DIAGNOSIS ENGLISH TEST

Stude name: _____

Date: _____

Guidelines for Test Development

- **Time Limit:** The test should be completed within 30 minutes.
- **Scoring:** Each question is worth 0.5 points, and the total possible score is 10 points.
- **Content Relevance:** Ensure that all questions directly relate to the provided reading comprehension passage about a teenager's journey to learn English.
- **Question Types:** Include a mix of question types (multiple-choice, fill-in-the-gaps, true or false, open-ended) to assess different skills such as vocabulary, grammar, and comprehension.

A Memorable Journey

Tom, a teenager, who was 14 years old decided to start learning English. He had always been curious about other cultures and wanted to travel the world someday. So, he enrolled in an English course at his school. The first day of class was nerve-wracking for Tom. He had never studied English before, and he was worried about not understanding anything. His teacher, Mrs. Johnson, was kind and patient. She greeted the class with a warm smile and introduced herself.

During that first week, Tom learned basic vocabulary and simple sentences. He practiced greetings like "Hello" and "Goodbye." Every day, he went home and reviewed what he had learned in class. While he studied, he met a friendly tourist who asked for directions. Tom was able to help the tourist find their way using his newfound English skills. It was an amazing feeling to communicate with someone from a different country.

Over the next few months, Tom practiced diligently. He read books, watched English-language movies, and spoke with friends to improve his skills. One day, Tom received an opportunity to participate in a student exchange program. He was going to spend a semester in an English-speaking country! He couldn't believe it; his dream was coming true.

Tom's journey to learn English opened a world of opportunities for him. He traveled a long way from being a nervous teenager on his first day of class. He was excited to start a new adventure and learn about a different culture.

LIVEWORKSHEETS

1. What did practice during his first week of English class?

A) Reading novels

B) Complex grammar rules

C) Basic vocabulary and greetings

D) Advanced conversation skills

2. How did Tom feel on the first day of class?

A) Nice

B) Stressful

C) Boring

D) Warm

3. Fill in the blank by substituting the verb in parentheses with its corresponding past tense.

Tom _____ (learn) basic vocabulary and simple sentences. He _____ (practice) greetings like "Hello" and "Goodbye." Every day, he _____ (go) home and reviewed what he had learned in class.

4. Fill in the blank according to the negative form of the past simple tense.

Over the next few months, Tom _____ (not practice) diligently. He _____ (not read) books, watched English-language movies, and _____ (not speak) with friends to improve his skills.

5. Match the English phrases with their meanings.

A. Hello ( ) 1. A polite way to say goodbye.

B. Goodbye ( ) 2. A way to ask someone how they are.

C. How are you? ( ) 3. A way to tell someone to be cautious and look after themselves.

D. Take care ( ) 4. A friendly greeting.

LIVEWORKSHEETS

6. Match the following emotions with the appropriate descriptions.

A. Excited ( ) High-level experience of worry or tension.

B. Nervous ( ) A positive state characterized by enthusiasm and high energy.

C. Happy ( ) Experience that is extremely stressful or emotionally intense.

D. Nerve-wracking ( ) Emotional state characterized by feelings of joy and contentment.

7. Tom received an opportunity to participate in a student exchange program.

A. True **B.** False

8. Tom had already learned English before enrolling in Mrs. Johnson's class.

A. True **B.** False

9. Describe Tom's feelings on his first day of English class. How did they change over time?

10. How do you think learning English has impacted Tom's life? What opportunities has it opened for him?

LIVEWORKSHEETS