

Unit 10 Test

A Complete the sentences with the words in the box. Be careful! There is one extra word.

adapt content deceive express pride remind sacrifice

- (1) It's important to _____ yourself as much as possible during the interview.
- (2) Mothers will often _____ themselves for their children.
- (3) I keep on having to _____ myself of what I'm doing here.
- (4) When you work in another country you often have to _____ yourself to a different way of life.
- (5) You've got no chance of getting the job so don't _____ yourself.
- (6) I _____ myself on being very generous. I often give money to charities.

B Complete the sentences with the words in the box.

damn hand lot of thought priority speeches try

- (7) Come on! You should always give something a _____ at least once.
- (8) You haven't given this a _____, have you?
- (9) Oh no! He's going to give one of his _____.
- (10) Can I ask you to give me a _____ with this report?
- (11) I told you that you had to give this _____. It should have been ready by now.
- (12) The way you behave anyone would think you didn't give a _____!

C Complete the text with the words in the box.

coordinate delegation dilemma film crew fund liaise oversee persuade promote
raise money

I work for a big charity organization and I spend most of my time trying to (13) _____ for various projects. I also (14) _____ a team of five people whose job it is to (15) _____ our work. To show you how varied my job is, here are just three things I did last week. On Monday we had a (16) _____ in the office trying to make a programme about what we do. Then I met a (17) _____ from a country where we (18) _____ a number of projects and decided which projects we were going to (19) _____ over the next year. Trying to decide between different projects is always a real (20) _____ and I hate having to do it. Finally, I had to (21) _____ with a number of potential sponsors who might give us some money. I had to try and (22) _____ them that the work we do is really important. As you can see I had quite a busy week.

Oxford Upper Intermediate Tests

Liam Francis Boyle

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the author's name.

Oxford Upper Intermediate Tests:

New Headway: Upper-Intermediate Third Edition: Student's Book Liz Soars, John Soars, 2005-05-05 Integrated skills syllabus and a clear grammar focus Everyday English in every unit Music of English feature for stress and intonation Spoken English for informal phrases in speech 12 units Tapescripts grammar reference extra material and phonetic symbols

True to Life Upper-Intermediate Teacher's Book Ruth Gairns, Stuart Redman, 1998-04-30 Presents a five level course for adults which focuses on contemporary themes language and learning styles that are relevant to adult learners This title includes photocopiable worksheets tests and videos and the ready made lessons can be used as they stand or adapted using the optional activities suggested in the Teacher's Book

Headway John Soars, 1987 **Test it, Fix it: FCE: Use of English:: Upper-intermediate** Kenna Bourke, Amanda Maris, 2006-04-27 A test answers with helpful tips and a second test on the same topic in each four page unit Twenty topics in each book Twenty Review pages leaving a mini reference book once all the tests have been completed Written for self study and also suitable for use in the classroom **A Modular Approach to Testing English Language Skills** Roger Hawkey, 2004 Documents the development of the Cambridge ESOL Certificates in English Language Skills CELS a suite of modular examinations first offered in 2002 As a context for how CELS was conceived developed constructed validated and managed the book traces the history of exams which have influenced CELS The Royal Society of Arts RSA later UCLES University of Cambridge Local Examinations Syndicate Communicative Use of English as a Foreign Language examinations CUEFL was one such influence as were the Certificates in Communication Skills in English CCSE these exams being a development of the CUEFL The University of Oxford Delegacy of Local Examinations UODLE examinations taken over by UCLES in 1995 were a further influence on CELS UODLE itself had worked in partnership with the Association of Recognised Language Schools ARELS Examinations Trust the Oxford EFL reading and writing exams for many years offered in tandem with the ARELS Oral English exams **Oxford EAP**

Upper-intermediate/ B2 Student Book Edward de Chazal, John Hughes, 2015-08-13 Oxford English for Academic Purposes offers a specialist course covering listening speaking and reading in key areas of academic life such as lectures presentations and textbooks The course is consistent with levels A2 to C1 of the Common European Frame of Reference for the teaching of foreign languages Great downloadable resources to support you when using Oxford English for Academic Purposes can be found at <https://elt.oup.com/student/oxfordeap>

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Secondary Curriculum provides 21 real world cases that provide the opportunity for educators to explore the different perspectives that different stakeholders take on the concept of curriculum. The cases examine how curriculum comes to life as a complex process including the whole continuum ranging from design to implementation and evaluation and how this process can be analyzed and changed.

Английский язык Инна Кириллова, Оксана Просяновская, Елена Бессонова, 2017-09-17 270800

Solutions, Pre-Intermediate - Tests Tim Falla, Paul A. Davies, 2008-03-06 This is a five level general English course for 14-19 year olds.

Assessing Listening for Chinese English Learners Pan Zhixin, 2016-12-08 This book reports in detail the newly developed Communicative Listening Comprehension Test (CLCT) for the National College English Test (CET) of China. Following the principles of communicative testing in general and test construction approach proposed by Bachman and Palmer (1996) in particular, the project develops CLCT for CET 4 and CET 6. The research begins with the construction of frameworks of listening task characteristics and communicative listening ability. Subsequently, based on a survey of Chinese college students' English listening needs and an analysis of listening tasks in influential English listening course books and public tests, CLCT 4 and CLCT 6 test specifications are developed. Finally, sample papers are produced and a series of posteriori studies are conducted to examine the difficulty and usefulness of the newly developed notes completion task type in two CLCT tests. As an example of successful integration of communicative testing theories and test construction practice, this research provides valuable insights into listening test development for other large scale tests.

Academic Writing and Grammar for Students Alex Osmond, 2015-09-26 Grappling with grammar. Struggling with punctuation. Whether you're writing an essay or assignment report or dissertation, this useful guide shows you how to improve the quality of your work at university fast by identifying and using the correct use of English grammar and punctuation in your academic writing. Using tried and tested advice from student workshops, Alex Osmond shares practical examples that illustrate common mistakes and shows you how to avoid them. You'll also discover guidance on Writing structure, the what and how of crafting sentences and paragraphs, Conciseness, how to express your point succinctly and clearly, showing you understand the topic, Effective proofreading, the importance of the final tidy up so your work is ready to hand in, Referencing, common systems and how to reference consistently and avoid plagiarism. This new edition also includes separate chapters on critical thinking and referencing, exploring each topic in more detail and learning outcomes in every chapter so you can identify what new skills you'll take away. The Student Success series are essential guides for students of all levels. From how to think critically and write great essays to planning your dream career, the Student Success series helps you study smarter and get the best from your time at university. Visit the SAGE Study Skills hub for tips and resources for study success.

The Acquisition of English Restrictive Relative Clauses by Hungarian Learners of English Judit Kiss-Gulyás, 2004 The present work uses the standard version of principles and parameters theory of Universal Grammar to address second language acquisition issues. It is assumed that comparative analysis of Hungarian and English based on the

model enables the researcher to formulate precise and testable questions and the empirical research provides reliable answers The investigated area is the acquisition of English restrictive relative clauses by L1 Hungarian learners of L2 English This area of grammar causes problems most of these are proficiency determined but there are some which are observable even at fairly advanced levels In the given framework it is postulated that some properties of parameters set differently for the L1 can be reset to the new language whereas other properties seem to resist re setting and remain non native like in the interlanguage of even near native L2 English speakers of L1 Hungarian The book may interest pure and applied linguists psycholinguists as well as practising teachers as it attempts to offer a possible answer to the often made observation there are parts of L2 grammar which are relatively easy to acquire despite the language differences yet there are several features that remain faulty or misunderstood despite teacher and learner effort

BOOK JACKET **Business School**
Liam Francis Boyle,2010 *The Universal tutor* London gen. corresp. coll,1894 **Longitudinal Developments in Vocabulary Knowledge and Lexical Organization** Brigitta Dóczy,Judit Kormos,2016 This research monograph helps demonstrates how language learners acquire vocabulary in instructed foreign language contexts and in English for Academic Purposes programs in the target language environment Based on the findings of a series of longitudinal studies assessing the depth of EFL students mental lexicons the authors suggest a solid evidence based approach to teaching vocabulary **The British National Bibliography** Arthur James Wells,2004 **Exam Classes** Peter May,1996-12-19 This popular series gives teachers practical advice and guidance along with resource ideas and materials for the classroom The tasks and activities are clearly presented and offer teachers the information they need about level time preparation materials classroom management monitoring and follow up activities Each book offers up to 100 ideas as well as variations that encourage teachers to adapt the activities to suite their individual classrooms

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local time with a moment magnitude of 5 7 and a maximum mercalli intensity of vii very strong

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