

NAME: .....  
 SURNAME: .....  
 NUMBER: .....

## GENERAL TEST

Number of Correct Answer = .....

- My brother is interested \_\_\_\_\_ tennis, but he is not good \_\_\_\_\_ it.  
 A) in / on B) at / in  
 C) on / at D) in / at
- John's birthday is \_\_\_\_\_ June. I mean \_\_\_\_\_ the 5<sup>th</sup> of June.  
 A) on / on B) in / on  
 C) in / in D) on / in
- John has got glasses. Now, he \_\_\_\_\_ see well with them.  
 A) is B) can't  
 C) can D) isn't
- She is not happy at school because she \_\_\_\_\_ any friends.  
 A) haven't got B) hadn't got  
 C) has got D) have got
- Duru: Can I use your mobile phone?  
 Canur: .....  
 A) Yes, of course. It's 0505 344 78 79.  
 B) Sure. No problem. Do it tomorrow.  
 C) No, you can't. You have got an exam.  
 D) Sorry, no. I haven't got one.
- Ayşe: How do you go to school?  
 Arthur: .....  
 A) I like going to school.  
 B) Yes, I can ride a bicycle.  
 C) I walk to school.  
 D) Yes, I go to school.
- Onur doesn't eat \_\_\_\_\_ bananas but he eats \_\_\_\_\_ biscuits.  
 A) any / some B) some / any  
 C) an / any D) an / some
- Is there \_\_\_\_\_ apple on the table?  
 A) any B) an  
 C) a D) some
- I usually have \_\_\_\_\_ orange juice for breakfast.  
 A) Some B) any  
 C) an D) a
- What \_\_\_\_\_ at weekends?  
 A) do you do B) you do  
 C) are you do D) do you
- How often do you play tennis?  
 A) On Tuesday B) Every day  
 C) Tomorrow D) In the afternoon
- My friends \_\_\_\_\_ Paris tomorrow.  
 A) visit B) going to visit  
 C) is going to visit D) are going to visit
- We haven't got \_\_\_\_\_ bread but we have got \_\_\_\_\_ cheese and \_\_\_\_\_ tomato.  
 A) any / some / a B) some / a / any  
 C) any / any / a D) any / a / some
- Tom likes hamburger but his brother \_\_\_\_\_.  
 A) can't B) do  
 C) doesn't D) does
- Ali: \_\_\_\_\_ your father speak any languages?  
 Veli: Yes, he \_\_\_\_\_ English and German.  
 A) Do / speaks B) Does / speaks  
 C) Do / speak D) Does / speak
- Helin: What's the time?  
 Pelin: It's \_\_\_\_\_ (11:45)  
 A) quarter past eleven.  
 B) quarter to eleven.  
 C) quarter to twelve.  
 D) quarter past twelve.

- My father works \_\_\_\_\_ in the office.  
 A) hard B) slow  
 C) bad D) good
- The music is too \_\_\_\_\_. I can't hear you.  
 A) loudly B) well  
 C) loud D) badly
- \_\_\_\_\_ you do your homework every day?  
 A) Do B) Are C) When D) Does
- \_\_\_\_\_ bottles of milk do you need, Mum?  
 A) How much B) How many  
 C) How long D) How often
- I can't follow you. Can you speak \_\_\_\_\_?  
 A) slowly B) fastly  
 C) loud D) slow
- Mark usually \_\_\_\_\_ the guitar but he \_\_\_\_\_ it now.  
 A) is playing / doesn't play  
 B) plays / doesn't play  
 C) plays / isn't playing  
 D) doesn't play / isn't playing
- What \_\_\_\_\_ you \_\_\_\_\_ at the moment?  
 A) are / watching B) are / watch  
 C) do / watch D) do / watching
- \_\_\_\_\_ milk do the babies drink a day?  
 A) How many B) How about  
 C) How much D) How long
- Denny: Why \_\_\_\_\_ you \_\_\_\_\_ to bed? It's only 10:00.  
 Alex: I always \_\_\_\_\_ to bed early.  
 A) do... go / go to B) do... go / am going  
 C) are... going / go D) do... going / go
- My brother usually \_\_\_\_\_ to school by bus but today he \_\_\_\_\_ on foot.  
 A) goes / goes B) go / is going  
 C) is going / goes D) goes / is going
- Deniz is a \_\_\_\_\_ driver. He never drives \_\_\_\_\_.  
 A) careful / fast B) carefully / fast  
 C) careful / fastly D) carefully / fastly
- A: Are you going to prepare \_\_\_\_\_ sandwich?  
 B: No, I'm going to buy \_\_\_\_\_ pizza.  
 A) any / any B) any / a  
 C) some / a D) some / any
- They are \_\_\_\_\_ listen to the radio.  
 A) going to B) don't  
 C) not D) like
- Today is Saturday. Jane \_\_\_\_\_ go to school.  
 A) doesn't have to B) has to  
 C) don't have to D) have to
- You \_\_\_\_\_ speak loudly in the hospital.  
 A) have to B) don't have to  
 C) must D) mustn't
- There is a big sport centre at school and students \_\_\_\_\_ play sports in their free time.  
 A) mustn't B) can't  
 C) must D) can
- \_\_\_\_\_ not smoke here!  
 A) Do B) You C) Have D) Does
- My daughter is two years old. She \_\_\_\_\_ read.  
 A) don't B) isn't C) can't D) not

- I am going \_\_\_\_\_ tennis tomorrow.  
 A) play B) playing  
 C) plays D) to play
- Pelin: \_\_\_\_\_ going to the cinema?  
 Sude: It's a great idea.  
 A) How about B) Let's  
 C) Why don't we D) Shall we
- Where do you usually eat lunch?  
 A) Sandwich B) With Jane  
 C) At 12:00 D) In the cafeteria
- I've got \_\_\_\_\_ money so I can buy \_\_\_\_\_ new umbrella.  
 A) some / a B) any / a  
 C) any / some D) some / an
- Don't forget to take your umbrella. It \_\_\_\_\_.  
 A) is raining B) rains  
 C) raining D) rained
- Every day I \_\_\_\_\_ to my office by bus.  
 A) am going B) is going to  
 C) goes D) go
- How \_\_\_\_\_ is your sister?  
 A) age B) marry C) old D) much
- A: Good morning. I \_\_\_\_\_ drink a cup of tea.  
 B: Of course.  
 A) want to B) would like  
 C) want D) would
- \_\_\_\_\_ make noise during the class.  
 A) Do B) Doesn't  
 C) Don't D) Does
- A: Have we got \_\_\_\_\_ lemons in the fridge?  
 B: No, but we've got \_\_\_\_\_ lemonade.  
 A) some / any B) a / some  
 C) any / a D) any / some
- There \_\_\_\_\_ five \_\_\_\_\_ on the table.  
 A) is / knife B) are / knives  
 C) are / knives D) is / knives
- \_\_\_\_\_ they live in a big flat?  
 A) Do B) Are C) Does D) Have
- I'd like \_\_\_\_\_ egg sandwiches, please.  
 A) a B) some C) an D) any
- A: Oh no! It \_\_\_\_\_. Yife can't go out.  
 B: It always \_\_\_\_\_ here in March.  
 A) is snowing / shows  
 B) snows / is showing  
 C) is snow / shows  
 D) snows / shows
- How much are \_\_\_\_\_ glasses?  
 A) this B) they  
 C) these D) that
- Young people \_\_\_\_\_ jeans.  
 A) likes B) is liking  
 C) like D) are liking

Each question is two points.

# Multiple Choice Grammar Test

**Arthur Hughes**



## Multiple Choice Grammar Test:

Grammar Checker Annabelle Jenkins,2016-07-31 Grammar Checker is a multiple choice test which has been compiled for ESL students who would like to check their English grammar From the beginner level to the advanced it is suitable for everyone Find out where you stand grammatically Obviously the more answers you get right the better your grammar level is After you have done the test you can check your answers at the back of the book      **Testing for Language Teachers**

Arthur Hughes,2003 This second edition remains the most practical guide to testing language It has a new chapter on testing young learners      *Revisiting the Assessment of Second Language Abilities: From Theory to Practice* Sahbi Hidri,2018-01-12

This book presents an overview of revisiting the assessment of language abilities It also showcases how the measurement of such constructs can result in negative or positive washback and how outcomes might be conducive to repercussions that decide on the future of many stakeholders The 23 chapters were selected among tens of chapters received from different contexts that addressed the issue of revisiting the assessment of language abilities such as Tunisia Ukraine Algeria Russia KSA Sudan Egypt Canada Kurdistan UK USA Iran Turkey etc These contexts have highlighted the necessity to revisit the different constructs which should be assessed with a clear and straightforward foundation on students learning objectives and their actual language ability To do so most of the chapters present hands on use of relevant statistical tests that might serve in revisiting the construct definition both theoretically and operationally Perhaps the sole and intricate question that the authors of these contributions ask is what it means to revisit the assessment of the construct of individualized language ability and how In addition the book accentuates the momentousness and significance of reflecting on test fairness and validation as the mainspring and backbone for democratization of assessment This book appeals to a broad readership such as English Language Teaching ELT practitioners language teachers students testing organizations policy makers test designers writers of test specifications testing experts researchers program evaluators especially in the Middle East and North Africa MENA as well as other international contexts      *The Cambridge Guide to Second Language Assessment*

Christine Coombe,2012-01-30 The Cambridge Guide to Second Language Assessment aims to present in one volume an up to date guide to the central areas of assessing the second language performance of English by speakers of other languages This volume provides snapshots of significant issues and trends that have shaped language assessment in the past and highlights the current state of our understanding of these issues      *Resources in Education* ,1996      The Construct Validation of

Tests of Communicative Competence Teachers of English to Speakers of Other Languages,1981      Rethinking Rubrics in Writing Assessment Maja Wilson,2006 The conventional wisdom in English education is that rubrics are the best and easiest tools for assessment But sometimes it s better to be unconventional In Rethinking Rubrics in Writing Assessment Maja Wilson offers a new perspective on rubrics and argues for a better more responsive way to think about assessing writers progress Though you may sense a disconnect between student centered teaching and rubric based assessment you may still

use rubrics for convenience or for want of better alternatives Rethinking Rubrics in Writing Assessment gives you the impetus to make a change demonstrating how rubrics can hurt kids and replace professional decision making with an inauthentic pigeonholing that stamps standardization onto a notably nonstandard process With an emphasis on thoughtful planning and teaching Wilson shows you how to reconsider writing assessment so that it aligns more closely with high quality instruction and avoids the potentially damaging effects of rubrics Stop listening to the conventional wisdom and turn instead to a compelling new voice to find out why rubrics are often replaceable Open Rethinking Rubrics in Writing Assessment and let Maja Wilson start you down the path to more sensitive authentic style of writing assessment **English Journal** ,2000

*The Modern Language Journal* ,1960 Includes section Reviews **Reading Horizons** ,1994 Reading Horizons began in 1960 by Dorothy J McGinnis as a local reading education newsletter and developed into an international journal serving reading educators and researchers Major colleges universities and individuals subscribe to Reading Horizons across the United States Canada and a host of other countries Dedicated to adding to the growing body of knowledge in literacy the quarterly journal welcomes new and current research theoretical essays opinion pieces policy studies and best literacy practices As a peer reviewed publication Reading Horizons endeavors to bring school professionals literacy researchers teacher educators parents and community leaders together in a collaborative community to widen literacy and language arts horizons *RELC Journal* ,1989 *The Journal of Educational Research* ,1930 **Press Summary - Illinois Information Service** Illinois Information Service,1991 **Publications** American and Canadian Committees on Modern Languages,1931

Publications of the American and Canadian Committees on Modern Languages Modern Foreign Language Study,1931 **Enrollment in the Foreign Languages in Secondary Schools and Colleges of the United States** Modern Foreign Language Study,1928 **Achievement Tests in the Modern Foreign Languages** Vivian Allen Charles Henmon,1929 The present work reports on one phase of an inquiry carried on from 1924 to 1927 by the Modern Foreign Language Study and the Canadian Committee on Modern Languages Working with subventions granted by the Carnegie Corporation of New York and under the sponsorship of the American Council on Education the two Committees sought to explore as fully as circumstances permitted the situation of modern language teaching in the United States and Canada in respect to enrollment standards of achievement the objectives organization materials and methods of instruction and the training of teachers The ultimate object of the investigation was to ascertain the conditions now prevailing in order to be able to draw conclusions for the future and to make suggestions for improvement in instruction As it was necessary to bring the inquiry to an end within a period of three years the Committees were obliged to limit their activities in the main to the secondary schools and the corresponding levels of college instruction *Viewpoints* ,1928 Bulletin of the School of Education, Indiana University ,1927 Vol 1 7 9 10 include Proceedings of the High School Principals Conference 1923 1929 v 1 7 9 18 include Proceedings of the Conference on Educational Measurements 1924 1930 1932 1942 **Revista de la Lengua Inglesa** ,1984

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
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