PART 1

Now you will hour some conversations. Each conversation is followed by three or more questions. Choose the best answer to each question and mark the letter of the correct susper on your answer shoet. You will hour each conversation only one time.

II. What happened to the girl?

- (A) She forgot the time.
- (B) She came to class late.
- (C) She mistook the time.
- (D) She met with an accident.

12. What's wrong with the girl's mother?

- (A) She got up late.
- (B) She missed the bus.
- (C) She is ill.
- (D) She went to the field early morning.

13. What will the teacher probably do next?

- (A) Punish the girl
- (B) Ask her to go back to her seat
- (C) Tell the girl's parents
- (D) Tell the headmaster

14. What problem does the boy have?

- (A) He can't find the reserve room.
- (B) He can't find his syllabus.
- (C) He can't find a book.
- (D) He can't find his sociology notebook.

15. What does "reserve" mean?

- (A) Anyone can read the reserved book.
- (B) You can find the reserved book at the usual place.
- (C) You can keep the reserved book for one day.
- (D) You can only read the reserved book in the library.

16. Why did the professor place the book on reserve?

- (A) Because the book is very expensive
- (B) Because he didn't want anyone to read it
- (C) Because he wanted everyone to read it
- (D) Because he had bought the book

17. What will the boy probably do next?

- (A). Go to the reserve room
- (B) Leave the library
- (C) Find a seat and read other books
- (D) Go to a bookstore

18. What did the boy do last night?

- (A) He studied for a test.
- (B) He met with a friend.
- (C) He watched a game.
- (D) He went to bed early.

19. What did the girl think of India's victory?

- (A) She thought it unbelievable.
- (B) She thought they deserved it.
- (C) She thought it was sheer luck.
- (D) She thought it was an easily earned victory.

20. What did the boy think was the reason why the Pakistan lost?

- (A) The mistake of batsmen
- (B) The skill of bowlers
- (C) They didn't concede many runs
- (D) The captain's knock

21. What agreement did they reach?

- (A) 223 was not easy for Pakistan to reach.
- (B) Their players needed more practice in fielding.
- (C) The mistake of batsmen made Pakistan lose.
- (D) India's victory was easily eamed.

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School-age Learners Szilvia Papp, Shelagh Rixon, 2018 The proposed book on child second language L2 development and

assessment will be a state of the art account of what we currently know about how children learn L2s in formal contexts and how that knowledge impacts on the design development and evaluation of language assessment products for young learners The uniqueness of child L2 development within the classroom is highlighted by considering children s L2 needs typical patterns of development and the role of instruction and assessment in how children learn Common issues shared in child L2 acquisition studies language testing and educational assessment are explored by linking research carried out within the educational academic and testing communities Several case studies are described from different educational contexts around the world where teaching and assessment of young language learners takes place In particular the book presents the Cambridge English approach to assessing young learners of English and presents a framework for the development research and validation activities around the Cambridge English suite battery for children **Meaningful Language Test Scores** Spiros Papageorgiou, Venessa F. Manna, 2023-06-15 Research on how stakeholders interpret language test scores and how they make decisions about language proficiency is critical because score based decisions can be extremely consequential for test takers score users such as educational institutions and employers and the society overall This edited volume is intended as a primary resource for language assessment researchers developers and policy makers interested in efficiently communicating score information related to language proficiency Its nine chapters report on complicated often behind the scenes research efforts to enhance the interpretation of English language test scores developed by ETS by employing diverse methodologies such as vertical linking score mapping standard setting scale anchoring and score concordance In a post pandemic era full of challenges and change in the field of language assessment this volume highlights the ethical responsibility of test providers to engage in sometimes challenging research and development efforts to better serve score Listening Automaticity: A Reduction of Dual-Task Interference and Working Memory Demands Bartolo users Bazan, 2024-10-24 SUMMARY This book explores the concept of automaticity in the context of second language listening focusing on how practice can lead to the ability to perform listening tasks with minimal cognitive effort The author argues that through practice lower level subcomponents of listening can be executed autonomously requiring less executive control and reducing dual task interference an indication of automaticity Despite the extensive research on automatization across various skills this book addresses a gap in the literature regarding second language listening from a cognitive psychology perspective It integrates theories from cognitive sciences such as attentional theories of skill acquisition working memory and imagery with linguistic concepts to create a comprehensive framework for investigating listening automaticity Key features of the study include an examination of what types of practice are most effective in fostering listening automaticity The book discusses innovative approaches to assessing listening automaticity including the use of combined tests to evaluate constructs accurately Additionally the research investigates whether practice leads to a decrease in the involvement of executive functions during listening tasks and explores the potential of visuospatial working memory as a predictor of

listening automaticity Utilizing Rasch models the research offers validation for the cognitive and linguistic measures employed linking longitudinal data through common items to provide deeper insights into the automatization process The implications of this research extend to both theoretical understanding and practical applications in pedagogy making it relevant for educators researchers and students in cognitive psychology psycholinguistics and assessment Overall the book aims to contribute to the advancement of automaticity research particularly in the realm of second language acquisition

EAL Research for the Classroom Gavin Brooks, Jon Clenton, Simon Fraser, 2023-06-27 With an estimated 1 6 million English as an Additional Language EAL learners in the UK and over 5 million in the USA EAL research is urgently needed to inform practice This edited volume investigates the multifaceted elements that shape EAL pedagogy and research in a variety of settings and research areas including linguistic ability influences on subject specific skills integrating learners home languages into classroom environments and the importance of supporting EAL teachers in the classroom In doing so the contributors provide an international perspective on the emerging field of EAL research The research based chapters detail fundamental concerns related to EAL learner education The text is composed of five parts Part I explores the question of what is EAL and how a definition can shape policy construction Part II examines the challenges EAL learners face in the classroom including the use of first languages and the relative impact learner language proficiency has on subject specific classes Part III discusses the challenges involved with preparing learners to study in an EAL environment Part IV investigates concerns relating to supporting EAL teachers in the classroom and Part V brings together the insights from the previous chapters and provides a road map for future research in the field The volume draws on researcher expertise from a variety of universities and institutions worldwide It explores diverse language backgrounds in multilingual contexts It covers empirical studies with pedagogical policy and further research implications The volume represents a single resource invaluable for EAL teachers trainers and trainees as well as researchers in education language learning and teaching bilingualism and multilingualism and second language acquisition The Routledge Handbook of Language Program Development and Administration Alan V. Brown, Cori Crane, Beatrice C. Dupuy, Estela Ene, 2025-06-30 Second language program development and administration is a long standing area within the larger field of applied linguistics. In many ways it is the quintessential applied linguistics field as it crosses disciplinary boundaries while balancing the rigors of scholarly inquiry with the demands of practical application without losing sight of concrete learner outcomes The Routledge Handbook of Language Program Development and Administration provides a scholarly rigorous yet practically relevant treatment of issues implicated in program development and administration with 52 chapters written by leading scholars in the field Authors not only address the theoretical underpinnings of their respective topics but also provide actionable evidence based recommendations concerning eminently practical matters In this way the volume provides both novice and experienced language program administrators with important guidance on how to think about the work that they do and how best to go about it while also

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