

Unit test 1A

- 1** Complete the sentences with the correct Present Simple or Present Continuous form of the verb.

1. She hasn't got a car, so she (not drive) doesn't drive to work.
2. What (not) _____ you usually _____ for lunch on Sundays?
3. (work) _____ your cousin _____ for a company in Milan?
4. Yes, I (listen) _____. Please go on.
5. (live) _____ she _____ in a house or a flat?
6. (speak) _____ people in Britain _____ Celtic languages?
7. It's late so they (go) _____ to bed now.
8. We (not want) _____ to do exercise! We're too tired!
9. (sleep) _____ he _____ at the moment?
10. He usually (leave) _____ home at 7.45 a.m.
11. We (have) _____ some extra lessons this week only.

Feeding four much younger animals

2. Circle the correct form of the verb.

- 1 Did you forget? Are you forgetting? Have you forgotten the solutions?
- 2 Did she write? Has she written? Has she been writing to him yet?
- 3 His family lived / live / is living in London for forty years.
- 4 How long are you waiting? have you been waiting? have you waited for the trial?
- 5 I wasn't working / wasn't working / don't be working on Sunday.
- 6 John Lennon remembered / is remembered / is remembered everywhere.
- 7 He hasn't / hasn't / hasn't been from Nairobi.
- 8 'Macbeth' was written / was written / was by Shakespeare.
- 9 There was a competition but we won't win / didn't win / haven't won it.
- 10 Was she? Has she been? Is she your English teacher last year?
- 11 Where did you go? were you going? have you gone on holiday last summer?

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- 3 Complete the sentences with the correct form of the verb.

1. We ~~didn't enjoy~~ the film last night. (not enjoy)
2. _____ you _____ my parents yet? (meet)
3. Where _____ she _____ last weekend? (spend)
4. She _____ her friends about the baby yet. (not tell)
5. I think one of the Williams sisters _____ Wimbledon in 2008. (win)
6. _____ you _____ here when the accident happened? (stand)
7. We _____ each other for very long. (not know)
8. The film _____ until midnight so we missed the last train home. (not finish)
9. How long _____ you _____ English? (study)
10. JFK Kennedy _____ in the 1960s. (assassinate)
11. I _____ when you rang the doorbell. (not sleep)

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4. Complete the questions.

- 1 A: Do you like opera?
B: No, I don't. I like rock music better.
- 2 A: _____ he watch the whole film?
B: No, he didn't. He fell asleep.
- 3 A: What's that noise? _____ Mr Jones working again?
B: Yes, I think he is.
- 4 A: What _____ your grandfather _____?
B: He worked as a shoemaker.
- 5 A: _____ they _____ a dog?
B: No, they haven't, but they've got a big pet rabbit.
- 6 A: Where _____ your teacher _____?
B: I think he's from Australia or New Zealand.
- 7 A: _____ you want to come shopping with me?
B: Yes, I do.
- 8 A: Why _____ you late last night?
B: Because I missed the train home.
- 9 A: _____ you going to the hairdresser this afternoon?
B: Yes, I am. I need a new haircut.
- 10 A: _____ the neighbours _____ a new baby?
B: No. They've just bought a very noisy cat.
- 11 A: _____ they making dinner tonight?
B: Yes, I think they're making spaghetti.

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New Headway Intermediate Third Edition Test

RJ Shavelson



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The Vocational Guidance Quarterly ,1952 **New Headway** Amanda Maris,Oxford University Press,1997

Sprachwissenschaft und Fremdsprachenunterricht Dirk Siepmann,Christoph Bürgel,2014-10-01 Ziel des vorliegenden Bandes ist es Interdependenzen zwischen Sprachwissenschaft und Fremdsprachendidaktik aufzuzeigen. Besondere Berücksichtigung finden dabei Fragen des Spracherwerbs sowie der Entwicklung, Förderung und Evaluation von Sprachkompetenzen. Die im Rahmen des 2. Osnabrücker Symposiums 2013 entstandenen Beiträge diskutieren die Verbindungen zwischen beiden Disziplinen unter vier Aspekten: Wie lassen sich sprachwissenschaftliche Erkenntnisse zum Spracherwerb für die Konzeption von Fremdsprachenunterricht nutzbar machen? Welche vermittelnden Transformationen von Forschungsergebnissen der Sprachwissenschaft in didaktische Modelle und Konzepte zur gezielten Entwicklung und Förderung von Sprachkompetenzen bieten sich an? Welche spezifischen Eigenheiten der Fremdsprache sollten im Fokus vermittelnder Transformation stehen? Und schließlich: Wie ist es um ausgewählte Sprachkompetenzen schulischer Fremdsprachenlerner bestellt?

New Headway Intermediate Test , **Английский язык для юристов (A2-B2) 2-е изд., пер. и доп. Учебник для вузов** Светлана Павлова,Наталья Садыкова,Елена Тросклер,Мария Югова,2020-07-02

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English Phonology and Pronunciation Teaching Pamela Rogerson-Revell,2011-03-03 This book aims to provide a clear description of key aspects of English phonology in order to help teachers diagnose and prioritize problem areas in pronunciation. It also aims to develop an awareness of current issues and relevant research in the field to inform teachers' decisions not only about what to teach but how to teach pronunciation particularly in EIL contexts. Specifically it aims to enable readers to understand key terms and concepts in phonology and phonetics. Become aware of current issues and debates in research and apply these to pronunciation teaching particularly in EIL contexts. Conduct phonological analysis of learner language including phonemic transcription. Diagnose and assess learner's pronunciation difficulties and needs. Plan a structured pronunciation syllabus. The book assumes no prior knowledge and is a key resource for both newcomers and experienced practitioners in the fields of English Language Teaching as well as students of applied linguistics.

The Cumulative Book Index ,1997 A world list of books in the English language.

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