

## Progress Test Files 1–6

### Grammar, Vocabulary, and Pronunciation



#### 5 Write the opposite.

Example: high *low*

- |                   |                   |
|-------------------|-------------------|
| 1 strong _____    | 6 difficult _____ |
| 2 always _____    | 7 safe _____      |
| 3 cheap _____     | 8 get up _____    |
| 4 dirty _____     | 9 turn on _____   |
| 5 beautiful _____ | 10 start _____    |

10

#### 6 Complete the words in the sentences.

Example: I usually ~~sleep~~ for eight hours every night.

- They want to g\_\_\_\_\_ married in July.
- Can you s\_\_\_\_\_ another language?
- I e\_\_\_\_\_ my emails five times a day.
- My sister's an administrator. She works in an o\_\_\_\_\_.
- I usually w\_\_\_\_\_ up very late at the weekend.
- Jackie's son loves planes. He wants to be a p\_\_\_\_\_.
- I r\_\_\_\_\_ a newspaper every weekend.
- Do you l\_\_\_\_\_ in a house or a flat?
- I always h\_\_\_\_\_ breakfast before I go to work.
- Helen is tall, but her brother is s\_\_\_\_\_.

10

#### 7 Complete the sentences with the correct word.

Example: I usually pay in shops with my ~~credit card~~.  
stamps credit card identity card

- Let's \_\_\_\_\_ shopping on Saturday.  
do go get
- My son likes \_\_\_\_\_ to the radio.  
having hearing listening
- Her mum's a \_\_\_\_\_. She works in a hospital.  
housewife nurse journalist
- I'd like to be a \_\_\_\_\_. I love playing the guitar.  
musician painter music
- What do you usually do \_\_\_\_\_ the weekend?  
by at to
- Rob \_\_\_\_\_ a lot of exercise. He cycles to work every day.  
practises makes does
- I usually go \_\_\_\_\_ at 8.00.  
home to home at home
- Oliver's in the kitchen. He's \_\_\_\_\_ the dinner.  
having making taking

- My phone doesn't \_\_\_\_\_.  
work go speak
- I can't \_\_\_\_\_ the housework now because I'm very tired.  
make have do

10

Vocabulary total  40

#### PRONUNCIATION

##### 8 Underline the stressed syllable.

Example: g|range

- |               |                |
|---------------|----------------|
| 1 ex pen sive | 6 twen ti eth  |
| 2 ti ssue     | 7 e mail       |
| 3 news pa per | 8 grand mother |
| 4 ja pan      | 9 i ta lian    |
| 5 home work   | 10 Wednes day  |

10

##### 9 Match the words with the same sounds.

find file him tall open cousin glasses  
receptionist shopping June house

Example: shower *house*

- |                  |
|------------------|
| 1 German _____   |
| 2 horse _____    |
| 3 photo _____    |
| 4 clock _____    |
| 5 she _____      |
| 6 diary _____    |
| 7 fish _____     |
| 8 scissors _____ |
| 9 flower _____   |
| 10 jazz _____    |

10

Pronunciation total  20

Grammar, Vocabulary, and Pronunciation total  100

# Name Class English File

**Herbert W. Hammond, Max John  
Herzberg**

## **Name Class English File:**

**English File 4E Elementary Student Book** Christina Latham-Koenig, Clive Oxenden, Kate Chomacki, Jerry Lambert, 2020-07-28 English File's unique lively and enjoyable lessons are renowned for getting students talking. In fact, 90% of English File teachers we surveyed in our impact study found that the course improves students' speaking skills, communication and language practice than ever before, helping students develop relevant communication skills they can use immediately in the workplace.

**American English File 3E Level 1 Student Book** Christina Latham-Koenig, Clive Oxenden, Jerry Lambert, 2019-07-11 American English File Second Edition retains the popular methodology developed by world-renowned authors Christina Latham-Koenig and Clive Oxenden: language motivation, opportunity, grammar vocabulary and pronunciation practice in every lesson. Students are equipped with a solid foundation for successful speaking. Plus an array of digital resources provides even more choice and flexibility. Students can learn in the classroom or on the move with Online Practice language assessment. The first goal is to explore the difference between fairness and justice in language assessment. The authors distinguish internal and external dimensions of the equitable and just treatment of individuals taking language tests which are used as gatekeeping devices to determine access to education and employment, immigrant status, citizenship and other rights. The second goal is to show how the extent of test fairness can be demonstrated and improved using the tools of psychometrics, in particular the models collectively known as Rasch measurement. This book will have an enormous impact on the field of language assessment. Using Rasch analysis models to explore and identify sources of unfairness, the authors make a compelling case for fairness in the design and implementation of language assessment instruments and for justice in the interpretation and use of test results. A real strength of the book is that it guides readers through analytical techniques in an accessible way. Dan Douglas, Professor Emeritus, Applied Linguistics Program, Iowa State University.

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*Style-book of Business English for High Schools, Business Courses, Regents' and Teachers' Examinations, Etc* Herbert W. Hammond, Max John Herzberg, 1924 **American Economist**, 1893 *Style-book of Business English, Designed for Use in Business Colleges, High Schools, and for Self-instruction* H. W. Hammond, 1910 *English Mechanic and World of Science*, 1882

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