 They were staying at a beach resort.

# New English File Intermediate Key

**Clive Oxenden, Christina Latham-Koenig**



## **New English File Intermediate Key:**

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**Student's book** Clive Oxenden, Christina Latham-Koenig, 2006

**English File Intermediate Plus** Mike S. Boyle, Christina Latham-Koenig, Clive Oxenden, 2014-03-20 English File Intermediate Plus Student's Book is suitable for CEFR level B1 B2 English File third edition provides a balance of grammar vocabulary pronunciation and skills to give students the right mix of language and motivation to get them talking With lively lessons and engaging topics classes are enjoyable and provide opportunity for students to practise and improve Support for teachers includes a Teacher's Book with over 100 photocopiables along with extra tips and ideas The Classroom Presentation Tool brings your classroom to life with the Student's Book and Workbook on screen and interactive

*English File third edition: Intermediate: Workbook with key* Christina Latham-Koenig, Clive Oxenden, Jane Hudson, 2013-04-25

*English File Intermediate Workbook with Key*, 2025-01-23

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**New English file** Clive Oxenden, Christina Latham-Koenig, Tracy Byrne, Richard MacAndrew, 2006

**New English File. Intermediate. Student's Book-Workbook. Without Key. Per Le Scuole Superiori. Con Multi-ROM** Clive Oxenden, Christina Latham-Koenig, Paul Seligson, 2006

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**English File 3e Upper-intermediate Workbook with Key** Christina Latham-Koenig,Jane Hudson,Clive Oxenden,2014-01 *New English File* Clive Oxenden,Christina Latham-Koenig,2006 English File Christina Latham-Koenig,Clive Oxenden,2019 New and updated texts topics and tasks that make students want to speak in English Students build confidence to communicate with a proven balance of grammar vocabulary pronunciation and skills in every File Each student s book comes with access to new Online Practice that is directly linked to each student book Teaching Grammar to a Grammar-Free Generation Tamilla Mammadova,2019-01-08 This is a unique book that covers innovative grammar teaching approaches and techniques for a modern generation of EFL ESL students It juxtaposes traditional grammar teaching methods with newer ones and reveals the advantages and disadvantages of each Moreover it provides free and controlled grammar activities which offer instructors an ample variety of tasks that facilitate EFL ESL teachers work to practice certain grammatical patterns

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conducted in the field of using songs in the EFL classroom In the first part of the research I present an analysis of questionnaires which I distributed among English teachers at lower and upper secondary schools and grammar schools In the second part of the research I describe students attitudes to pop song based lessons which I taught during my teaching practice at grammar schools In the third part of the research I analyze the types of songs presented in commonly used textbooks at lower and upper secondary schools In addition I present a self developed teaching material containing a list of pop songs suitable for the EFL classroom In the last part of the practical part I answer the research questions and provide some implications for my own teaching

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**New English File** Clive Oxenden,Christina Latham-Koenig,Tracy Byrne,2006 New English File gets students talking more than any other course thanks to its unique formula combining language learning and motivation The Intermediate coursebook gets students talking and helps teachers and students more than any other Key Features English File gets students talking 100% new lessons that are fun motivating and that really work English File helps teachers the best Teacher s Book there is full of extra ideas and photocopyables and a great teacher s website English File helps students a full student package including Workbook MultiROM and website all working together and cross referenced by Study Link Study Link Workbook The workbook helps students to study more effectively with clear links to the Student s Book and the English File website Full revision and practice of all the language presented in the Student s Book The student s website includes language practice activities and games

Language Course Planning Brian North,Mila Angelova,2018-04-30 This essential guide examines course planning as an end to end process from learners needs through to assessment taking into account both the broader issues and the practical details at every stage Areas covered include effective needs analysis using the CEFR as a resource for course planning writing scenarios for classroom teaching and assessment triangulating course objectives materials and learners goals key terminology Extra resources are available on the website [www.oup.com/elt/teacher/lcp](http://www.oup.com/elt/teacher/lcp) Brian North is a co author of the CEFR and of its companion volume and was Chair of Eaquals from 2005 to 2010 Mila Angelova is the Academic Vice Chair of Eaquals and Head Director of Studies at AVO Language and Examination Centre in Sofia Elzbieta Jarosz is a member of the Eaquals Certification Panel and is the Academic Director of Gama College in Krakow Richard Rossner is a co founder of Eaquals and a co author of the European Profiling Grid and the Eaquals Framework

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