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Grammar Part 1 \_\_\_\_\_ /

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200 Look at these

examples. The correct

answer is indicated in

bold. A In warm

climates people like

likes are liking sitting

outside in the sun. B If it

is very hot, they sit at in

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under the shade. Test

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PART 1 ... The correct answer is indicated in bold. A In warm climates people like **likes** are liking sitting outside in the sun. B If it is very hot, they sit at in under the shade. Now the test will begin. Tick the correct answers.

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An electronic placement test for learners of English, produced in collaboration with the University of Cambridge ESOL Examinations (formerly UCLES). Pen and paper version also available.

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The last decade has seen a growing body of research investigating various aspects of L2 learners' performance of tasks. This book focuses on one task implementation variable: planning. It considers theories of how opportunities to plan a task affect performance and tests



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claims derived from these theories in a series of empirical studies.

The book examines different types of planning (i.e. task rehearsal, pre-task planning and within-task planning), addressing both what learners do when they plan and the effects of the different types of planning on L2

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production. The choice of planning as the variable for investigation in this book is motivated both by its importance for current theorizing about L2 acquisition (in particular with regard to cognitive theories that view acquisition in terms of information processing) and its utility to language

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teachers and language

testers, for unlike many  
other constructs in SLA

‘planning’ lends itself

to external

manipulation. The study

of planning, then,

provides a suitable

forum for demonstrating

the interconnectedness

of theory, research and

pedagogy in SLA.

This volume is the first

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book-length attempt to bring together the fields of task-based language teaching (TBLT) and second language pragmatics by exploring how the teaching and assessment of pragmatics can be integrated into TBLT. The TBLT-pragmatics connection is illustrated in a variety of constructs (e.g., speech acts,

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honorifics, genres, interactional features), methods (e.g., quantitative, quasi-experimental, conversation analysis), and topics (e.g., instructed SLA, heritage language learning, technology-enhanced teaching, assessment, and discursive pragmatics). Chapters in this volume collectively

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demonstrate how the two fields can together advance the current practice of teaching language for socially-situated, real-world communicative needs.

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methodologies and  
issues that can be found  
with contemporary  
research in the field.

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contain original research  
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angles and provide a  
basis for dialogue  
between researchers  
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projects with the aim to  
further our  
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languages are acquired and, at the same time, refine and propose new theoretical constructs, such as complexity of linguistic features as a relevant factor forming children's, adult's and bilingual's acquisition of syntactic, morphological, lexical and phonological structures.

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The first International  
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Conference was  
successfully held in  
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event invited professors,  
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students, and  
academicians from  
around the world to  
submit papers in areas  
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theme. The event was

organized by

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main conference

objectives were as

follows: to provide a

platform for language

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best practices for  
effective language  
teaching and learning; to  
promote better  
understanding of  
cultural diversity in  
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encourage language  
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in the research process  
in order to achieve  
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two of the primary  
methods of evaluation  
used in the field and  
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different dimensions of  
one model of lexical  
competence and  
proficiency. This book  
builds on the latest  
research on performance-  
based assessment, which  
has most recently  
pointed to the  
application of more  
quantitative measures to  
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systematically explore  
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of using human raters in

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and the quantitative

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holistic overview of  
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assessment as it stands  
today at both the  
theoretical and  
empirical level. These  
findings are exemplified  
in a concluding chapter,  
which summarizes  
results from an  
empirical study looking  
at a range of lexical and  
phraseological features  
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2 essays written by both  
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Taken together, the  
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method to validate one  
another by  
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lexical proficiency,  
thereby offering a  
means by which to  
better conceptualize  
performance-based  
assessment of L2  
vocabulary in the future.

This book will be of  
interest to students and  
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