

Zero Conditional

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Name: _____

Result: __/37 Date: __/__/20__

1. If the person is a young man, he has various resources.
(be) (have)

2. If he is blind, he _____ the flute. (be) (play)

3. If we _____ at all of human life, it _____ only of the young, the fair, and the innocent. (think) (be)

4. If the confectioner _____ large bunches, it _____ well to wind the wires onto a tree twig, for the sake of the additional firmness. (wish) (be)

5. If he _____ the images of others, he _____ nothing. (repeat/or/imitate) (achieve)

6. If it _____ anywhere it _____ here (be) (be)

Esl Grammar Test Zero Conditional

Rumi Michael Leigh



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Assessing Grammar James E. Purpura, 2004-11-18 This book provides an accessible treatment of the issues surrounding the assessment of language learners grammatical abilities

Increasing Student Engagement and Retention Using Social Technologies Laura A. Wankel, Patrick Blessinger, 2012-11-20 Uses case studies surveys and literature reviews to examine how these social media technologies are being used to improve writing and publishing skills in students create engaging communities of practice This volume discusses a framework for deploying and assessing these technologies in higher education institutions

The Teacher's Grammar of English with Answers Ron Cowan, 2008-05-26 The Teacher s grammar of English enables English language teachers and teachers in training to fully understand and effectively teach English grammar With comprehensive presentation of form meaning and usage along with practical exercises and advice on teaaching difficult structures it is both a complete grammar course and an essential reference text Back cover

Resources in Education , 1996

The Routledge Handbook of Instructed Second Language Acquisition Shawn Loewen, Masatoshi Sato, 2017-02-17 The Routledge Handbook of Instructed Second Language Acquisition is the first collection of state of the art papers pertaining to Instructed Second Language Acquisition ISLA Written by 45 world renowned experts the entries are full length articles detailing pertinent issues with up to date references Each chapter serves three purposes 1 provide a review of current literature and discussions of cutting edge issues 2 share the authors understanding of and approaches to the issues and 3 provide direct links between research and practice In short based on the chapters in this handbook ISLA has attained a level of theoretical and methodological maturity that provides a solid foundation for future empirical and pedagogical discovery This handbook is the ideal resource for researchers graduate students upper level undergraduate students teachers and teacher educators who are interested in second language learning and teaching

The Grammar Book Marianne Celce-Murcia, Diane Larsen-Freeman, 1983

Pragmatic Competence and Relevance Elly Ifantidou, 2014-06-12 This book probes into under researched issues in L2 pragmatics Firstly pragmatic competence pragmatic awareness and metapragmatic awareness are re defined and clearly distinguished on theoretical grounds Secondly pragmatic competence and its manifestations are evaluated on empirical grounds by distinct criteria and validated testing measures More importantly genuine pragmatic inference is elicited in contexts of online interpretation where figurative speech plays a central role Genre specific discourse which occurs in editorials and news reports serves as a natural testbed for examining the role of advanced mind reading abilities in developing pragmatic competence Sperber and Wilson s relevance theory accommodates the findings of empirical assessment and yields new insights in the cognitive procedures activated during interpretation The comprehensive theoretical and methodological treatment of pragmatic competence makes this book of interest to researchers and students in pragmatics L2 theory and applications genre studies and to those concerned with the cognitive underpinnings of communication in L2

Bilingual Educational Publications in Print , 1983

The Routledge

Handbook of Second Language Research in Classroom Learning Ronald P. Leow, 2019-02-11 The Routledge Handbook of Second Language Research in Classroom Learning is a comprehensive psycholinguistic approach to the issue of instructed language learning that is uniquely theoretical methodological empirical pedagogical and curricular Bringing together empirical studies with theoretical underpinnings this handbook focuses on conceptual replications extensions of and new research on classroom learning or Instructed SLA ISLA In chapters from leading experts the Handbook reports on the tenets of several models that have postulated the roles of cognitive processes in the L2 learning process and also covers two major methodological data elicitation procedures to be employed in addressing learner cognitive processes think aloud protocols and eye tracking With a dedicated interest in the role of this research in pedagogical ramifications this handbook strives for deeper understanding of how L2 learners process L2 data in instructional settings **Resources in Education** ,1997

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