

NAME/:

(1) Fill in the blanks of the following dialogue using the given phrases appropriately.

(main hall, quickly, the class monitors, the announcement. forgot)

A. Where is Anne?

B. She is in the

A. Why is she there?

B. Didn't you hear

A. The principal told all to gather in the main hall.

B. Oh... I about that. Come; let's go to the main hall

A. Alright, let's go.

(1x5=5 marks)

(2)

Match the utterances with the suggestions. Put the relevant number in the box against the suggestions.

Utterances

Situations

1. The teacher is coming.

Wow! It's beautiful.

2. Nature is very beautiful.

We can play a lot then.

3. This is my sister's scrap book.

Yes. Let's protect its beauty.

4. It's tea time.

Let's go to the canteen.

5. Tomorrow is a holiday.

Let's run to the class. **(1x5= 5)**

(3)

Underline the most suitable word in the bracket to make the following sentences meaningfully

1. Jupiter is the (big, bigger, biggest) planet in the solar system.

2. Health is (important, more important, most important) than money.

3. We (usual, usually, use) start school at 7.30 a.m.

4. There was an (old, older, oldest) wizard in a village.

5. Mars is (close, closer, closest) to Earth than Uranus.

(1x5= 5 marks)

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Zhe Xu



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Implementing E-assessment for Learning in Primary EFL Writing Xi Chen, 2025-01-08 This book examines how e assessment can be implemented in primary English as a Foreign Language EFL writing in an examination oriented context It provides valuable insights on e assessment for learning E AfL to teacher educators and teachers in both local and global contexts especially teacher educators undertaking professional development programs of assessment in examination oriented contexts For researchers and graduate students who are interested in e assessment for learning E AfL and writing assessment this book provides them with valuable resources to further their understanding of E AfL research and broadens writing assessment scholarship For pre and in service teachers and program administrators the book serves as a practical and accessible guidebook proffering effective guidance to empower teacher learning of assessment and to apply pedagogic principles to assessment design

Assessing Young Learners of English: Global and Local Perspectives Marianne Nikolov, 2015-10-29 This volume documents international national and small scale testing and assessment projects of English language education for young learners across a range of educational contexts It covers three main areas age appropriate can do statements and task types for teaching and testing learners between the ages of 6 to 13 innovative approaches to self assessment diagnostic testing self perception and computer based testing and findings on how young learners perform on vocabulary listening speaking pronunciation and reading comprehension tests in European and Asian contexts Early language learning has become a major trend in English language education around the globe As a result of the spread of teaching English to a growing number of young children assessment of and for learning have emerged as key issues In line with this development there is a clear and emerging need to make early language programs accountable and to assess both the progress children make over time and to quantify their achievement at various stages of development This volume informs stakeholders about the realistic goals of early language learning their efficiency and how much progress children make over time

Current Literature ,1928 *The Journal of Education* ,1893 **The Assessment of L2 Written English across the MENA Region** Lee McCallum, Christine Coombe, 2020-12-19 This edited book brings together contributions from different educational contexts across the Middle East and North Africa MENA in order to explore how L2 English writing is assessed Across seven MENA countries the book covers aspects of practice including task design and curriculum alignment test re development rubric design the subjective decision making that underpins assessing students writing and feedback provision learner performance and how research methods help shed light on initiatives to improve student writing In such coverage chapter authors provide concrete evidence of how assessment practice is governed by their unique context yet also influenced by international standards trends and resources This book will be of interest to second language teachers assessors and programme developers as well as test designers and evaluators

The English Catalogue of Books ,1893 **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

Education Outlook ,1894 The Sociocultural Activity of High Stakes Standardised Language Testing Dawn Karen Booth,2018-02-26 This book explores the influence of high stakes standardised testing within the context of South Korea South Korea is regarded as a shining example of success in educational achievement and as this book reveals pressurised standardised testing has been a major contributing factor to its success This unique country provides an excellent setting from which to explore the powerful relationship that exists between testing and learning and can advance our understanding of which factors and test conditions will positively and negatively influence learning This book follows the test activity of a group of Korean university students preparing for the TOEIC Test of English for International Communication and posits a revised model of the influence of testing on learning It calls for a more socially situated view of tests and test takers considered in relation to the sociocultural historical political and economic contexts in which they are embedded

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The Bookseller ,1876 **The School World** ,1900 **Literature and Language Learning in the EFL Classroom** Masayuki Teranishi,2015-08-03 This book examines how literary texts can be incorporated into teaching practices in an EFL classroom It takes a multi faceted approach to how English language teaching and learning can best be developed through presentation and exploration of literary texts

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