



GRAMMAR

1 Complete the sentences. Use the correct form of the verb in brackets.

Example: If I **had** (have) a lot of money, I'd buy a new car.

- 1 I _____ (dream) I see her ten years. We're good friends.
- 2 We _____ (live) in a big house in the country, but now we have a city flat.
- 3 What would you do if you _____ (find) your wallet?
- 4 **A** I didn't really like that film.
B Neither _____ (like) it?
- 5 If you really wanted that car, you _____ (save) your money to buy it.
- 6 How often do you go to the _____ (swim) to get out for a swim?
- 7 **A** I like being _____ (you / he) in the swimming centre?
B I never use it there.
- 8 **A** I _____ (not) go to the party tonight.
B Neither are we.
- 9 How many hours do you _____ (work) all over the world?
- 10 **A** Why are you going now?
B _____ (go) for a holiday.
- 11 Can you share us the story of the robbery, but be careful to _____ (not) mention things.
- 12 It's a _____ (great) film because I've never seen that film.
- 13 The teacher told us _____ (not) after class.
- 14 We got to the cinema twenty minutes late, and the play _____ (start) already / start?
- 15 Our school _____ (finish) ten.



2 Underline the correct word or phrase.

Example: Where did you finish / have you finished your work?

- 1 You don't have to / shouldn't pay to enter the museum. It's free.
- 2 If you don't tidy your room, your things will / would get lost.
- 3 I got on well with my brother / my brother well.
- 4 **A** I love watching the trip.
B Neither / Neither are we.
- 5 We really enjoy / want spending time at the beach.

- 6 The meeting will / might finish early. It depends how long the boss speaks!
- 7 You don't have to / shouldn't finish so late. It's late here.
- 8 I've covered my sister's laptop, but my sister / my own laptop.
- 9 **Was** / **Did** he use to teach history at your school?
- 10 They've lived in this flat for / since I'm married.
- 11 It's easier to learn / know a language when you're young.
- 12 We've left / did leave all the washing up last night?
- 13 Is Charlotte good at playing / play the piano?
- 14 I might see / know that film this weekend.
- 15 What have you done / did you do for dinner last night?



3 Complete the sentences with the word.

Example: The boy got the news to catch his ball.

- 1 Paul said he _____ already heard this album.
- 2 I like playing tennis with _____ Williams.
- 3 Chris and Pete _____ to find the dog!
- 4 The reason for my getting here, but I don't _____ working late, so that's why.
- 5 **A** Is this book _____, Carol?
B Yes, it is. Thanks. It was a birthday present.
- 6 The team's never finished _____ last year.
- 7 You _____ much for this book! It's against the law.
- 8 Our class is because I _____ the first three. I've _____ the other two.
- 9 _____ you pay that over, but I will give the tickets you need.
- 10 **A** _____ there are to be a lecture in the town centre?
B Yes, but it's about an ancient egg.



Maximum total: /

New English File Upper Intermediate Test

**Clive Oxenden, Christina Latham-
Koenig, Brian Brennan, Beatriz Martín**

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Latham-Koenig,2008 New Upper Intermediate edition of the course that gets students talking New English File Intermediate Clive Oxenden,19?? Get down to Business English Geert Jacobs,2005 *TPACK: Breakthroughs in Research and Practice* Management Association, Information Resources,2019-02-01 Educational technologies are becoming commonplace entities in classrooms as they provide more options and support for teachers and students However many teachers are finding these technologies difficult to use due to a lack of training and instruction on how to effectively apply them to the classroom TPACK Breakthroughs in Research and Practice is an authoritative reference source for the latest research on the integration of technological knowledge pedagogical knowledge and content knowledge in the contexts of K 12 education Highlighting a range of pertinent topics such as pedagogical strategies blended learning and technology integration this publication is an ideal resource for educators instructional designers administrators academicians and teacher education programs seeking current findings on the implementation of technology in instructional design

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