

English Proficiency Test - answers

Part I: English Grammar

1. Juan _____ in the library this morning.
☐ A. is study
☐ B. studying
☒ C. is studying
☐ D. are studying
2. Alicia, _____ the windows please. It's too hot in here.
☐ A. opens
☒ B. open
☐ C. opened
☐ D. will opened
3. The movie was _____ the book.
☐ A. as
☐ B. as good
☐ C. good as
☒ D. as good as
4. Eli's hobbies include jogging, swimming, and _____.
☐ A. to climb mountains
☐ B. climb mountains
☐ C. to climb
☒ D. climbing mountains
5. Mr. Hawkins requests that someone _____ the data by fax immediately.
☐ A. sent
☐ B. sends
☒ C. send
☐ D. to send

Sample English Proficiency Test With Answers

**J. Charles Alderson, Eeva-Leena
Haapakangas, Ari Huhta, Lea
Nieminen, Riikka Ullakonoja**

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abilities in English can be measured. It complements and extends earlier work on the testing of implicit and explicit grammar. The authors present a set of tests they developed using both well established methods of measuring pragmatic knowledge e.g. a Metapragmatic Knowledge Test and role plays and more original tests e.g. an Irony Test and an Elicited Imitation Test. They explain the development of the tests and report the results of their work with native speakers of English and Chinese and Japanese L2 learners. A confirmatory factor analysis lends support to the theoretical basis of the tests. The authors also report studies that explored the use of the tests to investigate L2 linguistic proficiency study abroad and formal instruction. In concluding they consider the strengths and limitations of the tests and propose some directions for future research.

Cognitive factors in bilingual language processing Yan Jing Wu, Koji Miwa, Haoyun Zhang, 2023-01-04 *Roadmap to the Grade 10 MCAS English Language Arts* Gloria Levine, Princeton Review (Firm), 2003-11-18. If Students Need to Know It It's in This Book. This book develops the English and language arts skills of high school students. It fosters skill mastery that helps them succeed both in school and on the Massachusetts Comprehensive Assessment System MCAS. Why The Princeton Review. We have more than 20 years of experience helping students master the skills needed to excel on standardized tests. Each year we help more than 2 million students score higher and earn better grades. We know the Massachusetts Comprehensive Assessment System. Our experts at The Princeton Review have analyzed the MCAS and this book provides the most up to date thoroughly researched information possible. We break down the test into its individual skills to familiarize students with the test's structure while increasing their overall skill level. We Get Results. We know what it takes to succeed in the classroom and on tests. This book includes strategies that are proven to improve student performance. We provide content review based on Massachusetts standards and objectives. Detailed lessons complete with skill specific activities. 2 complete practice MCAS English language arts tests. Foreign Language Proficiency in Higher Education Paula Winke, Susan M. Gass, 2018-12-18. This volume comprises of chapters that deal with language proficiency relating to a wide range of language program issues including curriculum assessment learners and instructors and skill development. The chapters cover various aspects of a broad based proficiency initiative focusing on numerous aspects of foreign language learning including how skills develop how assessments can inform curriculum how learners and instructors view proficiency and proficiency assessment and how individual use of technology furthers language learning. The concluding chapter points the way forward for issues and questions that need to be addressed. *Rethinking the Education of Multilingual Learners* Jim Cummins, 2021-09-06. Over the past 40 years Jim Cummins has proposed a number of highly influential theoretical concepts including the threshold and interdependence hypotheses and the distinction between conversational fluency and academic language proficiency. In this book he provides a personal account of how these ideas developed and he examines the credibility of critiques they have generated using the criteria of empirical adequacy logical coherence and consequential validity. These criteria of theoretical legitimacy are also applied to the evaluation of two different versions of translanguaging theory Unitary Translanguaging

Theory and Crosslinguistic Translanguaging Theory in a way that significantly clarifies this controversial concept **Exam**

Classes Peter May, 1996-12-19 This popular series gives teachers practical advice and guidance along with resource ideas and materials for the classroom The tasks and activities are clearly presented and offer teachers the information they need about level time preparation materials classroom management monitoring and follow up activities Each book offers up to 100 ideas as well as variations that encourage teachers to adapt the activities to suite their individual classrooms *The*

Diagnosis of Reading in a Second or Foreign Language J. Charles Alderson, Eeva-Leena Haapakangas, Ari Huhta, Lea Nieminen, Riikka Ullakonoja, 2014-10-03 The *Diagnosis of Reading in a Second or Foreign Language* explores the implications of language assessment research on classroom based assessment practices by providing an in depth look at the little examined field of diagnosis in second and foreign language reading This volume examines the development of second and foreign language reading and how subsequent research findings couched in this knowledge can help facilitate a more informed teaching approach in second and foreign language classrooms By contextualizing the latest in classroom settings and presenting implications for future research in this developing area of linguistics this book is an ideal resource for those studying and working in applied linguistics second language acquisition and language assessment and education About the NPLA Series Headed by two of its leading scholars the series captures the burgeoning field of language assessment by offering comprehensive and state of the art coverage of its contemporary questions pressing issues and technical advances It is the only active series of its kind on the market and will include volumes on basic and advanced topics in language assessment public policy and language assessment and the interfaces of language assessment with other disciplines in applied linguistics Each text presents key theoretical approaches and research findings along with concrete practical implications and suggestions for readers conducting their own research or developmental studies *Spanish in New York*

Ricardo Otheguy, Ana Celia Zentella, 2012-01-06 Investigates Pro drop the practice of not using redundant subject pronouns with conjugated verbs that imply their presence in a collection of Spanish speakers from New York city varying by age gender place of birth etc

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