



Oxford Placement Test

Test 1 – Grammar Test

Grammar -35 minutes Writing - 15 minutes

DO NOT WRITE ON THIS QUESTION PAPER. USE THE ANSWER SHEET PROVIDED

- 1 Water (a)is to boil (b)is boiling (c)boils at a temperature of 100° C.
- 2 In some countries (a)there is (b)is (c)it is very hot all the time.
- 3 In cold countries people wear thick clothes (a)for keeping (b)to keep (c) for to keep warm.
- 4 In England people are always talking about (a)a weather (b)the weather (c) weather .
- 5 In some places (a)it rains (b)there rains (c) it raining almost every day.
- 6 In deserts there isn't (a)the (b)some (c) any grass.
- 7 Places near the Equator have (a)a warm (b)the warm (c) warm weather even in the cold season.
- 8 In England (a)coldest (b)the coldest (c)colder time of year is usually from December to February.
- 9 (a)The most (b)Most of (c)Most people don't know what it's like in other countries.
- 10 Very (a)less (b)little (c)few people can travel abroad.
- 11 Mohammed Ali (a)has won (b)won (c)is winning his first world title fight in 1960.
- 12 After he (a)had won (b)have won (c)was winning an Olympic gold medal he became a professional boxer.
- 13 His religious beliefs (a)have made him (b)made him to (c)made him change his name when he became champion.
- 14 If he (a)has (b)would have (c)had lost his first fight with Sonny Liston, no one would have been surprised.
- 15 He has travelled a lot (a)both (b)and (c)or as a boxer and as a world famous personality.
- 16 He is very well known (a)all in (b)all over (c)in all the world.
- 17 Many people (a)is believing (b)are believing (c)believe he was the greatest boxer of all time.
- 18 To be the best (a)from (b)in (c)of the world is not easy.
- 19 Like any top sportsman Ali (a)had to (b)must (c)should train very hard.
- 20 Even though he has now lost his title, people (a)would (b) did (c) will always remember him as a champion.
- 21 The history of (a)aeroplane (b)the aeroplane (c)an aeroplane is.

Oxford Placement Test Grammar Test Answer Key

Scott C. Dulebohn



Oxford Placement Test Grammar Test Answer Key:

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Universiteit te Leuven. Instituut voor Toegepaste Linguïstiek, 2000 **Defining and Assessing Lexical Proficiency** Agnieszka Leńko-Szymańska, 2019-11-05 This comprehensive account of performance based assessment of L2 lexical proficiency analyzes and compares two of the primary methods of evaluation used in the field and unpacks the ways in which they tap into 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 L2 data to systematically explore the qualitative method of using human raters in assessment exercises and the quantitative method of using automatic computation of statistical measures of lexis and phraseology Supported by an up to date review of the existing literature both approaches unique features are highlighted but also compared to one another to provide a holistic overview of performance based 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 and human raters scores of over 150 essays written by both L2 learners of English and native speakers Taken together the volume challenges existing tendencies within the field which attempt to use one method to validate one another by demonstrating their capacity to indicate very different elements of 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 researchers working in second language acquisition and applied linguistics research particularly those interested in issues around assessment vocabulary acquisition and language proficiency The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a CC BY NC ND 4.0 license

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education and professional development DOI <https://doi.org/10.52501/cc.255> **Third Language Acquisition and Universal Grammar** Yan-kit Ingrid Leung, 2009-01-01 This volume presents studies which approach the relatively new field of third language L3 acquisition from the generative linguistic perspective. It aims to bring together researchers who are interested in L3 acquisition and who are at the same time working within the generative framework, i.e. Chomsky's Universal Grammar (UG) approach to language acquisition. A total of nine contributions are included, reporting research on L3 involving different combinations of source/target languages and investigating various UG-related properties. *El-Hi Textbooks in Print*, 1984 **Resources in education**, 1982-12 *Cognitive, Affective, Behavioral and Multidimensional Domain Research in STEM Education: Active Approaches and Methods towards Sustainable Development Goals (SDGs)* Jin Su Jeong, David Gonzalez-Gomez, Jianpeng Guo, James Robbe Kraly, 2022-04-25 The ETS Test Collection Catalog, 1995-06-14 *Subject Guide to Books in Print*, 1983 **Oxford Placement Test**, 1992 **Linguistics and Language Behavior Abstracts**, 1997 Oxford Placement Test Dave Allan, 1985 **The ... Mental Measurements Yearbook** Oscar Krisen Buross, 1959 **Oxford Placement Test** Dave Allan, 1992 **Scientific and Technical Aerospace Reports**, 1986-04 Lenguas para fines específicos, 1996 The Education Index, 1957 **Oxford Placement Test**,

Oxford Placement Test Grammar Test Answer Key Book Review: Unveiling the Power of Words

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