

A. LISTENING

PART I: NOTE TAKING (LISTENING COMPREHENSION)

(Underlined words / phrases are the key ones that will be graded)

1. Why did she leave her secure job as a travel agent and go to Africa?
 - She had been / was FEELING RESTLESS.
 - She wanted to SEE THE REAL WORLD / NOT ONLY TOURISTIC PLACES.

2. What kind of things did she do after she applied for volunteer work in Africa?
 - She had an INTERVIEW locally.
 - She did some aptitude TESTS.
 - She took a TRAINING WEEKEND in London.

3. How was her relationship with the local people?
 - The men were VERY POLITE BUT KEPT THEIR DISTANCE.
 - The women INVITED HER TO MEALS.
 - They showed her HOW THEY WOVE.
 - They showed her how they DYED MATERIAL TO MAKE CLOTHES.
 - They READ MAGAZINES together.

4. What kind of differences did she find when she returned to England?
 - She found SUPERMARKETS OVERWHELMING.
 - There was ENORMOUS CHOICE OF FOOD.
 - The TRAFFIC disturbed her.
 - She had to MOVE FROM CITY TO COUNTRY.
 - She had to MOVE FROM FLAT TO A SMALL COTTAGE.

5. What kind of work is she doing at the moment?
 - She didn't want to work in SOMEONE ELSE'S OFFICE.
 - She set up her OWN BUSINESS.
 - She RUNS IT FROM HOME.
 - She deals in AFRICAN FURNITURE.
 - She brought SOME SOUVENIRS.

6. How does she contribute to the organization that sent her to Africa?
 - She ORGANIZES EVENTS.
 - She RAISES FUNDS.
 - She GIVES TALKS about her experience.
 - She ENCOURAGES OTHER PEOPLE to go.

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F. Ndhlovu



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CliffsNotes FTCE Professional Education Test Sandra Luna McCune, Sandra K. McCune, Vi Cain Alexander, 2014-10-21 This 3rd Edition of CliffsNotes FTCE Professional Education Test encapsulates the major test changes to this important Florida teacher certification test that would be Florida teachers must pass to become credentialed , **TOEFL PRACTICE TESTS 2025-2026 - SET 2** Dr.

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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

Language Test Construction and Evaluation J. Charles Alderson,Caroline Clapham,Dianne Wall,1995-05-26 This book describes the process of language test construction and reviews current practice

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

Becoming an African Diaspora in Australia F. Ndhlovu,2014-07-08 Becoming an African Diaspora in Australia extends debates on identities cultures and notions of race and racism into new directions as it analyses the forms of interactional identities of African migrants in Australia It de naturalises the commonplace assumptions and imaginations about the cultures and identities of African diaspora communities and probes the relevance and usefulness of identity markers such as country of origin nationality ethnicity ethnic heritage language and mother tongue Current cultural frames of identity representation have so far failed to capture the complexities of everyday lived experiences of transnational individuals and groups Therefore by drawing on fresh concepts and recent empirical evidence this book invites the reader to revisit and rethink the vocabularies that we use to look at identity categories such as race culture language ethnicity nationality and citizenship and introduces a new language nesting model of diaspora identity This book will be of great interest to all students of migration diaspora African and Australian studies

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

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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

Teaching Chinese, Japanese, and Korean Heritage Language Students Kimi Kondo-Brown, James Dean Brown, 2017-09-25 This book contributes to building the research knowledge that language teaching professionals need in developing curriculum for the large population of East Asian heritage students including Chinese Japanese and Korean in countries like the United States Canada and Australia where speakers of East Asian languages are among the fastest growing populations Heritage learners are defined as those who initially acquired certain levels of linguistic and cultural competence in a non dominant language mainly through interaction with foreign born parents and other family members at home Heritage language instruction is currently a hot topic and is becoming a sub discipline within the fields of foreign language education and applied linguistics Special instruction for heritage language learners is on the rise particularly in the U S and Canada Providing theoretical and practical information about heritage language instruction in terms of curriculum design learner needs materials development and assessment procedures the goal of this book is not only to promote research about heritage students in East Asian languages but also to improve the teaching of these students in various educational settings

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