

# GRAMMAR TEST

## CHOOSE THE CORRECT WORDS

- 1.- Yesterday my cousin Freddy ..... a bad accident.  
a) has b) had c) one
- 2.- Caroline ..... to live happily with Patrick.  
a) go b) going c) went
- 3.- The flat where I ..... nine years is very expensive.  
a) lived b) living c) lives
- 4.- Martin Smith ..... my teacher at University ten years ago.  
a) is b) were c) wasn't
- 5.- Excuse me, sir! ..... you repeat that again?  
a) could b) was c) be
- 6.- My niece Elisa ..... to work at the local hospital in 2021.  
a) begin b) began c) beginning
- 7.- I ..... a romantic film on TV last Saturday evening.  
a) watches b) watch c) watched
- 8.- Your grandmother ..... her 80<sup>th</sup> birthday today.  
a) celebrating b) celebrates c) celebrate
- 9.- Adela and Gerard ..... married two months ago.  
a) get b) got c) getting
- 10.- Yolanda ..... going to the swimming pool.  
a) hate b) hates c) hating



# Sample Grammar Test Answers

**Daniela Niemeyer**



## **Sample Grammar Test Answers:**

Teacher's Skills Tests For Dummies Colin Beveridge, Andrew Green, 2014-04-09 If you're preparing for the newly revised Numeracy and Literacy Skills Tests Teacher's Skills Tests For Dummies is your one stop for both exams providing you with subject matter review revision and practice tests you need to tackle the tests with confidence and succeed Written by expert authors in Maths English and Education with the credentials to prove it Teacher's Skills Tests For Dummies provides you with A review of the key maths and English concepts you need to know to do well Full length practice tests and tons of additional practice questions Online accessible audio tests for spelling and mental arithmetic to better prepare you for the actual test Tips and tricks along with mistakes to avoid to become a better test taker With this book and a bit of work on your part you'll be positioned to pass your skills tests and gain that coveted place on a teacher training course

*500 Creative Classroom Techniques for Teachers and Trainers* Marlene Caroselli, 2006 Approach any training challenge with these new fresh and inspired solutions 500 Creative Classroom Techniques for Teachers and Trainers Marlene Caroselli Make your teaching and their learning fun fast paced and functional This toolkit of 500 tips and techniques is designed for trainers at all levels of experience who enjoy experimenting discovering and evolving 500 Creative Classroom Techniques for Teachers and Trainers covers all the important basic including how to OCo Have participants introduce themselves OCo Test for understanding OCo Add humor OCo Give feedback OCo Use questions OCo Use quotations OCo Have groups report OCo Get through printed material OCo Appoint group leaders You OCo'll also get creative ways to deal with reluctant learners make subject matter relevant encourage participant learning after the course has ended develop study habits make take home assignments relevant and more Each of the book OCOs 20 chapters contains an overview Within the activities is a wide variety of tips suggestions options cautions FYI tidbits and recommendations Use the brainteasers scattered throughout the book to assess the brainpower in the room when the class needs a mental break after lunch to get juices flowing again or whenever you have odd minutes to fill 500 Creative Classroom Techniques for Teachers and Trainers concludes with an appendix section packed with feedback discussion questions grammar tests intuition quizzes leadership quotes OCo everything you need to bring training sessions to life and achieve maximum results

**High School Diploma Tests** Arco Publishing Company, 1956      **Public Personnel Studies**, 1923      Revisiting the Assessment of Second Language Abilities: From Theory to Practice Sahbi Hidri, 2018-01-12 This book presents an overview of revisiting the assessment of language abilities It also showcases how the measurement of such constructs can result in negative or positive washback and how outcomes might be conducive to repercussions that decide on the future of many stakeholders The 23 chapters were selected among tens of chapters received from different contexts that addressed the issue of revisiting the assessment of language abilities such as Tunisia Ukraine Algeria Russia KSA Sudan Egypt Canada Kurdistan UK USA Iran Turkey etc These contexts have highlighted the necessity to revisit the different constructs which should be assessed with a

clear and straightforward foundation on students learning objectives and their actual language ability To do so most of the chapters present hands on use of relevant statistical tests that might serve in revisiting the construct definition both theoretically and operationally Perhaps the sole and intricate question that the authors of these contributions ask is what it means to revisit the assessment of the construct of individualized language ability and how In addition the book accentuates the momentousness and significance of reflecting on test fairness and validation as the mainspring and backbone for democratization of assessment This book appeals to a broad readership such as English Language Teaching ELT practitioners language teachers students testing organizations policy makers test designers writers of test specifications testing experts researchers program evaluators especially in the Middle East and North Africa MENA as well as other international contexts

**Practice for the Army Tests** Arco Publishing Company,1948     A Teachers' Manual in the Use of the Educational Scales Marvin James Van Wagenen,1928     **Tests and Measurements** Henry Lester Smith,Wendell William Wright,1928     **Global Practices of Language Teaching: Proceedings of the 2008 International Online Language Conference (IOLC 2008)** Azadeh Shafaei,2008-12-30 The first International Online Language Conference was successfully held in September 2008 This event invited professors Masters and Ph D students and academicians from around the world to submit papers in areas related to the conference theme The event was organized by International Online Knowledge Service Provider IOKSP The main conference objectives were as follows to provide a platform for language educators academicians and researchers from diverse cultural backgrounds to exchange ideas and the best practices for effective language teaching and learning to promote better understanding of cultural diversity in language learning to encourage language educators to be involved in the research process in order to achieve comprehensive excellence and to produce a collection of scholarly papers

**Illinois Technograph** ,1955     **The Journal of Comparative Psychology** ,1929     Bulletin of the American Association of Teachers of Italian ,1926 Bibliography of Italian studies in America in each number 1924 48     **Chicago Schools Journal** ,1926     *Achievement Tests in the Modern Foreign Languages* Vivian Allen Charles Henmon,1929 The present work reports on one phase of an inquiry carried on from 1924 to 1927 by the Modern Foreign Language Study and the Canadian Committee on Modern Languages Working with subventions granted by the Carnegie Corporation of New York and under the sponsorship of the American Council on Education the two Committees sought to explore as fully as circumstances permitted the situation of modern language teaching in the United States and Canada in respect to enrollment standards of achievement the objectives organization materials and methods of instruction and the training of teachers The ultimate object of the investigation was to ascertain the conditions now prevailing in order to be able to draw conclusions for the future and to make suggestions for improvement in instruction As it was necessary to bring the inquiry to an end within a period of three years the Committees were obliged to limit their activities in the main to the secondary schools and the corresponding levels of college instruction     Grade Teacher ,1930     **Educational**

**Measurement in High School** Charles Watters Odell,1930      **The United States Catalog** Mary Burnham,Carol  
Hurd,1928      *Journal of Developmental Education* ,1992      **Measurement in Secondary Education** Percival Mallon  
Symonds,1927      *Educational Tests for Use in High Schools* Walter Scott Monroe,1929

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