

LEVEL A1 TEST

A) CHOOSE THE CORRECT ANSWER

(75 points)

- 1) I 25 years old.
a) have b) am c) has d) is
- 2) My name Robert.
a) are b) called c) is d) says
- 3) "Are you busy?" – "Yes,"
a) I've b) I have c) I'm d) I am
- 4) We're students. That's classroom.
a) us b) our c) is d) the we
- 5) "What are those?" – "..... my pens."
a) They is b) They're c) Those d) It's
- 6) What are names?
a) they b) them c) their d) they're
- 7) There are 60 minutes in hour.
a) much b) a c) some d) an
- 8) There are apples in that bag.
a) any b) some c) a d) an
- 9) I've got free time this afternoon.
a) lots of b) any c) a lot d) a
- 10) I saw two at the bus stop.
a) mans b) man c) mens d) men
- 11) These days, a lot of live in cities.
a) people b) man c) person d) we
- 12) Linda got a nice house?
a) Do b) Has c) Have d) Does
- 13) "Hello! How are you?" – "....."
a) I'm fine b) I'm very
c) I'm very fine d) Thanks
- 14) There's a nice picture the wall.
a) in b) on c) from d) at
- 15) I'm very hard at the moment.
a) working b) work c) works d) worker
- 16) We're in the canteen. We lunch.
a) has b) have c) eating d) 're having
- 17) They like golf.
a) not b) don't c) no d) aren't
- 18) He know the answer.
a) don't b) not c) no d) doesn't
- 19) Where do you ?
a) lived b) live c) lives d) living
- 20) "Where's Sam?" – "He's"
a) in home b) in the home
c) his home d) at home
- 21) They're talking the football match.
a) on b) for c) about d) from
- 22) I'm always tired the morning Saturdays.
a) in / at b) in / on
c) on / at d) at / in
- 23) A: Were you in bed Sunday afternoon?
B: Oh, no. I only sleep night.
a) in / in b) in / on
c) on / in d) on / at
- 24) Please careful!
a) be b) you c) do d) you be
- 25) Don't !
a) late b) you late
c) be late d) late you
- 26) My name is Peter.
a) father's b) father is
c) of father d) father
- 27) The names are Fred and Tom.
a) boy is b) boys'
c) boy's d) boys
- 28) phone is this?
a) Who's b) Who
c) Whose d) Who is

English Placement Test 100 Questions

Steven J. Ross, Megan C. Masters



English Placement Test 100 Questions:

English as a Second Language National Clearinghouse for Bilingual Education, 1978 The purpose of this bibliography is to provide the teacher of adult limited English speakers with an idea of the books which are available to help them learn English The focus is on the adult who is interested in immediate employment or who is headed for vocational training in English

Ventures Level 4 Teacher's Edition with Assessment Audio CD/CD-ROM Gretchen Bitterlin, Dennis Johnson, Donna Price, Sylvia Ramirez, 2013-07-12 Ventures 2nd Edition is a six level standards based ESL series for adult education ESL The Ventures 2nd Edition interleaved Level 4 Teacher's Edition includes easy to follow lesson plans for every unit It offers tips and suggestions for addressing common areas of difficulty for students as well as suggested expansion activities for improving learner persistence The Teacher's Edition also explains where to find additional practice in other Ventures components such as the Workbook Online Teacher's Resource Room and Student Arcade Multi skill unit midterm and final tests are found in the back of the Teacher's Edition Also includes an Assessment CD CD ROM which contains audio for each test as well as all the tests in a customizable format

School & Society James McKeen Cattell, Will Carson Ryan, Raymond Walters, 1925

Tests Richard C. Sweetland, 1991 Revises the information in the second edition and presents over 700 new or revised tests The Psychology section contains 20 subsections Education has 54 subsections and Business has 13 subsections Does not contain reliability validity and normative data Use the complementary Test Critiques series for this information

Ventures Level 4 Teacher's Edition with Teacher's Toolkit Audio CD/CD-ROM Gretchen Bitterlin, 2008-11-24 Ventures is a six level standards based ESL series for adult education ESL The interleaved Teacher's edition walks instructors step by step through the stages of a lesson Also included are suggested times for exercises teaching tips expansion activities cultural information and ways to expand a one hour lesson to fill two or three instructional hours The CD ROM contains reproducible activities for individual pair and group work tests and audio for tests

Methods and Technologies for Learning G. Chiazese, M. Allegra, A. Chifari, S. Ottaviano, 2005-03-04 For more than a decade the rapid growth of ICT and its use in education have generated a lot of changes in traditional educational structures as well as interest in defining new models for designing advanced learning solutions This book provides an overview of international perspectives regarding the latest innovations and results in different fields of education In particular it is addressed to all those who are interested in exploring methodologies and extending their knowledge of current research in education and training technologies The wide variety of contributions provides an interesting and useful account of some of the major issues and controversies facing researchers academicians professors educational scientists and technologists in most of the educational contexts in which ICT is applied Over 90 papers are featured and these are divided under headings including Online Education and Training Innovative Teaching and Learning Technologies Collaborative Learning Environments Navigation Strategies and Comprehension Mobile Learning Quality Issues of Distance Learning Processes Knowledge

Management and E learning Learning Technologies for Primary and Secondary Schools Educational System for People with Special Needs *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

School and Society ,1925 **Web-based Learning: Technology And Pedagogy - Proceedings Of The 4th International Conference** Reggie Kwan,Joseph Fong,2005-07-20 Web based learning involves the use of appropriate technology with the corresponding pedagogical approaches managed in the context of today s educational setting This book features an interesting range of leading edge works from researchers and practitioners who have applied current web technology to various learning endeavours The volume contains a selection of peer reviewed papers by many of the field s expert researchers and practitioners It is an excellent resource for students researchers and practitioners involved in web based learning or e learning *Study Abroad and the Second Language Learner* Martin Howard,2020-12-10 Situated at the interface between study abroad and second language acquisition research this book adopts a threefold thematic focus to study abroad and the language learner investigating learner beliefs about study abroad learner experiences of study abroad in relation to a range of individual cultural and social factors and the nature of learner development while abroad at an intercultural personal and linguistic level Chapters present studies of learners in different geographical contexts with different first and second language combinations The studies draw on different methodologies incorporating quantitative qualitative and mixed method approaches Presenting findings with implications for learner preparation expectations and support during study abroad and highlighting developmental issues within second language acquisition Study Abroad and the Second Language Learner will be of interest to all study abroad and second language acquisition researchers as well as programme organisers language instructors and other stake holders *English Tertiary Education in Vietnam* James Albright,2018-06-27 As part of a long series of Vietnam s policy objectives English education has been identified as key to improving the quality of its rapidly expanding tertiary institutions and is crucial to the larger aim of modernising and internationalising its economy Bringing together a wide range of Vietnamese and foreign English education scholars and tertiary educational practitioners this book documents the significant progress and challenges in the realisation of Vietnam s English language policies as they are enacted in the higher education sector Changes to Vietnam s higher education system remain unstable unsystematic and insubstantial This book provides insights into how recent Vietnamese government policy is providing for a substantial and comprehensive renewal of Vietnam s tertiary education as part of their 2020 plan Academics

and students of English education language policy and nation building within the context of increased globalisation and marketisation in developing nations and Vietnam in particular should find this book valuable **Towards an Arab higher education space: international challenges and societal responsibilities** Lamine, Bechir, 2010-12-31 **English Journal** ,1961 Alternative Education Models ,1980 **ACT 2022 For Dummies with Online Practice** Lisa Zimmer Hatch, Scott A. Hatch, 2021-07-21 Get your ACT together with this smart study guide For over 20 years the fun and friendly Dummies ACT guides have helped college hopefuls like you crush it on test day and get into the schools of their dreams ACT 2022 For Dummies makes it easy to pump up your English math science and readings scores and to write circles around the graders if you choose to take the optional writing test You're about to launch into the rest of your life With book's straight to the point explanations practice questions and full length tests and a side of laughter courtesy of the teen approved Dummies style you can ace the ACT and start your college career with confidence Forgot how to solve for x Can't tell your hyphens from your hypotheses No worries Review it all or maybe figure it out for the first time in no time with explanations that complement your teachers lessons and are definitely funnier Then figure out what you'll face on the ACT with practice exams including explanations of every answer By the time you make it to test day you'll be stress free and ready to succeed Boost your chances of getting into the college of your dreams by earning higher scores on the ACT entrance exam Hit the books Dummies style with clear explanations of what's on the ACT and tips for smarter studying Practice till you're ready with flash cards online practice tests and drills on all the subject areas Understand the college admissions process and make sure your application stands out Begin your post high school journey on the right foot with ACT 2022 For Dummies **Association of American Colleges Bulletin** ,1924 Includes the Association's proceedings Youth Knowledge Development Report ,1980 **Longitudinal Studies of Second Language Learning** Steven J. Ross, Megan C. Masters, 2022-11-30 Longitudinal Studies of Second Language Learning Quantitative Methods and Outcomes provides a how to guide to choosing using and understanding quantitative longitudinal research and sampling methods in second and foreign language learning This volume will provide readers with exemplary longitudinal studies of language learning outcomes as well as an overview of widely used methods of data analysis Readers will understand how long term data collection processes are organized and archived and how the data are managed over time prior to analysis Each of the chapters provide applied researchers with examples of how language learning outcomes gathered over time can be organized into data sets useful for insightful descriptive and inferential analyses of learning outcomes As the only edited volume that focuses on longitudinal data analysis specifically for a second language acquisition SLA applied linguistics readership this will be an invaluable resource for advanced students and researchers of SLA applied linguistics assessment and education 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 Educational Research Circular University of Illinois (Urbana-Champaign campus). Bureau of Educational Research,1927

Reviewing **English Placement Test 100 Questions**: Unlocking the Spellbinding Force of Linguistics

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