

Final Test – Intermediate B1+

1. VOCABULARY

Choose the correct answer *a, b, c* or *d*.

1. Harry was really _____ when he discovered that his brother had broken his computer.
a. embarrassed b. depressed c. angry d. frightened
2. As the rest of Joanna's flat was very tidy, I was surprised to see that her _____ was in a mess.
a. room b. cabin c. suite d. place
3. All the members of the _____ team became sick after a few days.
a. trip b. voyage c. expedition d. accommodation
4. I am doing a project with two of my _____ for my science class.
a. colleagues b. classmates c. employees d. assistants
5. The staff in that shop really try to be helpful and friendly to their _____.
a. guests b. clients c. friends d. customers
6. The island has a(n) _____ climate; it is freezing cold in the winter and boiling hot in the summer.
a. barren b. worn c. continental d. inhospitable
7. As part of its publicity campaign, the airline gave away twelve _____ tickets to various destinations.
a. refreshed b. complimentary c. huge d. inevitable
8. They bought a(n) _____ villa in the South of France; it has eight bedrooms and two swimming pools.
a. enormous b. dull c. lonely d. pale
9. John has a _____ ability as an artist.
a. colourful b. mysterious c. natural d. careless
10. We were walking in the forest when _____ we heard a terrible howl.
a. suddenly b. possibly c. luckily d. probably
11. Andrew _____ a living as a painter and decorator.
a. wins b. earns c. profits d. gets
12. After forty years of working in the police force, Jim is due to _____ next week.
a. retire b. resign c. leave d. depart
13. The teacher told us that we are going to _____ a test at the end of the course.
a. get b. take c. do d. study
14. You have to really _____ an effort if you want to pass this exam.
a. take b. make c. do d. study
15. The streets are really _____ at the moment because there's a conference in the city centre.
a. congested b. inevitable c. inefficient d. lightweight
16. Jane could definitely benefit _____ a holiday; she's been working very hard recently.
a. from b. with c. into d. against

Final Exam For Intermediate Esl Students

Tobias Bleicker



Final Exam For Intermediate Esl Students:

Validity Argument in Language Testing Carol A. Chapelle, Erik Voss, 2021-01-21 With examples of validation studies this book demonstrates how to design research investigating the validity of language tests

Tests that Second Language Teachers Make and Use Greta Gorsuch, 2019-10-24 Classroom tests are an everyday feature of second and foreign language classrooms worldwide Teachers spend a lot of time and energy making and using tests and learners spend a lot of time and energy taking them Nonetheless such assessments are under studied as they are considered routine This volume illuminates this little researched area Featuring fifteen classroom language tests made and used by Chinese English French German Italian Japanese Russian and Spanish teachers the book includes parallel teacher commentary and testing content chapters that transparently probe the teachers processes of making and using their tests Rather than view teachers tests as poor shadows of what professional test writers do this work identifies the reasoning behind teachers tests In addition focused testing content chapters take examples directly from the actual tests and the accompanying teacher commentary This book is an accessible applied resource for second and foreign language teachers language program administrators working with teachers students in teacher preparation and enrichment programs and scholars in language teaching learning and testing

Curriculum Handbook with General Information Concerning ... for the United States Air Force Academy United States Air Force Academy, 2004

Using ESL Students' First Language to Promote College Success Andrea Parmegiani, 2019-01-15 Emerging from a critical analysis of the global power of English and how it relates to academic literacy and culturally responsive pedagogy this book presents translanguaging strategies for using ESL students mother tongue as a resource for academic literacy acquisition and college success Parmegiani offers a strong counterpoint to the English only movement in the United States Grounded in a case study of a learning community linking Spanish and English academic writing courses he demonstrates that a mother tongue based pedagogical intervention and the strategic use of minority home languages can promote English language acquisition and academic success

Methodologies for Effective Writing Instruction in EFL and ESL Classrooms Al-Mahrooqi, Rahma, 2014-10-31 Educators continue to strive for advanced teaching methods to bridge the gap between native and non native English speaking students Lessons on written forms of communication continue to be a challenge recognized by educators who wish to improve student comprehension and overall ability to write clearly and expressively Methodologies for Effective Writing Instruction in EFL and ESL Classrooms brings together research and practices for successful written communication teaching among students of diverse linguistic backgrounds With technological advancements and resources educators are able to implement new tools into their lesson plans for the benefit of their students This publication is an essential reference source for professionals educators and researchers interested in techniques and practices for written communication in English language teaching geared towards non native English speaking students

English Education W. H. Wells, 1910

English Education in Oman Rahma

Al-Mahrooqi, Christopher Denman, 2018-07-02 This book explores an area that has been somewhat overlooked in the literature to date the current status and future trends of English education in Oman It offers a variety of theoretical and methodological approaches to the subject and explores areas of English education in Oman that have until now been little investigated It explores these issues from a variety of perspectives the professionalization of English teachers in the country the implementation of novel teaching methodologies curricula and assessment approaches into what are in many ways still very traditional education settings the integration of learner identity into English language instruction country and culture specific concerns with conducting research with Omani participants the strategic demands of building stronger links between education and workforce needs and developing learner autonomy and motivation

Multicultural Awareness and Technology in Higher Education: Global Perspectives Issa, Tomayess, Isaias, Pedro, Kommers, Piet, 2014-03-31 Diversity among university students plays a significant role in raising awareness of numerous issues surrounding cultural heritage language differences cross cultural collaboration and international education The integration of technological tools can assist students in cooperating nationally and internationally both in their current educational and future professional settings Multicultural Awareness and Technology in Higher Education Global Perspectives encompasses the latest research on the impact and integration of technology into international education and culturally diverse learning environments Providing the latest teaching and learning methods technologies and approaches at the university level this publication is a useful reference for academics educational administrators in public and private institutions and information society researchers

Learner Corpus Research Vaclav Brezina, Lynne Flowerdew, 2017-11-30 This volume showcases original agenda setting studies in the field of learner corpus research of both spoken and written production The studies have important applications for classroom pedagogy The volume brings readers up to date with new written and spoken learner corpora often looking at previously under examined variables in learner corpus investigations It also demonstrates innovative applications of learner corpus findings addressing issues such as the effect of task the effect of learner variables and the nature of learner language The volume is of significant interest to researchers working in corpus linguistics learner corpus research second language acquisition and English for Academic and Specific Purposes as well to practitioners interested in the application of the findings in language teaching and assessment

Teaching English to the World George Braine, 2014-04-08 Teaching English to the World History Curriculum and Practice is a unique collection of English language teaching ELT histories curricula and personal narratives from non native speaker NNS English teachers around the world No other book brings such a range of international ELT professionals together to describe and narrate what they know best The book includes chapters from Brazil China Germany Hong Kong Hungary India Indonesia Israel Japan Lebanon Poland Saudi Arabia Singapore Sri Lanka and Turkey All chapters follow a consistent pattern describing first the history of English language teaching in a particular country then the current ELT curriculum followed by the biography or the autobiography of an

English teacher of that country This consistency in the structuring of chapters will enable readers to assimilate the information easily while also comparing and contrasting the context of ELT in each country The chapter authors all born in or residents of the countries they represent and speakers of the local language or languages as well as English provide insider perspectives on the challenges faced by local English language teachers There is clear evidence that the majority of English teachers worldwide are nonnative speakers NNS and there is no doubt that many among them have been taught by indigenous teachers who themselves are nonnative speakers This book brings the professional knowledge and experience of these teachers and the countries they represent to a mainstream Western audience including faculty professionals and graduate students in the field of ESL to the international TESOL community and to ELT teachers around the world

A Social Constructivist Approach to Translator Education Donald Kiraly, 2014-07-16 This is a book about the teaching and particularly the acquisition of translation related skills and knowledge Well grounded in theory the book also provides numerous examples drawn from the author's extensive classroom experience in translator education and foreign language teaching Kiraly uses a number of classroom case studies to illustrate his method including introductory courses in translation studies project based translation practice courses translation studies seminars as well as naturalistic foreign language learning classes for student translators The book is primarily geared toward translator educators and programme administrators as well as students of translation and will also be of interest to foreign language teachers who incorporate translation into their teaching to translation scholars and to others involved in the world of translation

Course Design for TESOL Florin Mihai, Kerry Purmensity, 2016-03-22 Course Design for TESOL offers a unique approach of integrating curriculum with teaching activities to allow language educators to utilize the text in a variety of courses in a TESOL program Although the authors assume readers have a basic knowledge of English grammar this textbook resource is designed to be comprehensible to those who have not had an SLA or Applied Linguistics course Because each language skill is discussed in detail in terms of important theories and concepts and actual teaching activities are included the book can also be used in a Methods course or a combined Curriculum Design Methods or Methods and Materials course Part I explores the basic language acquisition theories and their influences on current teaching practices in the field Part II then moves on to the core elements of designing a curriculum or course conducting the needs analysis setting of course goals objectives designing the syllabus and writing lesson plans Part III Instructional Activities and Assessment Techniques features chapters on the teaching of listening speaking reading writing grammar and culture Within each of these chapters the authors address the fundamental issues related to the teaching of each skill and then discuss the components of a good activity for that skill and how to design one and then offer four sample activities one for each type of syllabus and guidance on assessing that skill The activities can be adapted for use in a variety of classrooms and settings Part IV addresses contemporary trends curriculum issues in North America and Europe standards and educational policy practices in teaching in Asia particularly China and

Korea and technology enhanced learning Learning a Second Language Through Interaction ,1999-01-01 This text examines different perspectives on the role that interaction plays in second language acquisition In addition the effects of language aptitude on input processing are considered and the contribution that interaction makes to the acquisition of grammatical knowledge is discussed *Annual Catalogue* United States Air Force Academy,1985 *Advances in Information Technology and Education* Honghua Tan,Mark Zhou,2011-06-30 This two volume set CCIS 201 and CCIS 202 constitutes the refereed proceedings of the International Conference on Computer Science and Education CSE 2011 held in Qingdao China in July 2011 The 164 revised full papers presented in both volumes were carefully reviewed and selected from a large number of submissions The papers address a large number of research topics and applications from artificial intelligence to computers and information technology from education systems to methods research and other related issues such as database technology computer architecture software engineering computer graphics control technology systems engineering network communication and other advanced technology computer education and life long education **The Accountants' Journal** ,1926 The Canada Law Journal ,1889 English Language Teachers on the Discursive Faultlines Julia Menard-Warwick,2013-11-15 This book brings the voices of teachers into the fierce debates about language ideologies and cultural pedagogies in English language teaching Through interviews and classroom observations in Chile and California this study compares the controversies around English as a global language with the similar cultural tensions in programs for immigrants The author explores the development of teacher identity in these two very different contexts and through the narratives of both experienced and novice teachers demonstrates how teacher identity affects the cultural pedagogies enacted in their classrooms English in the European Context Ángeles Linde López,Rosalía Crespo Jiménez,2010
English Teaching Forum ,2000

Decoding **Final Exam For Intermediate Esl Students**: Revealing the Captivating Potential of Verbal Expression

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