ENGLISH PLACEMENT TEST

SECTION I
STRUCTURE TEST

Directions: The following sentences need to be completed. You should choose the best choice to complete the sentence appropriately. See the answer sheet and locate the correct answer and fill the oval completely.

1. Are the bags ready? – Yes, ____
a. They're
b. There are
c. Their
d. They are

2. I live ____ 4040 Oak Avenue
a. On
b. At
c. In
d. Next

3. How old ____ you?
a. have
b. is
c. are
d. has

4. How many cigarettes ____ she smoke?
a. does
b. is
c. do
d. are

5. Tom ____ . He doesn't like it.
a. Isn't drinking
b. At
c. In
d. Next

6. He ____ tennis when He broke his wrist.
a. was playing
b. played
c. plays
d. has played

7. You look really hot. ____?
a. Are you running?
b. Did you run?
c. Have you been running?
d. Do you run?

8. How long has Sarah been living in Germany? ____ five years.
a. since
b. for
c. during
d. while

9. When I arrived at the airport, the plane ____
a. Has already left
b. Already left
c. Had already left
d. Were leaving

10. Please can you turn the TV ____? I can't hear it.
a. on
b. off
c. down
d. up

11. Have you booked a room? Yes, I ____
a. Have a reservation
b. 'd like a double room.
c. Checked in
d. Had it

12. If I see Sam, ____ him to call you.
a. I'll tell
b. I'd tell
c. I tell
d. I told

13. Jane's passport ____ while she was on holiday.
a. is stolen
b. was stolen
c. stole
d. has stolen

14. Do you know ____?
a. Where John lives
b. Where lives John
c. Where John live
d. Where does John live

15. Helen never travels by plane because she's ____
a. Afraid from flying
b. Afraid to flying
c. Afraid of flying
d. Afraid at flying

16. We're really ____ our trip to New York next week.
a. Looking forward
b. Looking forward to
c. Look forward
d. looking forward at

17. I asked the mechanic to ____ how much the repairs will cost.
a. Work out
b. Get out
c. Keep out
d. Try out

18. Since 1958, the United States has consumed more energy than it ____
a. producing
b. has produced
c. produced
d. production

19. ____ there is a snowstorm or some other bad weather, the mail always comes on time.
a. Because
b. If
c. So
d. Unless

20. I bought an audio course ____ I could improve my French.
a. In order
b. So that
c. That
d. in order to

21. Pilots ____ to get clearance for flight plans.
a. Have
b. Must
c. Should
d. Allowed

22. A snowplug is used for getting ____ of compacted ice.
a. Rid
b. Out
c. Away
d. Remove

23. As soon as we ____ the noise, we knew there was a problem.
a. hear
b. heard
c. have heard
d. were hearing

24. We're having trouble with the nose gear
a. How long will it take?
b. Is that absolutely necessary?
c. Do you want to come in for a low pass?
d. Are you sure that's what you want to do?

25. How long can I expect to wait?
a. Right now.
b. No, you won't.
c. Since yesterday.
d. Half an hour, at least.

British Council Placement Test Sample Paper

Dan J. Tannacito

British Council Placement Test Sample Paper:

Exploring Language Assessment and Testing Anthony Green,2013-10-01 Routledge Introductions to Applied Linguistics is a series of introductory level textbooks covering the core topics in Applied Linguistics primarily designed for those beginning postgraduate studies or taking an introductory MA course as well as advanced undergraduates Titles in the series are also ideal for language professionals returning to academic study The books take an innovative practice to theory approach with a back to front structure This leads the reader from real world problems and issues through a discussion of intervention and how to engage with these concerns before finally relating these practical issues to theoretical foundations Additional features include tasks with commentaries a glossary of key terms and an annotated further reading section Exploring Language Assessment and Testing is a straightforward introduction to the field that provides an inclusive and impartial survey of both classroom based assessment by teachers and larger scale testing using concrete examples to guide students to the relevant literature Ranging from theory to classroom based scenarios the author provides practical guidance on designing developing and using assessments with flexible step by step processes for improving the quality of tests and assessment systems to make them fairer and more accurate This book is an indispensable introduction to the areas of language assessment and testing and will be of interest to language teachers as well as postgraduate and advanced undergraduate students studying Language Education Applied Linguistics and Language Assessment   **Using Dictionaries** B.T. Sue Atkins,2015-02-06 This volume draws together highly detailed studies of how dictionaries are used by different types of users from school students to senior professors working with a foreign language with the help of different types of dictionaries from monolingual dictionaries for native speakers of the foreign language through bilingual dictionaries to monolingual dictionaries in the language of the user The tasks being carried out include L2 L1 translation L1 L2 translation L2 comprehension self expression in L2 and various project specific linguistic exercises The authors have tried to include enough detail to allow readers to replicate the tests and adapt them to serve their own interests

Technology-Assisted Language Assessment in Diverse Contexts Karim Sadeghi,2022-12-30 This timely collection explores the role of digital technology in language education and assessment during the COVID 19 pandemic It recognises the unique pressures which the COVID 19 pandemic placed on assessment in language education and examines the forced shift in assessment strategies to go online the existing shortfalls as well as unique affordances of technology assisted L2 assessment By showcasing international examples of successful digital and computer assisted proficiency and skills testing the volume addresses theoretical and practical concerns relating to test validity reliability ethics and student experience in a range of testing contexts Particular attention is given to identifying lessons and implications for future research and practice and the challenges of implementing unplanned computer assisted language assessment during a crisis Insightfully unpacking the lessons learned from COVID and its impact on the acceleration of the shift towards online course and assessment delivery it

offers important guidelines for navigating assessment in different instructional settings in times of crisis It will appeal to scholars researchers educators and faculty with interests in educational measurement digital education and technology and language assessment and testing **Fundamental Considerations in Technology Mediated Language Assessment** Karim Sadeghi,Dan Douglas,2023-04-27 Fundamental Considerations in Technology Mediated Language Assessment aims to address issues such as how the forced integration of technology into second language assessment has shaped our understanding of key traditional concepts like validity reliability washback authenticity ethics fairness test security and more Although computer assisted language testing has been around for more than two decades in the context of high stakes proficiency testing much of language testing worldwide has shifted to at home mode and relies heavily on the mediation of digital technology making its widespread application in classroom settings in response to the COVID 19 outbreak unprecedented Integration of technology into language assessment has brought with it countless affordances and at the same time challenges both theoretically and practically One major theoretical consideration requiring attention is the way technology has contributed to a reconceptualization of major assessment concepts constructs There is very limited literature available on the theoretical underpinnings of technology mediated language assessment This book aims to fill this gap This book will appeal to academic specialists practitioners or professionals in the field of language assessment advanced and or graduate students and a range of scholars or professionals in disciplines like educational technology applied linguistics and teaching English to speakers of other languages TESOL **The Use and Abuse of EFL Dictionaries** Hilary Nesi,2012-02-14 The book begins with a review of research into dictionary use A number of experimental design problems are discussed in particular the unreliability of questionnaire responses and the need for detailed accounts of individual dictionary consultations whilst sampling in numbers sufficient to represent specified populations The experiments reported in subsequent chapters investigate issues raised in the review The first two studies find that dictionary use during a reading comprehension test affected completion speed but not test scores The apparent failure of dictionary use to improve comprehension is attributed to the test itself the dictionaries and the users choice of look up words The ability of users to interpret dictionary entries is investigated in three further studies which use computers to gather data on large numbers of individual consultations The findings indicate that there is little difference between three major EFL dictionaries in terms of speed of consultation and overall productive success They also indicate that Malaysian ESL subjects who have higher vocabulary scores are slower in their reading and less successfull in their interpretation of entries than Portuguese EFL subjects Finally the findings suggest that overall productive success is unaffected by the presence or absence of examples The experimental findings lead to the conclusion that dictionary consultation is a process in which users match pre existing beliefs about word meaning and behaviour against segments in the dictionary entry Such segments are often selected because they are familiar sounding and conceptually accessible but may contain only incomplete or non essential information

Where pre existing beliefs and dictionary information conflict dictionary information is sometimes overridden Thus word knowledge acquired from a single consultation is often insufficient to ensure productive success Although it is probably inevitable that word knowledge will be acquired slowly through multiple encounters modifications to the dictionary entry and the training of users might help to avoid serious misinterpretation of dictionary information **Assessing English Proficiency for University Study** J. Read,2015-01-27 This book focuses on strategies and procedures for assessing the academic language ability of students entering an English medium university so that those with significant needs can have access to opportunities to enhance their language skills Practice and Problems in Language Testing Terry Culhane,Christine Klein-Braley,Douglas K. Stevenson,1984 **Occasional Papers** ,1976 The British Council English-teaching Bibliography English-Teaching Information Centre (London, England),1962 **Papers in Applied Linguistics--Michigan** ,1986 **They Came to Train** Peter Williams,Great Britain. Overseas Development Administration,1985 *A Guide to Writing in English as a Second Or Foreign Language* Dan J. Tannacito,1995 This bibliography offers English as a Second Language ESL and English as a Foreign Language EFL specialists and non specialists a listing of almost 3 500 works in the field of writing in ESL EFL at all educational levels from 1937 through 1993 It includes works focusing on how non native speakers write in English how they learn to write in English how ESL and native English speaker NES compositions compare how English is taught in contexts where it is used as a second or foreign language and instructional materials developed to support writing in a second foreign language Citations include bibliographies monographs textbooks periodicals dissertations and some unannotated master s theses conference papers and Educational Resources Information Center ERIC documents An introductory section and a list of native languages addressed in the works precede the annotated entries Author and subject indexes are also included MSE ESL Edna Murphy,1990 This book addresses the issues which arise where English medium international schools accept non English speaking students The book aims to help such schools develop a special programme to enable these students to pursue their education and fulfil their potential in English Produced in conjunction with ECIS specifically for international schools this reference work should be of interest to all those involved with children who are being educated in a language other than their mother tongue **Proceedings of the High School Conference of November 1910-November 1931** ,1928 *Proceedings of the High School Conference of ...* Horace Adelbert Hollister,1928 **California Quarterly of Secondary Education** ,1925 **International Comparison of Skill Supply and Demand** Hilary Steedman,1996 The British National Bibliography Arthur James Wells,1994 **Evaluation and Testing** Poṉ Cuppaiyā,2010 **Accountancy** ,1981-07

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Table of Contents British Council Placement Test Sample Paper

1. Understanding the eBook British Council Placement Test Sample Paper
    - The Rise of Digital Reading British Council Placement Test Sample Paper
    - Advantages of eBooks Over Traditional Books
2. Identifying British Council Placement Test Sample Paper
    - Exploring Different Genres
    - Considering Fiction vs. Non-Fiction
    - Determining Your Reading Goals
3. Choosing the Right eBook Platform
    - Popular eBook Platforms
    - Features to Look for in an British Council Placement Test Sample Paper
    - User-Friendly Interface
4. Exploring eBook Recommendations from British Council Placement Test Sample Paper
    - Personalized Recommendations
    - British Council Placement Test Sample Paper User Reviews and Ratings
    - British Council Placement Test Sample Paper and Bestseller Lists

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