

## تجميعــات أسئلـــة الرخمـــة المهنيــة لـ اللغة الانجليزيــة

Past Verbs = where? Nerbs Past Verbs



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سلسلة بالبيد التعليمية أكثر من 25 عامًا في خدمة الطلاب والمعلمين



Language Skills

1	Bottom-up listening strategies include:a recognizing wordsb making predictionsc drawing inferencesd forming hypothesis
2	While teaching listening, which of the following includes a technique a language instructor might use to implement top-down strategies?         a       Recognizing cognates         b       Listening for the main idea         c       Listening for specific information         d       Recognizing word-order patterns
5	In which reading strategy do students identify and fix problems with their understanding of the text?a Predictingb Monitoringc Elaboratingd Highlighting
7	<ul> <li>Which of the following is Not considered a good practice of teaching grammar?</li> <li>a Accepting student's "nonstandard" or "developmental" grammar</li> <li>b Focusing on how we combine words to make meaning</li> <li>c Giving students a chance to practice grammar to internalize it</li> <li>d Using non-contextualized grammar drills worksheets</li> </ul>
10	During which of the following writing processes do students review and amend their writing?a Prewritingb Publishingc Draftingd Editing
11	The skill of re-writing a text by maintaining the same idea, but with significantly different wording is known asaparaphrasingbsummarizingcoutliningdquoting
12	Which of the following is a subject- oriented writing style that is used when explaining how to processes?a Descriptiveb Expositoryc Persuasived Narrative
15	Teacher (to students): I need you to take a quick look at the text and provide me with the main idea of the passage. The previous instruction is an example of a reading strategy known asa scanningb skimmingc analyzingd evaluating
23	<ul> <li>The reading teacher introduced his students to a short story where a wealthy boy was robbed by a poor man in Italy. which of the following questions helps the students think critically?</li> <li>a How did mother react?</li> <li>b <u>How plausible is the poor man's story?</u></li> <li>c How did the boy feel about the robbery?</li> <li>d How did the police catch the poor man at the end?</li> </ul>
24	In a journal writing in which L2 learners write a response to experiences, feelings, or ideas is an example of writing. a descriptive b persuasive c reflective d narrative



29	A communication activity which requires students to act out the parts of different characters and use the appropriate dialogue for each character called							
	a) icebreaker							
	b role playing							
	c team reading							
	d total physical response							
33	Teacher (to students): please read the text on page 55. When you're done, write a thorough evaluation about it.							
	The preview scenario exemplifies a teaching strategy known as:							
	a Scanning     b Skimming     c Note-taking     d Critical reading							
41	<ul> <li>Setting up a situation in which a student role plays speaking to a friend and then speaking to the minister of education achieves which goal?</li> <li>a Using different register</li> <li>b Changing up class routine</li> <li>c Engaging student interest</li> <li>d Checking student pronunciation</li> </ul>							
46	The main purpose of teaching speaking is to teach students efficient							
	a grammar b enunciation c pronunciation d communication							
47	Generating language and organizing it into a short monologue is a strategy used by language instructors to teach							
	a <u>speaking</u> b listening c reading d writing							
	how many islands are therein New Zealand?The previous instruction is an example of a reading strategy known asa Scanningb Guessingc Skimmingd inferring							
49	To increase reading comprehension and retention for learners, it is best to							
.2	a give very short passages							
	b read aloud for the students							
	<ul> <li>provide a text with very simple language</li> </ul>							
	d identify the purpose of reading the chosen text							
60	Which phase of writing involves defining a topic and brainstorming?							
	a planning     b drafting     c revising     d editing							
75	A persuasive/argumentative essay makes a claim or takes a position and backs it up with							
	a <u>statistics, facts, or expert opinions</u>							
	b stating arguments in a sequence of events							
	c similarities and differences between two topics							
	d explaining the what, why, how, when, and where of a topic							
83	An intermediate-level ESL class has just finished reading an article online. The teacher assign an essay in which the students are asked to take a stand on the issue presented in the article and provide data to support their opinion. What type of essay is the class going to write?a Descriptiveb Expositoryc Argumentatived Narrative							
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	a Visualizing	b <u>Inferring</u>	С	Predicting	d	Summarizing	
92	is an activity w them more carefully.	where students col	llectively s	hare their ide	as before o	considering so	me of
	a Brainstorming	b Summarizing	g c	Evaluating	d	Planning	
5	The teacher who starts		ation of a	rule followed	by exampl	les in which th	e rule
	is applied resorts to		С	in du ativo		de du ative	
	a formal	b declarative		inductive	u	deductive	
02	Ali sometimes spends a them after him. This a		deling diff	icult words fo	or his stude	ents, and they	repeat
	a acting	b miming	С	dictating	d	choral drilling	z
)3)	Which of the following		ng student		rviow of th		
נפי	going into specific deta	· · ·	ng student	s with an ove	rview of th	ie subject belo	re
	a unknown-to-known						
	b known- to-unknow	n sequencing					
	c whole-to-part sequ	1 0					
	d part-to-whole sequ						
07	They give further info	rmation that expl	ains and e	xpands the to	pic of the <b>j</b>	paragraph. Th	ey ar
07	They give further infor referred to as:	N N		xpands the to	pic of the <b>j</b>	paragraph. Th	ey ar
	a main ideas	b controlling ic	leas c	unrelated ser	ntences d	supporting se	ntence
	referred to as:	b controlling ic lip from YouTube d asks students to t." The teacher he	leas c e in Englis o think abo	unrelated ser h to her stude out what is go	ntences d ents. Then, ing to hap	supporting se	ntence ter
)8)	referred to as: a main ideas "The teacher plays a chevery few sentences and speaker might say nexts a detecting signposts b predicting content c guessing the meanind d listening for gist An ESL teacher gives s	b controlling ic lip from YouTube d asks students to t." The teacher he ng students a task in	deas c e in Englis o think abo ere is train which the	unrelated ser h to her stude out what is go ing students o y have to dec	ntences d ents. Then, ing to hap on	supporting se , she pauses aft pen or what th general meani	ntence ter ne
)8)	referred to as: a main ideas "The teacher plays a chevery few sentences and speaker might say next a detecting signposts b predicting content c guessing the meanid d listening for gist An ESL teacher gives so the text. The teacher's	b controlling ic lip from YouTube d asks students to t." The teacher he ng students a task in	deas c e in Englis o think abo ere is train which the	unrelated ser h to her stude out what is go ing students o y have to dec	ntences d ents. Then, ing to hap on	supporting se , she pauses aft pen or what th general meani	ntence ter ne
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08	referred to as: a main ideas "The teacher plays a chevery few sentences and speaker might say nexts a detecting signposts b predicting content c guessing the meanid d listening for gist An ESL teacher gives a the text. The teacher's a listening for gist b listening for specific	b controlling ic lip from YouTube d asks students to t." The teacher he ing students a task in objective of this t	deas c e in Englis o think abo ere is train which the	unrelated ser h to her stude out what is go ing students o y have to dec	ntences d ents. Then, ing to hap on	supporting se , she pauses aft pen or what th general meani	ntence ter ne
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)8)	referred to as: a main ideas "The teacher plays a construction of the teacher plays and the teacher plays and the teacher of	b controlling ic lip from YouTube d asks students to t." The teacher he ang students a task in objective of this t ic information ing from context guage teaching re assages: essing	deas C e in Englis o think abo ere is train which the rask is mal	unrelated ser h to her stude out what is go ing students of y have to deck	ntences d ents. Then, ing to hap on	supporting se she pauses aft pen or what th general meani	ntence ter ne
08	referred to as: a main ideas "The teacher plays a clevery few sentences and speaker might say next a detecting signposts b predicting content c guessing the meanid d listening for gist An ESL teacher gives s the text. The teacher's a listening for gist b listening for specified c listening for details d deducing the mean An important skill langunderstand reading para a phonological proce b vocabulary recogni	b controlling ic lip from YouTube d asks students to t." The teacher he is students a task in objective of this t ic information ing from context guage teaching re assages: assing ition	deas C e in Englis o think abo ere is train which the rask is mal	unrelated ser h to her stude out what is go ing students of y have to deck	ntences d ents. Then, ing to hap on	supporting se she pauses aft pen or what th general meani	ntence ter ne
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	a <u>summarizing</u>	b extracting	c discussing	d predicting
23	<ul> <li>a to always ask</li> <li>b to guess its m</li> <li>c to ask a class</li> </ul>	ng a word, a student doe the teacher about its mean teaning using context clues mate about what it means k it up in a dictionary	ning	a text, it is best for him:
24)	grammatical patt	g activities, the students a erns	No No	
	a free	b open	c guided	d controlled
28	are real o vocabulary? a <u>Realia</u>	b T-chart	students better und	d Scaling
	<ul><li>b Students will</li><li>c Students will</li></ul>	be able to appreciate Engl be able to understand the be able to value phonetics be able to use present tens	writing process. and phonology.	12 12 12 12 15 15 15 15
	Closed-ended que	estions are designed to:		
52	a encourage crea	ativity b discuss argume	ents c <u>ensure obj</u>	ectivity d express opinions
32	What type of lear			urse, the student will be able to
33	What type of lear name three mann a Evaluation Which of the follo the past simple te a will be able to b will be able to c will know wh	ning objective is this? [B ers of articulation]. b <u>Knowledge</u>	y the end of this con C Application te behavioral object sson, students ctly. le tense. ense.	urse, the student will be able to
	What type of lear name three mann a Evaluation Which of the follow the past simple te a will be able to b will be able to c will know wh d will realize the One downside of a they overcom b they can be up c they offer flear	ning objective is this? [B bers of articulation]. b Knowledge owing is the most adequa nse? By the end of the less o use the past simple corre o understand the past simple the not use the past simple t	y the end of this con C Application te behavioral object sson, students ctly. le tense. le tense. le tense. resources is that n.	urse, the student will be able to n d Comprehension



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154	Explaining learning objectives to students at the beginning of the semester serves many purposes. However, it is not for the purpose of
	a assuring students that everyone has equal access to the curriculum.
	b motivating students to take imitative and self - learn.
	c having students be clear on what is expected of them in class.
	d implying that the curriculum is fixed, and students' suggestions will be ignored.
155	Learners' ability to combine previous experiences with new materials in order to produce a whole new structure is known as:a applicationb applicationc evaluationd synthesis
159	When learners learn a second language because they are interested in the people and culture represented by the target language group, they are described as beinga intrinsically motivated
	b extrinsically motivated
	c integratively motivated
	d instrumentally motivated
160	Motivation that arises as a result of the student's desire to gain a social or an economic reward is referred to as motivation
	a intrinsic b integrative c instrumental d psychological
161	<ul> <li>No matter how good the textbook used for class is, it will never be perfect for each teacher or learning objective. Therefore, a teacher must: <ul> <li>a use other better sources instead of the book.</li> <li>b use the textbook as given without adaptation.</li> <li>c modify and supplement according to each lesson.</li> <li>d adjust the students learning to the textbook content.</li> </ul> </li> </ul>
162	A learning should be observable and measurable.
	a <u>objective</u> b module c session d lesson
163	Rewrite the following passage in the past simple:         (I am running towards you, but you are bolting in the opposite direction. They are hurtling towards us, from the edge of the field. Liam runs away from the wooded area, on the far side of the football pitch, but Amy sees him coming and gets out of the way.)         The previous question is an example of writing         a free       b controlled       c unrestricted       d semi-guided
164	Activities that require students to use procedures to solve tasks are used to measure a learning
	objective which is calleda applicationb evaluationc designingd analyzing
	A clear statement that describes competences that students should possess at the end of
165	instruction is referred to as

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166	An effective way to o	correct speaking mistak	es is to:	
	a wait for the stud	ent to finish speaking and	l then list all of the studer	nts' errors.
	b stop the student	mid-sentence and correct	the error immediately.	
	c praise the comm	ent and repeat the utteran	ce correctly.	
	d simply not ment	ion it so as not to embarra	ass the student.	
168	If students written w	ork contains errors in 1	nultiple grammatical ar	ceas, it is best to
Ø,	a give the student	a different and easier task	to write	
	b mark all the mist	takes and ask the student	to correct them	
	c ask the student to	o write the task again and	be more careful	
	d mark one gramm	natical area and ask the st	udent to make corrections	<u>s</u>
176	is the inform lesson or activity.	nation that a teacher re	ceives from students ab	out their reactions to a
	a Curricula	b <u>Feedback</u>	c Lesson plan	d Course book
192	is a lesson ste occurs at the end of	-	s reviewed, and learnin	g is reinforced. It normally
	a Introduction	b Presentation	c <u>Consolidation</u>	d Circulation
193	Tasks and activities	for each of stage of a les	son are called:	
	a procedures	b teaching aids	c teaching aids	d interaction patterns
194	The purpose of the '	'lead-in'' is	ne ne ne	
	a developing learn			
	b developing learn	ers' accuracy		
	c practicing the la			
		opic of the lesson		





195	Whaabb control of the second s	nen someone learns a intrinsic motivatio integrative motiva <u>extrinsic motivatio</u> explicit motivatior	tion o <u>n</u>	ill acad	demic requirements,	he/sł	ne is said to have
196	it is	motivation is a s interesting and sa Intrinsic	an inner drive for stude tisfying in itself b Extrinsic	nts to c	<b>engage in an activi</b> Intensive	ty for d	<b>its own sake because</b> Exhaustive
200	lea	ring a speaking activ rner's mistake is an e L1 transfer	ity, one of the learners sa xample of b simplification		here are two childs of mixed language	eating d	ice cream." The
203		nat learners are exped procedure	ted to do after carrying of b Warm-up activity		activity or an exerci preparation	se is o	called learning outcomes
208		bsite that you want to The extent to whic Whether it offers a The content of the	s an extremely important o use as an online learning th it provides videos and a placement test to measu website and its appropri- sign of the website that n	g resou graph ire stu atenes	<b>irce for your studen</b> ics dents' level <u>as for their learning</u>		ng and evaluating a
212	Lea a b c d	shared only with s communicated to l	lly between the teacher a taff members upon cours <u>earners prior to and duri</u> y after course completion	se com <u>ng tea</u>	pletion.		
214	Giv a b c d	increase their moti decrease their mot delay their develop	portunities to personalize vation for learning ivation for learning oment of self-regulation ne dependent learners	e their	course's learning of	ojectiv	ves can
215	tim	e was used to deepen	earning material to his st students understanding d by him. Mr. Ali used a	throug pedage	gh discussion with po	ers, a	and problem-solving learning.
		traditional	b blended	C		u	flipped
216	a	of the following are a	b blended action verbs that can be u b plan				hinking, except for
216 218	a All a	of the following are a	action verbs that can be u	c c c c c c c	measure higher leve assess	el of t	hinking, except for

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231			ents collect samples of their	works to track their
	a performance assess			
	b task based assessme			
	cportfolio assessmendself-assessment			N N N
232	Assessment that is needed	d prior to instruction is	known as assess	sment.
5	a formative	b summative	c <u>diagnostic</u>	d normative
238	A test that aims to assign	language learners to th	eir suitable program is cal	led test
_	a diagnostic	b <u>a placement</u>	c a proficiency	d an achievement
243	A test that predicts a per	son's future success in l	earning a foreign/ second la	anguage is called test.
245	a an aptitude	b a diagnostic	c a placement	d <u>a proficiency</u>
244	<ul> <li>The assessment that mon</li> <li>a a summative evaluation</li> <li>b an aptitude assessment</li> <li>c <u>a formative assessment</u></li> <li>d a placement evaluation</li> </ul>	ation lent <u>nent</u>	and provides ongoing feed	oack is called
245	enough by giving him		English. It is best to make s	in the interior
	a progress test	b a diagnostic	c <u>a proficiency test</u>	d an attainment
246	Testing has an impact onaimplementation	teaching and learning v b summation	whether negative or positiv	e which is referred to as: d reflection
252	Mr. Ibrahim uses a fill-in of the following terms bes	0		edge of verb tenses. Which
	a Subjective	b Holistic	c Performance	d <u>Objective</u>
258				word to make a meaningfunts provide their own. What does not be their own what does not be the test does not be test does n
260	The extent to which the a	ssessment task consister	ntly yields the same results	•
200	a Validity	b Intensity	C Reliability	d variability
261	<ul> <li>the writing task, she give following is the rubric's p</li> <li>a It allows the ELLs</li> <li>b It makes clear to stu</li> <li>c It offers useful feed</li> </ul>	s each student a copy of primary benefit for the I to monitor their own pe	rformance over a span of ast which their work will b arding error correction.	ch section. Which of the time.
262	When any assessment tas a validity	b reliability	c regularity	d consistency

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	a	ich of the following help language teachers assess complicated tasks such as speaking and writing?RubricsbSurveyscAnswer keysdQuestionnaires
6	An	assessment that evaluates students' learning at the end of a module or program is known as:
ح	a	formative assessment
	b	diagnostic assessment
	c	continuous assessment
	d	summative assessment
2		vhich of the following teaching methods is the class taught in Arabic with little active use of Jish?
	a	the informal method
	b	the inductive method
	c	the communicative method
	d	the grammar translation method
74	Wha	ich of the following language teaching methods is most closely aligned to the behaviorist theory? the natural method
	b	the silent way method
	c	the Audio-lingual method
	d	the communicative method
75	The	e direct method places emphasis on
5	a	translation <b>b</b> memorization <b>c</b> the first language <b>d</b> <u>the target language</u>
30	Bef	ore planning a lesson, it is important to consider a number of factors. One of these factors is
	a	deciding the time allocated to each lesson
	b	setting a proper grading system for each activity
	c	designing task that can measure students understanding for the lesson
	d	understanding the educational and cultural background of the students
	XX/L	ich of the following teaching theories is based on the coordination of language and bodily
21		
1		vements to motivate students to react to verbal input?
1		
81	mov	vements to motivate students to react to verbal input?
31	a	vements to motivate students to react to verbal input? The monitor model
31)	a b	The natural approach
	mov a b c d	The natural approach <u>Total physical response</u>
	mov a b c d	The natural approach <u>Total physical response</u> Dogme language teaching
94	a b c d Son a	rements to motivate students to react to verbal input?         The monitor model         The natural approach         Total physical response         Dogme language teaching         me academic believe that is the fifth language skill that is crucial in learning language.         semantics       b linguistics         c       literature       d culture
4	a b c d Son a	vements to motivate students to react to verbal input?         The monitor model         The natural approach <u>Total physical response</u> Dogme language teaching         ne academic believe that is the fifth language skill that is crucial in learning language.
	mov a b c d Som a Tea	rements to motivate students to react to verbal input?         The monitor model         The natural approach <u>Total physical response</u> Dogme language teaching         ne academic believe that is the fifth language skill that is crucial in learning language.         semantics       b linguistics         c literature       d culture         ching students to reflect and develop self- awareness will help them become
94	mov a b c d Son a Tea a	rements to motivate students to react to verbal input?         The monitor model         The natural approach         Total physical response         Dogme language teaching         ne academic believe that is the fifth language skill that is crucial in learning language.         semantics       b linguistics         c literature       d culture         ching students to reflect and develop self- awareness will help them become

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298	Thinking critically in a language learning classroom can occur when students         a         memorize new word
	<ul> <li><u>evaluate various propositions</u></li> <li>simply learn grammatical rules</li> </ul>
	d copy written material from the blackboard
300	Which of the following would be a characteristic feature of the Audiolingual method? a <u>Use of dialogues with picture strips</u>
	b Prioritizes explicit grammar teaching
	c Focus on grammar via inductive instruction
	d Focus on vocabulary through drills and repetition
311	The instructional environment in which the focus is the language itself. The only goal for the teacher is to make sure that students are taught vocabulary and grammar.
	a <u>structure-based</u> b communicative c content-based d task-based
313	TESOL draws on theories of to create better lesson plans and aim for more affective
_	teaching
	a L1 acquisition
	b minimalist grammar c cognitive development
	<ul> <li><u>cognitive development  </u></li> <li>morpho syntactic interface</li> </ul>
319	Scaffolding can make language input morea difficultb challengingc complicatedd comprehensible
322	The current dominant approach in TESOL is the which states that conveying meaning is the primary purpose of language.
	a direct method
	b audio lingual
	c communicative method
	d grammar translation method
324	The view of an ideal English teacher is evolving. Today determining the quality of an ESL teacher is
	a entertainment ability
	<ul> <li>being a native speaker of English</li> <li><u>linguistic and intercultural competence</u></li> </ul>
328	Shy students my feel more motivated if they are engaged in activities.a differentb challengingc warming upd group-based
330	<ul> <li>Choral drilling is a feature of the:</li> <li>a Direct method of language teaching</li> </ul>
	b Situational method of language teaching
	C Audio lingual method of language teaching
	<ul> <li><u>Audio-lingual method of language teaching</u></li> <li>Grammar-Translation method of language teaching</li> </ul>

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أكثر من 25 عامًا في خدمة الطلاب والمعلمين A teacher should act as a ..... in the classroom. 331 source of information passive observer b a facilitator d supervisor For the student to continue learning a language they should be: 333 critical learners b guided learners dependent learners C d independent learners ..... is teaching strategy where the teacher assists learners with variables in the form of a 339 ladder where he can add or remove some variables, so that learners gain confidence in their learning abilities. a Role play Lecturing b Scaffolding Cooperative learning d As an activity, an ESOL teacher has the ELLs listen to a recording of short dialogue between two 342 native speakers of English. After initially listening to the dialogue, the teacher replays it and stops after each line in the dialogue so the ELLs can repeat it in unison. The activity is most consistent with the key characteristics of communicative language teaching a the language experience approach b C the grammar-translation method d the audiolingual method In ....., language is presented through interesting topics which help increase leaners knowledge 346 of the world as well as provided rich context for language learning. a grammar translation method b content-based instruction competency-based teaching d deductive approach The learning style in which a learner learns better using pictures and images is: 350 social learning c interactive learning d auditory learning **b** visual learning Learners who acquire knowledge on their own and develop the ability for enquiry and critical 351 evaluation are considered ..... d independent a dependent **b** introverted cooperative Nowadays, most Saudi universities combine a face-to-face classroom withe-learning. This is known as: 352 a flipped learning blended learning b interactive learning conventional learning d

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 353
 Generally, the communicative teaching method works best with ...... students

 a anxious
 b nervous
 c introverted
 d extroverted

 354
 Age, personality, and experience are considered ...... factors that can influence L2 learners' acquisition of English

a socio-cultural	b psychomotor	c <u>individual</u>	d affective	



ப்ப	الانحا	ب اللغة	فمر	ื่มเลด	عة ال	الاخد

سلسلة بالبيد التعليمية أكثر من 25 عامًا في خدمة الطلاب والمعلمين



2)	a	e communicative tea anxious	b nervous	best w	vith students	s d	extroverted
4	Wh		heories argues that lang	guage le			
J		oit formation?			8		
	a	The Innatist Theory	У				
	b	The Cognitivist Th	neory				
	C	The Behaviorist Th					
	d	The Sociocultural	Theory	5/15			
6)	Acc		what kind of input neces				
	a	Comprehensible	b Conversational	C	Entertainable	d	Instructional
7	Wh		heories claims that we a	are born	n with a built-in dev	vice to a	acquire language?
)	a	The Innatist Theory	У				
	b	The Behaviorist Th	•				
	C	The Constructivist					
	d	The Environmenta	list Theory				
3	Wh	nich of the following r	efers to the process in <b>v</b>	which ce	ertain aspects of lar	nguage	are learned
1		orrectly and cannot b	e unlearned or replaced	d by the			Conomization
	inco a	orrectly and cannot b Fossilization	be unlearned or replaced b Lateralization	d by the	Memorization		Generalization
	inco a The	orrectly and cannot b <u>Fossilization</u> e language produced	be unlearned or replaced b Lateralization by a second language le	d by the	Memorization		
	inco a The	orrectly and cannot b Fossilization e language produced ond language is refer	be unlearned or replaced b Lateralization by a second language le	d by the	Memorization		ces of his first and
	inco a The seco a	orrectly and cannot b <u>Fossilization</u> e language produced ond language is refer input	b Lateralization b Lateralization by a second language le red to as: b intake	d by the c earner a c	Memorization and which may have interlanguage	e featur	res of his first and multilanguage
	inco a The seco a Acc	orrectly and cannot b <u>Fossilization</u> e language produced ond language is refer input cording to the Affectiv	be unlearned or replaced b Lateralization by a second language le red to as:	d by the c c arner a c ich of th	Memorization and which may have interlanguage	e featur	res of his first and multilanguage
	inco a The seco a Acc	orrectly and cannot b <u>Fossilization</u> e language produced ond language is refer input cording to the Affectiv	<ul> <li>b Lateralization</li> <li>b Lateralization</li> <li>by a second language lered to as:</li> <li>b intake</li> <li>ve Filter hypothesis whith</li> </ul>	d by the c c arner a c ich of th	Memorization and which may have interlanguage	e featur	res of his first and multilanguage
	inco a The seco a Acc the a Kra	orrectly and cannot b <u>Fossilization</u> e language produced ond language is refer input cording to the Affectiv learner's perfection of Anxiety ashen suggests that le	<ul> <li>b Lateralization</li> <li>b Lateralization</li> <li>b a second language lered to as:</li> <li>b intake</li> <li>ve Filter hypothesis white of learning a language?</li> <li>b Depression</li> <li>carners acquire language</li> </ul>	d by the c earner a c ich of th c e best b	Memorization and which may have interlanguage are following variable Peer pressure by understanding la	e featur d les can d	res of his first and multilanguage positively influence Self-confidence
	inco a The seco a Acc the a Kra bey	orrectly and cannot b <u>Fossilization</u> e language produced b ond language is referring input cording to the Affective learner's perfection of Anxiety ashen suggests that learner leve	b Lateralization by a second language le red to as: b intake ve Filter hypothesis whi of learning a language? b Depression earners acquire languag rel of competence. This i	d by the c earner a c ich of th c e best b	Memorization and which may have interlanguage are following variable Peer pressure by understanding la	e featur d les can d	res of his first and multilanguage positively influence Self-confidence
	inco a The seco a Acc the a Kra	orrectly and cannot b <u>Fossilization</u> e language produced b ond language is referring input cording to the Affective learner's perfection of Anxiety ashen suggests that leave the Affective Filter	b Lateralization by a second language le red to as: b intake ve Filter hypothesis whi of learning a language? b Depression earners acquire languag rel of competence. This is r Hypothesis	d by the c earner a c ich of th c e best b	Memorization and which may have interlanguage are following variable Peer pressure by understanding la	e featur d les can d	res of his first and multilanguage positively influence Self-confidence
	inco a The seco a Acc the a Kra bey	orrectly and cannot b <u>Fossilization</u> e language produced b ond language is referring input cording to the Affective learner's perfection of Anxiety ashen suggests that leave the Affective Filtering the Natural Order I	b Lateralization by a second language le red to as: b intake ve Filter hypothesis whi of learning a language? b Depression earners acquire languag rel of competence. This is r Hypothesis Hypothesis	d by the c earner a c ich of th c e best b	Memorization and which may have interlanguage are following variable Peer pressure by understanding la	e featur d les can d	res of his first and multilanguage positively influence Self-confidence
) ) )	inco a The seco a Acco the a Kra bey a	orrectly and cannot b <u>Fossilization</u> e language produced for ond language is referring input cording to the Affective learner's perfection of Anxiety ashen suggests that leave the Affective Filtering the Natural Order I the Monitor Hypot	b Lateralization by a second language le red to as: b intake ve Filter hypothesis whi of learning a language? b Depression earners acquire languag rel of competence. This is r Hypothesis Hypothesis hesis	d by the c earner a c ich of th c e best b	Memorization and which may have interlanguage are following variable Peer pressure by understanding la	e featur d les can d	res of his first and multilanguage positively influence Self-confidence
) ) )	incc a The secc a Acc the a Kra bey a b	orrectly and cannot b <u>Fossilization</u> e language produced b ond language is referring input cording to the Affective learner's perfection of Anxiety ashen suggests that leave the Affective Filtering the Natural Order I	b Lateralization by a second language le red to as: b intake ve Filter hypothesis whi of learning a language? b Depression earners acquire languag rel of competence. This is r Hypothesis Hypothesis hesis	d by the c earner a c ich of th c e best b	Memorization and which may have interlanguage are following variable Peer pressure by understanding la	e featur d les can d	res of his first and multilanguage positively influence Self-confidence
0) 1) 3)	incc a The secc a Acc the a Kra bey a b c d	orrectly and cannot b <u>Fossilization</u> e language produced for ond language is referring input cording to the Affective learner's perfection of Anxiety ashen suggests that leave the Affective Filtere the Natural Order I the Monitor Hypothese e understanding of th	b Lateralization by a second language le red to as: b intake ve Filter hypothesis whi of learning a language? b Depression carners acquire languag rel of competence. This is r Hypothesis Hypothesis hesis sis	d by the c arner a c ich of th c e best b refers to	Memorization and which may have interlanguage the following variable Peer pressure by understanding laters	e featur d les can d inguage	res of his first and multilanguage positively influence Self-confidence e that is slightly
) 1) 3)	incc a The secc a Acc the a Kra bey a b c d	orrectly and cannot b <u>Fossilization</u> e language produced for ond language is referring input cording to the Affective learner's perfection of Anxiety ashen suggests that leave the Affective Filterering the Natural Order I the Monitor Hypothese the Input Hypothese	b Lateralization by a second language le red to as: b intake ve Filter hypothesis whi of learning a language? b Depression carners acquire languag rel of competence. This is r Hypothesis Hypothesis hesis sis	d by the c arner a c ich of th c e best b refers to	Memorization and which may have interlanguage the following variable Peer pressure by understanding laters	e featur d les can d inguage	res of his first and multilanguage positively influence Self-confidence e that is slightly
0 1 3	incc a The secc a Acc the a Kra bey a b b c d The	orrectly and cannot b <u>Fossilization</u> e language produced for ond language is referring input cording to the Affective learner's perfection of Anxiety ashen suggests that leave the Affective Filtere the Natural Order I the Monitor Hypothese e understanding of th	b Lateralization by a second language le red to as: b intake ve Filter hypothesis whi of learning a language? b Depression carners acquire languag rel of competence. This is r Hypothesis thesis sis thesis sis	d by the c arner a c ich of th c e best b refers to	Memorization and which may have interlanguage the following variable Peer pressure by understanding laters	e featur d les can d inguage	res of his first and multilanguage positively influence Self-confidence e that is slightly
0) 1) 3)	incc a The secc a Acc the a Kra bey a b b c d The a	orrectly and cannot b <u>Fossilization</u> e language produced for ond language is referring input cording to the Affective learner's perfection of Anxiety ashen suggests that leave the Affective Filtere the Natural Order If the Monitor Hypote the Input Hypothese e understanding of the linguistic competer	b Lateralization by a second language le red to as: b intake ve Filter hypothesis whi of learning a language? b Depression earners acquire languag rel of competence. This is r Hypothesis hesis sis thesis sis	d by the c arner a c ich of th c e best b refers to	Memorization and which may have interlanguage the following variable Peer pressure by understanding laters	e featur d les can d inguage	res of his first and multilanguage positively influence Self-confidence e that is slightly



a overextension b positive transfer	C	negative transfer	d	overgeneralization
Student: We swimmed in the ocean last week.Teacher: Do you know where your mistake is?Student: NoThe student's mistake here is linked to his/her lingastrategybpsychology	guisti	ic competence	d	performance
<ul> <li>The notion that the ability acquire language biolog</li> <li>a Stephen Krashen's theory</li> <li>b Multilingualism</li> <li>c Interlanguage</li> <li>d <u>The critical period hypothesis</u></li> </ul>	gicall	y linked to Age is cal	led	ی جن م بر جن م
is called:	Ū	هن هن	nciple	بن فن م
a <u>Universal Grammar</u> b Systemic Grammar	С	Input Hypothesis	d	Competition Model
			alled	
a mastery b performance	C	proficiency	d	competence
	sitio	n, L2 input is enough	to st	imulate language
a <u>Innatist</u> b Cognitive	c	Behaviorist	d	Connectionist
			n sing	gular in English, yet
	ares	the target language (	o the	learner's native
The second language acquisition theory that comp language is referred to as	C	error analysis	d	automaticity
a contrastive analysisb interlanguage	С	error analysis	d	5
language is referred to as			pme	
	Teacher: Do you know where your mistake is?         Student: No         The student's mistake here is linked to his/her ling         a strategy       b psychology         The notion that the ability acquire language biolog         a Stephen Krashen's theory         b Multilingualism         c Interlanguage         d The critical period hypothesis         The linguistic theory which suggests that all language is called:         a Universal Grammar       b Systemic Grammar         The system of linguistic knowledge possessed by sp         a mastery       b performance         " refers to the use of language from the pomake, the constraints they encounter in using language has on other participants in the act of contained a Linguistic Competence         b Pragmatic Competence         c Interpersonal Competence         d Intrapersonal Competence         a Innatist       b Cognitive         When a language learner is aware of the grammat utters the following sentence, "He run fast!", we sa         a has performance, but lacks competence         b has both performance and competence	Teacher: Do you know where your mistake is?         Student: No         The student's mistake here is linked to his/her linguisti         a strategy       b psychology       c         The notion that the ability acquire language biologicall         a Stephen Krashen's theory       b         b Multilingualism       c         c Interlanguage       d         d The critical period hypothesis         The linguistic theory which suggests that all languages is called:         a Universal Grammar       b Systemic Grammar         c The system of linguistic knowledge possessed by speaked         a mastery       b performance         c " refers to the use of language from the point of make, the constraints they encounter in using language language has on other participants in the act of commutation and the performance         b Pragmatic Competence       c         c Interpersonal Competence       c         d Intrapersonal Competence       c         d Intrapersonal Competence       c         d Innatist       b Cognitive       c         When a language learner is aware of the grammatical outters the following sentence, "He run fast!", we say the a has performance, but lacks competence         b has both performance and competence       b has both performance <td>Teacher: Do you know where your mistake is?         Student: No         The student's mistake here is linked to his/her linguistic</td> <td>Teacher: Do you know where your mistake is?         Student: No         The student's mistake here is linked to his/her linguistic</td>	Teacher: Do you know where your mistake is?         Student: No         The student's mistake here is linked to his/her linguistic	Teacher: Do you know where your mistake is?         Student: No         The student's mistake here is linked to his/her linguistic

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406	attri	enage learner's dif buted to:						e is most likely
	a	physical difficulti	es b	learning disabi	lities 🙂	self-conscious	ness d	stress
407		ed on the model of munication breako	lown is		tence, the 	ability of a lang	guage leari	ner to repair
	a	linguistic compet	ence					
	b	sociolinguistic co	ompete	ence				
	C	discourse compet	tence					
	d	strategic compete	ence					
408	Whi a	ch of the following input hypothesis	theor	ies explains cons	cious erro	r correction du	ring oral I	2 production?
	b	monitor hypothes	sis					
	c	affective filter hy	pothes	sis				
	d	natural order hyp	othesi	S				
411	hypo lang	shen's famous Mor otheses. One of the uage in children fr othesis is the Input Hypothesis	se hyp om the	otheses distingui	ishes the s	ubconscious pro	ocess of ac	quiring a first
	b	Input Hypothesis		سی سی				
	C	Affective filter h						
	d	Acquisition vs. L	earnin	g Hypothesis				
12	Whi a	ch of the following Language learner exposure						anguage acquisition? ge amount of
	b	Language learner	s acqu	ire linguistic fea	atures in a	predictable an	d systema	tized sequence
	c	Language learnin	ig take	s place when lea	arners into	eract with more	knowled	geable people within
		their zone of proz			100	1000 10	P in	P in P in
	d	Language learnin methods of instru	0	ore successful 1	f a teache	r chooses induc	ctive, rathe	er than deductive,
10	A sil	lent period is a tim		learners	1	///////////////////////////////////////		
413	a	process language						
	b	learn self-confide						
	c	study the languag						
	d	increase interacti	-					
_					an leann	nia anal mafiat	44.000	and he asternational a
415		factors			on learne		XD	e can be categorized a
	a	cognitive	b	linguistic	C	affective	d	social
416	usua		-			U	0	e first language whic cquired. This term is
				attrition		retention		acquisition

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417	intersentential relation			
	a <u>Discourse comp</u>			
	b Strategic competition			
	<ul> <li>Pragmatic comp</li> <li>Sociolinguistic c</li> </ul>			
	8	-		
419				
8	anonyms	b hyponyms	c homophones	d homographs
420			فينه طرار الأراز	ینہ طن طن د
	a aphthong	b <u>diphthong</u>	c triphthong	d monophong
424			peaker seem to be particul aw him smoking yesterday'	
	a <u>quality</u>	b manner	c relation	d quantity
427)	What do we call langu many people?	age that were originally	pidgins, but over time have	e become the first language o
	a pidgins	b <u>creoles</u>	c dialects	d vernaculars
429	The clause in the sente	ences "Noura is working	on her homework" is	· me me m
	a interrogative	b exclamative	c <u>declarative</u>	d imperative
132)	<ul><li>a Teaching Englis</li><li>b Testing of Engli</li></ul>	h which stands for h to students in other lev sh to speakers of other la h to speakers of other la	vels anguage	ین محرن محرن م برز هرز هرز م
432	<ul> <li>a Teaching Englis</li> <li>b Testing of Engli</li> <li>c Teaching Englis</li> </ul>	h to students in other lev	rels anguage <u>nguages</u>	''
	<ul> <li>a Teaching Englis</li> <li>b Testing of Engli</li> <li>c Teaching Englis</li> <li>d Testing of Engli</li> </ul>	h to students in other lev sh to speakers of other la <u>h to speakers of other la</u>	vels anguage nguages anguage	ین حین حین بن حین حین
	<ul> <li>a Teaching Englis</li> <li>b Testing of Engli</li> <li>c Teaching Englis</li> <li>d Testing of Engli</li> </ul>	h to students in other lev sh to speakers of other la <u>h to speakers of other lan</u> sh as a second or other la	vels anguage nguages anguage	d minimal pairs
433	<ul> <li>a Teaching Englis</li> <li>b Testing of Engli</li> <li>c <u>Teaching Englis</u></li> <li>d Testing of Engli</li> <li>/t/, /t /and/t/ in tuck, h</li> <li>a <u>allophones</u></li> </ul>	h to students in other lev sh to speakers of other la <u>h to speakers of other lan</u> sh as a second or other la <b>its and slept are called</b> b allomorphs	vels anguage anguages anguage © minimal sets	d minimal pairs
433	<ul> <li>a Teaching Englis</li> <li>b Testing of Engli</li> <li>c <u>Teaching Englis</u></li> <li>d Testing of Engli</li> <li>/t/, /t /and/t/ in tuck, h</li> <li>a <u>allophones</u></li> </ul>	h to students in other lev sh to speakers of other la <u>h to speakers of other lan</u> sh as a second or other lan <b>its and slept are called</b>	vels anguage anguages anguage © minimal sets	<ul><li>d minimal pairs</li><li>d phones</li></ul>
433	<ul> <li>a Teaching Englis</li> <li>b Testing of Engli</li> <li>c Teaching Englis</li> <li>d Testing of Engli</li> <li>/t/, /t /and/t/ in tuck, h</li> <li>a allophones</li> <li>In phonology, 'cat and a minimal pair</li> <li>The underlined words</li> </ul>	h to students in other lev sh to speakers of other la <u>h to speakers of other lan</u> sh as a second or other la <b>its and slept are called</b> b allomorphs d mat' are known as b minimal set s in the following sentence	rels anguage anguages anguage c minimal sets c allophones e are called	بر مرر مرر
433	<ul> <li>a Teaching Englis</li> <li>b Testing of Engli</li> <li>c Teaching Englis</li> <li>d Testing of Engli</li> <li>/t/, /t /and/t/ in tuck, h</li> <li>a allophones</li> <li>In phonology, 'cat and a minimal pair</li> <li>The underlined words</li> </ul>	h to students in other leve sh to speakers of other land h to speakers of other land sh as a second or other land its and slept are called b allomorphs d mat' are known as b minimal set	rels anguage anguages anguage c minimal sets c allophones e are called	بر مرر مرر
432 433 434 435	<ul> <li>a Teaching Englis</li> <li>b Testing of Engli</li> <li>c Teaching Englis</li> <li>d Testing of Engli</li> <li>d Testing of Engli</li> <li>/t/, /t /and/t/ in tuck, h</li> <li>a allophones</li> <li>In phonology, 'cat and a minimal pair</li> <li>The underlined words (The package that is o a Noun clause</li> </ul>	h to students in other levelsh to speakers of other latents in the speakers of other latents is a second or other latents and slept are called b allomorphs d mat' are known as b minimal set s in the following sentences on the floor should be deliged b Adverb clause	<ul> <li>vels</li> <li>anguage</li> <li>anguages</li> <li>anguage</li> <li>c minimal sets</li> <li>c allophones</li> <li>e are called</li> <li>ivered to Sarah)</li> <li>c Adjective clause</li> </ul>	d phones
433) 434 435	<ul> <li>a Teaching Englis</li> <li>b Testing of Engli</li> <li>c Teaching Englis</li> <li>d Testing of Engli</li> <li>d Testing of Engli</li> <li>/t/, /t /and/t/ in tuck, h</li> <li>a allophones</li> <li>In phonology, 'cat and a minimal pair</li> <li>The underlined words (The package that is o a Noun clause</li> </ul>	h to students in other levelsh to speakers of other latents in the speakers of other latents is a second or other latents and slept are called b allomorphs d mat' are known as b minimal set s in the following sentences on the following sentences	<ul> <li>vels</li> <li>anguage</li> <li>anguages</li> <li>anguage</li> <li>c minimal sets</li> <li>c allophones</li> <li>e are called</li> <li>ivered to Sarah)</li> <li>c Adjective clause</li> </ul>	d phones
433 434 435 436	<ul> <li>a Teaching Englis</li> <li>b Testing of Engli</li> <li>c Teaching Englis</li> <li>d Testing of Engli</li> <li>d Testing of Engli</li> <li>/t/, /t /and/t/ in tuck, h</li> <li>a allophones</li> <li>In phonology, 'cat and a minimal pair</li> <li>The underlined words</li> <li>(The package that is of a Noun clause</li> <li>Two or more words the a comparatives</li> </ul>	h to students in other levelsh to speakers of other lates has a second or other lates have been have	vels anguage anguages anguage c minimal sets c allophones e are called ivered to Sarah) c Adjective clause called c collocations	<ul><li>d phones</li><li>d Prepositional Claus</li><li>d clusters</li></ul>
433 434 435 436	<ul> <li>a Teaching Englis</li> <li>b Testing of Engli</li> <li>c Teaching Englis</li> <li>d Testing of Engli</li> <li>d Testing of Engli</li> <li>/t/, /t /and/t/ in tuck, h</li> <li>a allophones</li> <li>In phonology, 'cat and a minimal pair</li> <li>The underlined words</li> <li>(The package that is of a Noun clause</li> <li>Two or more words the a comparatives</li> </ul>	h to students in other levelsh to speakers of other lates has a second or other lates has a second be delivered by a second by a secon	vels anguage anguages anguage c minimal sets c allophones e are called c Adjective clause called	<ul><li>d phones</li><li>d Prepositional Claus</li><li>d clusters</li></ul>
433) 434) 435) 436) 438)	<ul> <li>a Teaching Englis</li> <li>b Testing of Engli</li> <li>c Teaching Englis</li> <li>d Testing of Engli</li> <li>d Testing of Engli</li> <li>/t/, /t /and/t/ in tuck, h</li> <li>a allophones</li> <li>) In phonology, 'cat and a minimal pair</li> <li>) The underlined words</li> <li>(The package that is of a Noun clause</li> <li>) Two or more words the a comparatives</li> <li>) The underlined word</li> <li>a an interjection</li> </ul>	h to students in other levelsh to speakers of other lates has a second or other lates and slept are called b allomorphs d mat' are known as b minimal set s in the following sentence b conjunctions in the following sentence b a conjunction	rels anguage anguages anguage C minimal sets C allophones e are called ivered to Sarah) C Adjective clause called C collocations C an intensifier	<ul> <li>d phones</li> <li>d Prepositional Claus</li> <li>d clusters</li> <li>d a preposition</li> </ul>
433) 434) 435) 436) 438)	<ul> <li>a Teaching Englis</li> <li>b Testing of Engli</li> <li>c Teaching Englis</li> <li>d Testing of Engli</li> <li>d Testing of Engli</li> <li>/t/, /t /and/t/ in tuck, h</li> <li>a allophones</li> <li>) In phonology, 'cat and a minimal pair</li> <li>) The underlined words</li> <li>(The package that is of a Noun clause</li> <li>) Two or more words the a comparatives</li> <li>) The underlined word</li> <li>a an interjection</li> </ul>	h to students in other levelsh to speakers of other lates has a second or other lates and slept are called b allomorphs d mat' are known as b minimal set s in the following sentence b conjunctions in the following sentence b a conjunction	rels anguage anguages anguage c minimal sets c allophones e are called ivered to Sarah) c Adjective clause called c collocations " Ouch! that hurts " is	<ul> <li>d phones</li> <li>d Prepositional Claus</li> <li>d clusters</li> <li>d a preposition</li> </ul>
433	<ul> <li>a Teaching Englis</li> <li>b Testing of Engli</li> <li>c Teaching Englis</li> <li>d Testing of Engli</li> <li>d Testing of Engli</li> <li>/t/, /t /and/t/ in tuck, h</li> <li>a allophones</li> <li>in phonology, 'cat and a minimal pair</li> <li>The underlined words</li> <li>(The package that is of a Noun clause</li> <li>Two or more words the a comparatives</li> <li>The underlined word a an interjection</li> <li>Suffixes, such as -er in a derivational</li> </ul>	h to students in other levelsh to speakers of other lates has a second or other lates have have have have have have have have	vels anguage <u>nguages</u> anguage	<ul> <li>d phones</li> <li>d Prepositional Claus</li> <li>d clusters</li> <li>d a preposition</li> <li>called morphemes</li> <li>d bound morpheme</li> </ul>

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441	The underlined words in the following ser		agii ne thea a t	<u>, 110 00010</u>	in t will the rad	<i>c)</i> I01111
	a an adjective b <u>an adverb</u>	С	a relative	d	a noun	
442	The head of the phrase (an old green b	oox) is	•••••			
172	a Green b An	С	Box	d	Old	
444	The lexical relation that occurs between (	declare) and (	(announce) is	••••		
	a polysemy b antonymy	С	<u>synonymy</u>	d	homonymy	
445)	Vowels are characterized by:					
	a very slight friction in the voice box					
	<ul> <li>b free flow of air in the oral cavity</li> <li>c one fixed tongue for all vowels</li> </ul>					
	d stoppage in the oral cavity					
	The morpheme in the 'fingerprint' is					
446	a <u>Compounding</u> b Clipping	С	Blending	d	Borrowing	
	One of the most common sources of new v	words in Fngl	•	ole in Engl	U	heen
448	adopted from Arabic.	worus in Eng	ish is for examp	ne, in Engr	ish arconor has	been
	a compounding b <u>borrowing</u>	С	blending	d	clipping	
450	(Sara waited for the plane, but the plane	was late.) The	previous state	nent is clas	sified as a/an .	•••••
	sentence					
451	a simple b complex (Reem ate breakfast while Noura went sh	opping) The I	<u>compound</u>		compound-co	+
451	<ul> <li>(Reem ate breakfast while Noura went sh</li> <li>a a simple</li> <li>b <u>a complex</u></li> <li>c a compound</li> </ul>				+	+
451	<ul> <li>(Reem ate breakfast while Noura went sh</li> <li>a a simple</li> <li>b <u>a complex</u></li> <li>c a compound</li> <li>d a compound complex</li> </ul>	opping) The j	previous statem	ent is classi	ified as sentend	re.
	<ul> <li>(Reem ate breakfast while Noura went sh</li> <li>a a simple</li> <li>b <u>a complex</u></li> <li>c a compound</li> <li>d a compound complex</li> <li>A student wrote, '' I was looking to my lost</li> </ul>	opping) The j	previous statem	ent is classi	ified as sentend	re.
	<ul> <li>(Reem ate breakfast while Noura went sh</li> <li>a a simple</li> <li>b <u>a complex</u></li> <li>c a compound</li> <li>d a compound complex</li> </ul>	opping) The p st wallet and	previous statem	ent is classi way. '' Thi	ified as sentend	re. s help
154	<ul> <li>(Reem ate breakfast while Noura went sh</li> <li>a a simple</li> <li>b <u>a complex</u></li> <li>c a compound</li> <li>d a compound complex</li> <li>A student wrote, "I was looking to my log with</li> </ul>	opping) The p st wallet and us C	previous statem the plane took a phrasal verbs	ent is classi way. '' Thi d	ified as sentend s student need transactional	s help verbs
451) 454) 455)	(Reem ate breakfast while Noura went sh         a a simple         b a complex         c a compound         d a compound complex         A student wrote, "I was looking to my low with	opping) The p st wallet and us C	previous statem the plane took a phrasal verbs	ent is classi way. '' Thi d	ified as sentend s student need transactional	s help verbs
454	<ul> <li>(Reem ate breakfast while Noura went shat a simple</li> <li>b a complex</li> <li>c a compound</li> <li>d a compound complex</li> </ul> A student wrote, "I was looking to my look witha adverbs b preposition How does using transitional expressions hat a Provides grammatical structure b Implies language fluency c Improves coherence	opping) The p st wallet and us C	previous statem the plane took a phrasal verbs	ent is classi way. '' Thi d	ified as sentend s student need transactional	s help verbs
454	<ul> <li>(Reem ate breakfast while Noura went shat a simple</li> <li>a complex</li> <li>a compound</li> <li>a compound complex</li> <li>A student wrote, "I was looking to my look with</li></ul>	opping) The p st wallet and us C	previous statem the plane took a phrasal verbs	ent is classi way. '' Thi d	ified as sentend s student need transactional	s help verbs
154	(Reem ate breakfast while Noura went sh         a a simple         b a complex         c a compound         d a compound complex         A student wrote, "I was looking to my los with	opping) The p st wallet and is C ike ''however syllables.	previous statem the plane took a <u>phrasal verbs</u> , although, mor	ent is classi way. '' Thi d eover'' affe	ified as sentend s student need transactional cct a paragrap	s help verbs
454	<ul> <li>(Reem ate breakfast while Noura went shat a simple</li> <li>a a simple</li> <li>a complex</li> <li>a compound</li> <li>a compound complex</li> </ul> A student wrote, "I was looking to my lost witha adverbs <ul> <li>b preposition</li> </ul> How does using transitional expressions life a Provides grammatical structure <ul> <li>b Implies language fluency</li> <li>c Improves coherence</li> <li>d Distracts the reader</li> </ul>	opping) The p st wallet and t is C ike ''however	previous statem the plane took a <u>phrasal verbs</u> , although, mor	ent is classi way. '' Thi d eover'' affe	ified as sentend s student need transactional	s help verbs
.54	(Reem ate breakfast while Noura went sh         a a simple         b a complex         c a compound         d a compound complex         A student wrote, "I was looking to my low with	opping) The p st wallet and is C ike ''however syllables.	previous statem the plane took a <u>phrasal verbs</u> , although, mor	ent is classi away. '' Thi d eover'' affe	ified as sentend s student need transactional cct a paragraph	s help verbs
154	(Reem ate breakfast while Noura went shat a simple b a complex complex compound d a compound complex A student wrote, "I was looking to my look witha adverbs b preposition b preposition b preposition for the structure b implies language fluency comproves coherence d Distracts the reader The word "unbreakable" consists ofa 2 b 3 When two or more sounds do not occur in a minimal pairs	opping) The p st wallet and is C ike ''however syllables.	previous statem the plane took a <u>phrasal verbs</u> , although, mor	ent is classi away. '' Thi d eover'' affe	ified as sentend s student need transactional cct a paragraph	s help verbs
154) 155 158	(Reem ate breakfast while Noura went sh <ul> <li>a a simple</li> <li>b <u>a complex</u></li> <li>c a compound</li> <li>d a compound complex</li> </ul> A student wrote, "I was looking to my low with	opping) The p st wallet and is C ike ''however syllables.	previous statem the plane took a <u>phrasal verbs</u> , although, mor	ent is classi away. '' Thi d eover'' affe	ified as sentend s student need transactional cct a paragraph	s help verbs
154	(Reem ate breakfast while Noura went shat a simple b a complex complex compound d a compound complex A student wrote, "I was looking to my look witha adverbs b preposition b preposition b preposition for the structure b implies language fluency comproves coherence d Distracts the reader The word "unbreakable" consists ofa 2 b 3 When two or more sounds do not occur in a minimal pairs	opping) The p st wallet and is C ike ''however syllables.	previous statem the plane took a <u>phrasal verbs</u> , although, mor	ent is classi away. '' Thi d eover'' affe	ified as sentend s student need transactional cct a paragraph	s help verbs



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	a phoneme	b <u>morpheme</u>	c allophone	d allomorph
57	"able" in the word	portable is called:		
ك	a an affix	b a prefix	c <u>a suffix</u>	d an infix
8	Identify the voiceles	s sound among the followin	ng:	
0	a /b/	b /d/	c /z/	<u>d</u> <u>/p/</u>
$\sim$	Which of the follow	ing words has a different v	owel sound?	
9	a foot	b food	c boom	d bloom
0	The sounds /k/ and a velar	b bilabial	c alveolar	d pharyngeal
				u pharyngea
'1)	A compound word i	tains a predicate		
		1		
		functions a single word		
		of phrase that functions as		
	d <u>a combination</u>	of two or more words that	i runctions as a single wo	<u>210</u>
5		system of vocal symbol		
	a rational	b <u>arbitrary</u>	c logical	d small
		cturally related elements for	a she i she i s	An I An I An I
	<ul> <li>a system of structure</li> <li>b means for estance</li> <li>c medium for period</li> </ul>		nterpersonal relationship	An I An I An I
	<ul> <li>a system of structure</li> <li>b means for estance</li> <li>c medium for period</li> <li>d vehicle for the</li> </ul>	cturally related elements for blishing and maintaining i erforming social transmission expression of functions	nterpersonal relationship ion between individuals	An I An I An I
/8	<ul> <li>a <u>system of struc</u></li> <li>b means for esta</li> <li>c medium for pe</li> <li>d vehicle for the</li> </ul>	cturally related elements for blishing and maintaining i erforming social transmission expression of functions which we communicate is	nterpersonal relationship ion between individuals known as	S
_	<ul> <li>a <u>system of struc</u></li> <li>b means for esta</li> <li>c medium for pe</li> <li>d vehicle for the</li> </ul> The set of signals by <ul> <li>a syntax</li> </ul>	cturally related elements for blishing and maintaining is erforming social transmission expression of functions which we communicate is b language	nterpersonal relationship ion between individuals known as c linguistics	d morphology
_	<ul> <li>a system of structure</li> <li>b means for estance</li> <li>c medium for period</li> <li>d vehicle for the</li> </ul> The set of signals by a syntax is the omega	cturally related elements for blishing and maintaining is erforming social transmission expression of functions which we communicate is b language hission of words in surface so	nterpersonal relationship ion between individuals known as c linguistics	S
_	<ul> <li>a <u>system of struc</u></li> <li>b means for esta</li> <li>c medium for pe</li> <li>d vehicle for the</li> </ul> The set of signals by <ul> <li>a syntax</li> </ul>	cturally related elements for blishing and maintaining is erforming social transmission expression of functions which we communicate is b language hission of words in surface so	nterpersonal relationship ion between individuals known as c linguistics	d morphology
1	<ul> <li>a <u>system of struc</u></li> <li>b means for esta</li> <li>c medium for pead</li> <li>d vehicle for the</li> </ul> The set of signals by <ul> <li>a syntax</li> <li>is the omore non-linguistic core</li> <li>a <u>Ellipsis</u></li> </ul>	cturally related elements for blishing and maintaining is erforming social transmission expression of functions which we communicate is b language hission of words in surface so ntext. b Emphasis	nterpersonal relationship ion between individuals known as c linguistics structure that are otherwite c Blending	d morphology se predictable from linguistic
1	<ul> <li>a <u>system of struc</u></li> <li>b means for esta</li> <li>c medium for peed</li> <li>d vehicle for the</li> </ul> The set of signals by <ul> <li>a syntax</li> <li> is the omor non-linguistic conta</li> <li>a <u>Ellipsis</u></li> </ul> The relationship between the set of signals by	cturally related elements for         blishing and maintaining is         ctore         control         c	nterpersonal relationship ion between individuals known as © linguistics structure that are otherwit © Blending " and "animal" is	d morphology se predictable from linguistic d Backformation
1	<ul> <li>a <u>system of struc</u></li> <li>b means for esta</li> <li>c medium for pead</li> <li>d vehicle for the</li> </ul> The set of signals by <ul> <li>a syntax</li> <li>a syntax</li> </ul> a is the omor non-linguistic con <ul> <li>a <u>Ellipsis</u></li> </ul> The relationship bead <ul> <li>a <u>Hyponymy</u></li> </ul>	cturally related elements for         blishing and maintaining is         cerforming social transmission         expression of functions         which we communicate is         b         language         hission of words in surface sentext.         b         Emphasis         tween the words "creature"         b       Polysemy	nterpersonal relationship ion between individuals known as © linguistics structure that are otherwit © Blending " and "animal" is © Synonymy	d morphology se predictable from linguistic
4	<ul> <li>a <u>system of struc</u></li> <li>b means for esta</li> <li>c medium for pead</li> <li>d vehicle for the</li> </ul> The set of signals by <ul> <li>a syntax</li> <li>a syntax</li> <li>b sthe om</li> <li>c non-linguistic con</li> <li>a <u>Ellipsis</u></li> </ul> The relationship bead <ul> <li>a <u>Hyponymy</u></li> </ul> The words like "cor	cturally related elements for         blishing and maintaining is         erforming social transmission         expression of functions         which we communicate is         b         language         tission of words in surface sentext.         b         Emphasis         tween the words "creature"         b         Polysemy         nmit a suicide", "little boy"	nterpersonal relationship ion between individuals known as © linguistics structure that are otherwite © Blending " and "animal" is © Synonymy ", "make a mistake" are:	d morphology se predictable from linguistic d Backformation d Homonymy
4	<ul> <li>a <u>system of struc</u></li> <li>b means for esta</li> <li>c medium for pead</li> <li>d vehicle for the</li> <li>The set of signals by</li> <li>a syntax</li> <li>a syntax</li> <li> is the omore or non-linguistic core</li> <li>a <u>Ellipsis</u></li> <li>The relationship bead</li> <li>a <u>Hyponymy</u></li> <li>The words like "core</li> <li>a <u>collocations</u></li> </ul>	cturally related elements for         blishing and maintaining is         erforming social transmission         expression of functions         which we communicate is         b         language         tission of words in surface sentext.         b         Emphasis         tween the words "creature"         b         Polysemy         mmit a suicide", "little boy"         b         lexical set	nterpersonal relationship ion between individuals known as © linguistics structure that are otherwite © Blending " and "animal" is © Synonymy ", "make a mistake" are: © lexical words	d morphology se predictable from linguistic d Backformation d Homonymy d compound words
31) 34) 35)	<ul> <li>a system of structure</li> <li>b means for estance</li> <li>c medium for period</li> <li>d vehicle for the</li> <li>The set of signals by</li> <li>a syntax</li> <li>a syntax</li> <li>a syntax</li> <li>b signals</li> <li>a syntax</li> <li>c sthe orgonization</li> <li>a Ellipsis</li> <li>The relationship betomination</li> <li>a Hyponymy</li> <li>The words like "corgonizations</li> <li>EFL teachers can state</li> </ul>	cturally related elements for         blishing and maintaining is         erforming social transmission         expression of functions         which we communicate is         b         language         tission of words in surface sentext.         b         Emphasis         tween the words "creature"         b         Polysemy         mmit a suicide", "little boy"         b         lexical set	nterpersonal relationship ion between individuals known as © linguistics structure that are otherwite © Blending " and "animal" is © Synonymy ", "make a mistake" are: © lexical words	d morphology se predictable from linguistic d Backformation d Homonymy
31) 34) 35)	<ul> <li>a <u>system of struc</u></li> <li>b means for esta</li> <li>c medium for pead</li> <li>d vehicle for the</li> </ul> The set of signals by <ul> <li>a syntax</li> <li>a syntax</li> <li>b sthe order of a signals of the order of the</li></ul>	cturally related elements for         blishing and maintaining is         expression of functions         which we communicate is         b         language         tission of words in surface sentext.         b         Emphasis         tween the words "creature"         b         Polysemy         nmit a suicide", "little boy"         b         lexical set	Interpersonal relationship ion between individuals known as © linguistics structure that are otherwite © Blending " and "animal" is © Synonymy ", "make a mistake" are: © lexical words	d morphology se predictable from linguistic d Backformation d Homonymy d compound words l abilities through focusing
31) 34) 35)	<ul> <li>a <u>system of struc</u></li> <li>b means for esta</li> <li>c medium for pead</li> <li>d vehicle for the</li> </ul> The set of signals by <ul> <li>a syntax</li> <li>a syntax</li> </ul> Interelationship bead <ul> <li>a <u>Hyponymy</u></li> </ul> The words like "core a <u>collocations</u> EFL teachers can it teachinga synonyms	cturally related elements for         blishing and maintaining is         erforming social transmission         expression of functions         which we communicate is         b         language         tission of words in surface sentext.         b         Emphasis         tween the words "creature"         b         Polysemy         nmit a suicide", "little boy"         b         lexical set         increase their students' vol         b         antonyms	nterpersonal relationship ion between individuals known as © linguistics structure that are otherwite © Blending " and "animal" is © Synonymy ", "make a mistake" are: © lexical words ocabulary and syntactical © homonyms	d morphology se predictable from linguistic d Backformation d Homonymy d compound words l abilities through focusing d affixes
34) 34) 36)	<ul> <li>a system of structure</li> <li>b means for estance</li> <li>c medium for period</li> <li>d vehicle for the</li> <li>The set of signals by</li> <li>a syntax</li> <li>a syntax</li> <li>a syntax</li> <li>b signals by</li> <li>a syntax</li> <li>a syntax</li> <li>c sthe orgon</li> <li>a Ellipsis</li> <li>The relationship ber</li> <li>a Hyponymy</li> <li>The words like "cord</li> <li>a collocations</li> <li>EFL teachers can iteaching</li> <li>a synonyms</li> <li>Which of the follow</li> </ul>	cturally related elements for         blishing and maintaining is         erforming social transmission         expression of functions         which we communicate is         b         language         nission of words in surface sentext.         b         Emphasis         tween the words "creature"         b         Polysemy         nmit a suicide", "little boy"         b         lexical set         increase their students' vol         b         antonyms	Interpersonal relationship ion between individuals known as © linguistics structure that are otherwit © Blending " and "animal" is © Synonymy ", "make a mistake" are: © lexical words ocabulary and syntactical © homonyms	d morphology se predictable from linguistic d Backformation d Homonymy d compound words l abilities through focusing d affixes e and its structure?
78) 31) 34) 35) 36)	<ul> <li>a <u>system of struc</u></li> <li>b means for esta</li> <li>c medium for pead</li> <li>d vehicle for the</li> </ul> The set of signals by <ul> <li>a syntax</li> <li>a syntax</li> </ul> Interelationship bead <ul> <li>a <u>Hyponymy</u></li> </ul> The words like "core a <u>collocations</u> EFL teachers can it teachinga synonyms	cturally related elements for         blishing and maintaining is         erforming social transmission         expression of functions         which we communicate is         b         language         tission of words in surface sentext.         b         Emphasis         tween the words "creature"         b         Polysemy         nmit a suicide", "little boy"         b         lexical set         increase their students' vol         b         antonyms	nterpersonal relationship ion between individuals known as © linguistics structure that are otherwite © Blending " and "animal" is © Synonymy ", "make a mistake" are: © lexical words ocabulary and syntactical © homonyms	d morphology se predictable from linguistic d Backformation d Homonymy d compound words l abilities through focusing d affixes
31) 34) 35) 36)	<ul> <li>a <u>system of struc</u></li> <li>b means for esta</li> <li>c medium for pead</li> <li>d vehicle for the</li> </ul> The set of signals by <ul> <li>a syntax</li> <li>a syntax</li> </ul> The relationship bead <ul> <li>a <u>Hyponymy</u></li> </ul> The words like "corral collocations EFL teachers can it teachinga synonyms Which of the follow: <ul> <li>a Rhetoric</li> </ul>	cturally related elements for         blishing and maintaining is         erforming social transmission         expression of functions         which we communicate is         b         language         nission of words in surface sentext.         b         Emphasis         tween the words "creature"         b         Polysemy         nmit a suicide", "little boy"         b         lexical set         increase their students' vol         b         antonyms	Interpersonal relationship ion between individuals known as © linguistics structure that are otherwit © Blending " and "animal" is © Synonymy ", "make a mistake" are: © lexical words ocabulary and syntactical © homonyms cientific study of language © Linguistics	d morphology se predictable from linguistic d Backformation d Homonymy d compound words l abilities through focusing d affixes e and its structure? d Pragmatics

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**سلسلة بالبيد التعليمية** أكثر من 25 عامًا في خدمة الطلاب والمعلمين



491		ses on how sounds are he	eard and perceived by th	e listener (It is the study of
	a Acoustic	b <u>Auditory</u>	© Functional	d Articulatory
492	Words like motel, brunch a clipping	h and heliport result from b <u>blending</u>	n a process called: c acronymy	d derivation
493	Which of the following w a Measure	b Check	© judge	d <u>Cash</u>
495	Which language family d a <u>Germanic</u>	b Hellenic	c Celtic	d Italic
498	<ul> <li>"is traveling with for the subject of this sentence in the subject of this sentence in the subject of the subjec</li></ul>	adult] adult] adult] <u>adult]</u>	next week." What are t	he semantic features required
500	Which of the following n a Regular verbs	b         Transitive verbs	• Irregular verbs	d Intransitive verbs
502	Take off, look after, andaadverbial clauses		s of: c noun phrases	d phrasal verbs
509	<ul> <li>Which of the following</li> <li>a -er in "taller"</li> <li>b -or in "visitor"</li> <li>c - less in "hopeless"</li> <li>d - ment in "government"</li> </ul>	ا جن جن م	pheme?	
508	Which of the following a Please	words ends with a voi b Badge	celess sound? Cab	d <u>Looks</u>
510	Sherlock Holmes: "Don't do so if you want to know			part is identified as:
	a ellipsis	b analysis	c repetition	d substitution
38	taking notes. In other woamonitoringbteachingcgiving feedbackdcorrecting errors	ords, the teacher is:	2 12 12 2 12 12	ving around, listening, and
39	it up.	od in which learners say	a word and then break i	t up into phonemes that make



(°)

## خلینا علی تواص\_ل



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