
Unit – 1 : Learning English at Upper Primary Level

A. Importance of Learning English

1. English is learned mainly as a
 - A. Local language
 - B. Classical language
 - C. Global language**
 - D. Regional language
2. English helps learners to
 - A. Forget mother tongue
 - B. Communicate internationally**
 - C. Avoid other languages
 - D. Learn only grammar
3. English is important because it is the language of
 - A. Only literature
 - B. Science and technology**
 - C. Only history
 - D. Only culture
4. English acts as a
 - A. Barrier language
 - B. Link language**
 - C. Difficult language
 - D. Classical language
5. Learning English helps students in
 - A. Isolation
 - B. Higher education**
 - C. Avoiding studies
 - D. Limiting knowledge
6. English is widely used in
 - A. Village meetings
 - B. Local festivals
 - C. Global communication**
 - D. Family talks
7. English proficiency improves
 - A. Confusion
 - B. Employment opportunities**
 - C. Fear
 - D. Failure
8. English helps learners to access
 - A. One culture only
 - B. Global knowledge**
 - C. Local news only
 - D. Oral tradition
9. English learning promotes
 - A. Cultural isolation
 - B. Cross-cultural understanding**
 - C. Cultural loss
 - D. Linguistic confusion
10. English is important in the field of
 - A. Sports only
 - B. Literature only
 - C. Education and profession**
 - D. Home affairs
11. English is the medium of instruction in
 - A. All schools
 - B. No schools
 - C. Many higher institutions**
 - D. Only primary schools
12. Learning English helps in
 - A. Reducing confidence
 - B. Building confidence**
 - C. Creating fear
 - D. Silence
13. English is necessary for
 - A. Local communication only
 - B. Competitive examinations**
 - C. Family interaction
 - D. Story telling

14. English connects people from

- A. Same region
- B. Same state
- C. **Different countries**
- D. Same family

15. English learning supports

- A. Mechanical learning
- B. **Skill development**
- C. Memorization only
- D. Punishment

16. English is the language of

- A. Only poetry
- B. Only prose
- C. **International trade**
- D. Only fiction

17. English helps students to

- A. Limit thinking
- B. **Express ideas clearly**
- C. Avoid communication
- D. Depend on others

18. English learning encourages

- A. Rote learning
- B. **Critical thinking**
- C. Blind imitation
- D. Silence

19. English is important in digital world because it is the language of

- A. Local apps
- B. **Internet and technology**
- C. Offline tools
- D. Manual work

20. English acts as a tool for

- A. Isolation
- B. **Global interaction**
- C. Cultural domination
- D. Linguistic confusion

B. Objectives of Learning English

21. The main objective of learning English is to develop

- A. Grammar knowledge only
- B. Vocabulary only
- C. **Language skills**
- D. Writing only

22. Learning English aims at developing

- A. Only reading
- B. Only writing
- C. **Listening, speaking, reading and writing**
- D. Grammar rules

23. One objective of learning English is

- A. Memorizing rules
- B. **Effective communication**
- C. Translation only
- D. Examination marks

24. English learning helps learners to

- A. Speak mechanically
- B. **Use language in real life**
- C. Avoid speaking
- D. Depend on notes

25. The objective of English teaching at upper primary level is to

- A. Teach difficult literature
- B. **Build basic proficiency**
- C. Focus on exams only
- D. Teach translation

26. Learning English aims to improve

- A. Fear
- B. **Confidence**
- C. Anxiety
- D. Silence

27. English learning develops

- A. Only writing skill

B. Only reading skill
C. Communicative competence
D. Memory power

28. An important objective of English learning is
A. Rote memorization
B. Creative expression
C. Mechanical practice
D. Copying

29. English teaching aims to enable learners to
A. Translate sentences
B. Understand spoken English
C. Memorize essays
D. Learn grammar rules

30. The objective of learning English is to
A. Replace mother tongue
B. Use English as a tool
C. Ignore local languages
D. Learn only vocabulary

31. English learning promotes
A. Passive learning
B. Active participation
C. Silence
D. Fear

32. One objective of English learning is to develop
A. Exam skills
B. Listening skills
C. Copying skills
D. Translation skills

33. Learning English helps learners to
A. Avoid reading
B. Read and understand texts
C. Memorize texts
D. Skip comprehension

34. Writing skill development in English helps in
A. Confusion
B. Organizing thoughts
C. Forgetting ideas
D. Copying

35. Speaking skill in English aims at
A. Perfect accent only
B. Clear expression of ideas
C. Speed only
D. Loud voice

36. English teaching should focus on
A. Grammar translation
B. Communicative approach
C. Rote learning
D. Mechanical drills

37. One objective of English learning is to develop
A. Fear of language
B. Positive attitude towards language
C. Anxiety
D. Avoidance

38. Learning English helps learners to
A. Depend on teacher
B. Become independent learners
C. Avoid learning
D. Memorize notes

39. English learning supports
A. Only academic growth
B. Personal and social growth
C. Physical growth only
D. Emotional imbalance

40. The objective of English learning includes
A. Learning rules by heart
B. Using language meaningfully

- C. Writing without understanding
- D. Translation only

C. English Learning at Upper Primary Level

- 41. Upper primary level learners need English mainly for
 - A. Literature analysis
 - B. Communication and comprehension**
 - C. Translation practice
 - D. Grammar mastery
- 42. At upper primary level, English teaching should be
 - A. Teacher-centred
 - B. Learner-centred**
 - C. Examination-centred
 - D. Textbook-centred
- 43. English learning at this stage should focus on
 - A. Memorization
 - B. Skill development**
 - C. Grammar rules only
 - D. Translation
- 44. The role of English at upper primary level is to
 - A. Create fear
 - B. Strengthen language foundation**
 - C. Burden learners
 - D. Reduce interest
- 45. English teaching should encourage
 - A. Silence
 - B. Interaction**
 - C. Isolation
 - D. Passive listening
- 46. English learning helps learners to
 - A. Avoid other subjects
 - B. Understand other subjects better**
 - C. Ignore textbooks
 - D. Reduce learning
- 47. Upper primary English teaching should relate to
 - A. Only textbook content
 - B. Learners' life experiences**
 - C. Examination questions
 - D. Grammar rules
- 48. English learning at this stage should be
 - A. Rigid
 - B. Activity-based**
 - C. Fear-based
 - D. Lecture-based
- 49. The aim of English learning is not to
 - A. Communicate
 - B. Understand texts
 - C. Create fear of language**
 - D. Express ideas
- 50. English learning encourages learners to
 - A. Remain silent
 - B. Participate actively**
 - C. Depend on teacher
 - D. Memorize answers

D. Value and Use of English

- 51. English helps learners to access
 - A. Local knowledge only
 - B. Global information**
 - C. Oral stories only
 - D. Limited resources

52. English learning improves

- A. Fear of speaking
- B. Social interaction**
- C. Isolation
- D. Confusion

53. English is useful for

- A. Only school life
- B. Life-long learning**
- C. Childhood only
- D. Primary education only

54. English learning supports

- A. Only examination success
- B. Overall personality development**
- C. Mechanical learning
- D. Silence

55. English is important for

- A. Local jobs only
- B. Professional growth**
- C. Household work only
- D. Informal talks

56. English enables learners to

- A. Copy content
- B. Express opinions**
- C. Avoid discussion
- D. Remain passive

57. English learning encourages

- A. Narrow thinking
- B. Broad outlook**
- C. Limited exposure
- D. Cultural isolation

58. English helps learners to

- A. Avoid technology
- B. Use digital resources**
- C. Depend on textbooks
- D. Limit knowledge

59. English learning supports

- A. Passive listening
- B. Interactive learning**
- C. Silent classrooms
- D. Fear-based teaching

60. English is important because it

- A. Replaces all languages
- B. Coexists with other languages**
- C. Destroys local languages
- D. Dominates culture

E. Mixed MCQs (Final 40)

61. English is learned as a — **Second language**

62. English learning promotes — **Communication skills**

63. English helps in — **Global mobility**

64. English teaching aims at — **Language proficiency**

65. English learning is useful for — **Higher studies**

66. English develops — **Confidence**

67. English helps in — **Information access**

68. English learning should be — **Meaningful**

69. Objective of English teaching — **Effective use of language**

70. English learning is — **Skill-oriented**

71. English helps learners to — **Understand the world**

72. English learning improves — **Employability**

73. English is used in — **International communication**

74. English learning should avoid — **Rote memorization**

75. English teaching should promote — **Interaction**

76. English learning supports — **Critical thinking**

77. English is a tool for — **Expression**

78. English learning encourages — **Creativity**

79. English learning aims at — **Communicative competence**

80. English teaching should be — **Learner-friendly**

81. English helps in — **Academic success**

82. English learning should be — **Activity-based**

83. English promotes — **Cross-cultural understanding**

84. English teaching should focus on — **Skills not rules**

85. English learning reduces — **Communication barriers**

86. English learning supports — **Lifelong learning**

87. English teaching aims to — **Develop confidence**

88. English learning encourages — **Active learning**

89. English is important for — **Modern education**

90. English learning should be — **Context-based**

91. English learning helps in — **Social interaction**

92. English teaching should be — **Inclusive**

93. English learning aims at — **Language use**

94. English supports — **Global citizenship**

95. English learning should avoid — **Fear**

96. English learning promotes — **Understanding**

97. English helps in — **Knowledge expansion**

98. English teaching should be — **Student-centred**

99. English learning supports — **Overall development**

100. The main aim of learning English is — **Effective communication**

Unit – 2 : Development of English Language Skills

A. Basic Language Skills & Interdependence of Skills

1. The four basic language skills are
 - A. Grammar, vocabulary, spelling, pronunciation
 - B. Listening, speaking, reading, writing**
 - C. Speaking, grammar, reading, translation
 - D. Reading, writing, grammar, vocabulary
2. The first language skill to develop in a child is
 - A. Reading
 - B. Writing
 - C. Speaking
 - D. Listening**
3. Speaking skill mainly develops through
 - A. Writing practice
 - B. Grammar exercises
 - C. Listening and interaction**
 - D. Memorization
4. Reading skill helps in improving
 - A. Only pronunciation
 - B. Vocabulary and comprehension**
 - C. Only grammar
 - D. Only speaking
5. Writing skill depends largely on
 - A. Listening only
 - B. Speaking only
 - C. Reading only
 - D. All other language skills**

6. Language skills are interdependent because
 - A. They develop separately
 - B. Development of one supports the others**
 - C. Only reading is important
 - D. Writing does not need other skills
7. Listening skill helps in developing
 - A. Reading only
 - B. Writing only
 - C. Speaking skill**
 - D. Grammar only
8. Reading aloud mainly improves
 - A. Writing
 - B. Pronunciation and fluency**
 - C. Listening
 - D. Grammar
9. Silent reading mainly develops
 - A. Pronunciation
 - B. Comprehension**
 - C. Writing speed
 - D. Speaking
10. Writing skill reflects a learner's
 - A. Listening ability
 - B. Overall language competence**
 - C. Memory power
 - D. Speed of learning

B. Teaching of Prose

11. The main aim of teaching prose is to
 - A. Memorize the text
 - B. Develop comprehension and expression**
 - C. Teach grammar rules
 - D. Translate sentences

12. Prose lessons should be related to

- A. Examination questions
- B. Learners' real life experiences**
- C. Grammar syllabus
- D. Translation practice

13. Teaching prose helps learners to

- A. Improve handwriting only
- B. Understand ideas and information**
- C. Memorize vocabulary
- D. Learn spelling only

14. Pre-reading activities in prose help to

- A. Test memory
- B. Arouse interest and background knowledge**
- C. Teach grammar
- D. Translate the lesson

15. While teaching prose, the teacher should focus on

- A. Word-by-word translation
- B. Meaning and understanding**
- C. Rote learning
- D. Dictation

16. Loud reading in prose is useful mainly for

- A. Silent comprehension
- B. Pronunciation practice**
- C. Writing development
- D. Grammar learning

17. Silent reading in prose is encouraged to develop

- A. Pronunciation
- B. Reading comprehension**
- C. Speaking
- D. Memorization

18. Prose teaching should be

- A. Teacher-centred**

B. **Learner-centred**

- C. Examination-centred
- D. Translation-centred

19. Question-answer technique in prose teaching helps in

- A. Confusion
- B. Better understanding**
- C. Memorization only
- D. Grammar mastery

20. Prose lessons mainly develop

- A. Listening skill only
- B. Writing skill only
- C. Reading and comprehension skills**
- D. Grammar skills only

C. Teaching of Poetry

21. The main aim of teaching poetry is

- A. Memorization
- B. Appreciation of rhythm and emotions**
- C. Grammar practice
- D. Translation

22. Poetry should be taught with emphasis on

- A. Word meanings only
- B. Rhythm, rhyme and feelings**
- C. Grammar rules
- D. Writing answers

23. Recitation of poems helps in developing

- A. Writing skill
- B. Speaking and pronunciation skills**
- C. Reading comprehension only
- D. Grammar

24. Poetry teaching helps learners to develop

- A. Logical thinking only
- B. **Imagination and sensitivity**
- C. Memorization skill
- D. Translation skill

25. While teaching poetry, the teacher should read the poem

- A. Monotonously
- B. **With proper stress and intonation**
- C. Very fast
- D. Without expression

26. Poetry is best taught through

- A. Translation method
- B. **Enjoyment and appreciation**
- C. Grammar exercises
- D. Dictation

27. The language of poetry is usually

- A. Technical
- B. **Figurative and imaginative**
- C. Scientific
- D. Formal

28. Poetry teaching mainly develops

- A. Grammar competence
- B. Writing accuracy
- C. **Aesthetic sense**
- D. Translation ability

29. Memorizing poems without understanding leads to

- A. Appreciation
- B. **Rote learning**
- C. Creativity
- D. Expression

30. Poetry helps learners to express

- A. Facts
- B. **Feelings and emotions**

C. Rules

D. Instructions

D. Teaching of Composition & Creative Writing

31. Composition means

- A. Translation
- B. **Organized written expression of ideas**
- C. Reading aloud
- D. Grammar practice

32. Creative writing mainly aims at developing

- A. Accuracy only
- B. **Originality and imagination**
- C. Grammar mastery
- D. Translation skill

33. Creative writing encourages learners to

- A. Copy from textbook
- B. **Express their own ideas freely**
- C. Memorize sentences
- D. Follow fixed patterns

34. Activities like story writing and diary writing promote

- A. Rote learning
- B. **Creative writing**
- C. Grammar learning
- D. Translation practice

35. Teacher's role in creative writing is to

- A. Correct every mistake strictly
- B. **Encourage and motivate learners**
- C. Control ideas
- D. Limit imagination

36. Errors in creative writing should be treated as

- A. Serious faults
- B. Part of learning process**
- C. Failures
- D. Discipline problems

37. Guided writing helps learners to

- A. Avoid writing
- B. Develop confidence in writing**
- C. Memorize answers
- D. Copy content

38. Free writing activities help learners to

- A. Improve grammar only
- B. Express thoughts independently**
- C. Learn spelling only
- D. Translate texts

39. Creative writing should focus more on

- A. Errors
- B. Ideas and expression**
- C. Marks
- D. Speed

40. At upper primary level, writing tasks should be

- A. Very rigid
- B. Simple and meaningful**
- C. Highly technical
- D. Examination-oriented

E. Principles of Language Teaching

41. Language teaching should be based on the principle of

- A. Rote learning
- B. Learning by use**

42. The principle of “from simple to complex” means

- A. Teaching grammar first
- B. Starting with easy language items**
- C. Teaching rules first
- D. Teaching literature first

43. Language learning is most effective when it is

- A. Fear-based
- B. Meaningful and contextual**
- C. Mechanical
- D. Exam-oriented

44. Language teaching should emphasize

- A. Rules
- B. Translation
- C. Skills development**
- D. Memorization

45. The principle of motivation stresses the need for

- A. Punishment
- B. Interest and encouragement**
- C. Strict discipline
- D. Homework

46. Language learning should be

- A. Isolated from life
- B. Related to real-life situations**
- C. Grammar-focused only
- D. Textbook-centred

47. The principle of practice highlights the importance of

- A. Memorization
- B. Regular use of language**
- C. Translation
- D. Silent learning

48. Errors in language learning should be

- A. Punished
- B. Ignored
- C. Corrected sympathetically**
- D. Highlighted publicly

49. Language teaching should be

- A. Teacher-dominated
- B. Learner-centred**
- C. Content-centred
- D. Examination-centred

50. A good language class encourages

- A. Silence
- B. Interaction and participation**
- C. Copying
- D. Fear

F. Challenges of Teaching English as a Second Language (ESL)

51. One major challenge in teaching English as a second language is

- A. Availability of textbooks
- B. Limited exposure to English**
- C. Teacher qualification
- D. Classroom size

52. Mother tongue influence often causes

- A. Better pronunciation
- B. Errors in English usage**
- C. Faster learning
- D. Perfect fluency

53. Learners at upper primary level often face difficulty in

- A. Listening
- B. Speaking English confidently**
- C. Reading silently
- D. Writing neatly

54. Lack of English environment results in

- A. Rapid learning
- B. Poor communication skills**
- C. Better pronunciation
- D. Creativity

55. Fear of making mistakes in English leads to

- A. Active participation
- B. Low confidence**
- C. Fluency
- D. Accuracy

56. Large classroom size makes it difficult to

- A. Teach grammar
- B. Give individual speaking practice**
- C. Teach reading
- D. Conduct tests

57. Multilingual classrooms create challenges in

- A. Discipline
- B. Uniform language proficiency**
- C. Seating arrangement
- D. Homework checking

58. Over-emphasis on grammar often results in

- A. Better communication
- B. Poor communicative competence**
- C. Fluency
- D. Creativity

59. Limited vocabulary is a major barrier in

- A. Writing only
- B. All language skills**
- C. Listening only
- D. Reading only

60. The best way to overcome ESL challenges is to

- A. Focus on translation
- B. Provide maximum exposure and practice**
- C. Teach rules only
- D. Reduce interaction

G. Integrated & Application-Based MCQs

61. Listening and speaking skills are called

- A. Written skills
- B. Oral skills**
- C. Productive skills
- D. Literacy skills

62. Reading and writing skills are known as

- A. Oral skills
- B. Literacy skills**
- C. Receptive skills
- D. Listening skills

63. Speaking and writing are

- A. Receptive skills
- B. Productive skills**
- C. Passive skills
- D. Mechanical skills

64. Listening and reading are

- A. Productive skills
- B. Receptive skills**
- C. Writing skills
- D. Mechanical skills

65. Teaching English should aim at

- A. Rule learning
- B. Communicative competence**
- C. Translation mastery
- D. Memorization

66. Prose teaching mainly develops

- A. Grammar accuracy
- B. Understanding and expression**
- C. Memorization
- D. Translation skill

67. Poetry teaching mainly develops

- A. Logical thinking
- B. Aesthetic appreciation**
- C. Grammar knowledge
- D. Writing speed

68. Creative writing activities should be

- A. Teacher-controlled
- B. Learner-friendly**
- C. Error-focused
- D. Rigid

69. Language teaching is successful when learners can

- A. Memorize rules
- B. Use language in real situations**
- C. Translate texts
- D. Write long answers

70. English as a second language should be taught through

- A. Mother tongue only
- B. Meaningful communication**
- C. Grammar drills
- D. Dictation

H. Final 30 MCQs (Quick Exam Focus)

71. The first skill developed naturally is — **Listening**

72. Speaking depends on — **Listening**

73. Reading helps in — **Vocabulary development**

74. Writing reflects — **Language competence**

75. Language skills are — **Interrelated**

76. Prose teaching focuses on — **Meaning**

77. Poetry teaching focuses on — **Feelings and rhythm**

78. Creative writing promotes — **Imagination**

79. Composition develops — **Organized thinking**

80. Language learning should be — **Activity-based**

81. Errors indicate — **Learning in progress**

82. Grammar should be taught — **In context**

83. ESL learners need — **More exposure**

84. Fear blocks — **Communication**

85. Motivation improves — **Language learning**

86. Interaction helps develop — **Speaking skills**

87. Reading aloud improves — **Pronunciation**

88. Silent reading improves — **Comprehension**

89. Writing needs — **Practice**

90. Creative writing needs — **Freedom**

91. Language teaching principle — **Simple to complex**

92. Real-life context makes learning — **Meaningful**

93. ESL challenge — **Limited practice**

94. Teacher's role — **Facilitator**

95. Language class should be — **Learner-centred**

96. Communication is the — **Goal of language teaching**

97. Exposure helps overcome — **Language barriers**

98. Skills develop best through — **Use**

99. English learning at upper primary level should be — **Skill-oriented**

100. The ultimate aim of English teaching is — **Effective communication**

Unit – 3 : Assessment of Learning English Language

A. Concept of Language Assessment

1. Assessment of language learning mainly focuses on
 - A. Memorization
 - B. Translation
 - C. Language skills**
 - D. Grammar rules
2. Language assessment is used to
 - A. Punish learners
 - B. Rank learners only
 - C. Measure learning progress**
 - D. Create fear
3. Assessment should be
 - A. Occasional
 - B. One-time
 - C. Continuous and comprehensive**
 - D. Only annual
4. Assessment of English language is primarily
 - A. Content-based
 - B. Rule-based
 - C. Skill-based**
 - D. Memory-based
5. The purpose of assessment is to
 - A. Compare learners
 - B. Fail learners
 - C. Improve teaching–learning process**
 - D. Increase workload

B. Assessment of Listening Skills

6. Listening skill assessment measures a learner's ability to
 - A. Speak fluently
 - B. Write correctly
 - C. Understand spoken language**
 - D. Read aloud
7. Listening is best assessed through
 - A. Essay writing
 - B. Grammar test
 - C. Oral instructions and questions**
 - D. Dictation only
8. Listening comprehension can be assessed by
 - A. Translation
 - B. Answering questions after listening**
 - C. Writing essays
 - D. Grammar drills
9. Listening skill is a
 - A. Productive skill
 - B. Writing skill
 - C. Receptive skill**
 - D. Mechanical skill
10. Listening assessment should focus on
 - A. Accent only
 - B. Speed only
 - C. Meaning and understanding**
 - D. Spelling
11. Audio stories and conversations are useful for assessing
 - A. Writing skill
 - B. Reading skill
 - C. Listening skill**
 - D. Grammar
12. Listening assessment mainly checks
 - A. Memory power

B. **Comprehension ability**

C. Vocabulary size

D. Handwriting

13. Listening skill develops

A. After writing

B. After reading

C. **Before speaking**

D. After grammar

14. Listening tests should be

A. Lengthy

B. Difficult

C. **Clear and simple**

D. Grammar-heavy

15. Listening assessment helps teachers to identify

A. Writing errors

B. **Comprehension problems**

C. Spelling mistakes

D. Grammar gaps

C. Assessment of Speaking Skills

16. Speaking skill assessment focuses on

A. Handwriting

B. Grammar rules

C. **Oral expression**

D. Silent reading

17. Speaking skill is a

A. Receptive skill

B. **Productive skill**

C. Passive skill

D. Mechanical skill

18. Speaking can be assessed through

A. Written tests

B. MCQs

C. **Role play and conversation**

D. Silent reading

19. Speaking assessment checks

A. Writing speed

B. **Fluency and pronunciation**

C. Reading ability

D. Grammar memorization

20. Oral interviews are used to assess

A. Writing

B. Reading

C. **Speaking skill**

D. Listening only

21. Speaking assessment should focus on

A. Accent perfection

B. Speed of speech

C. **Clarity and confidence**

D. Grammar accuracy only

22. Group discussion helps in assessing

A. Writing skill

B. **Speaking and interaction skills**

C. Silent reading

D. Spelling

23. Fear of speaking affects

A. Writing skill

B. Reading skill

C. **Speaking performance**

D. Listening ability

24. Speaking assessment should be

A. Discouraging

B. Fear-based

C. **Supportive and motivating**

D. Punitive

25. Speaking skill assessment helps learners to

A. Memorize answers

B. **Improve communication**

C. Avoid mistakes

D. Focus only on grammar

D. Assessment of Reading Skills

26. Reading skill assessment mainly measures

- A. Writing ability
- B. Speaking ability
- C. Comprehension of written text**
- D. Grammar knowledge

27. Reading is a

- A. Productive skill
- B. Receptive skill**
- C. Oral skill
- D. Mechanical skill

28. Silent reading is assessed to check

- A. Pronunciation
- B. Understanding of text**
- C. Fluency
- D. Speaking ability

29. Reading comprehension tests assess

- A. Memory
- B. Translation skill
- C. Meaning-making ability**
- D. Grammar accuracy

30. Reading aloud helps in assessing

- A. Writing skill
- B. Pronunciation and fluency**
- C. Silent comprehension
- D. Grammar usage

31. Skimming and scanning skills are part of

- A. Writing assessment
- B. Speaking assessment
- C. Reading assessment**
- D. Listening assessment

32. Reading assessment should focus on

- A. Speed only
- B. Vocabulary only
- C. Understanding and interpretation**
- D. Memorization

33. Multiple-choice questions are useful for assessing

- A. Speaking skill
- B. Listening skill
- C. Reading comprehension**
- D. Creative writing

34. Reading assessment helps identify

- A. Listening difficulty
- B. Speaking hesitation
- C. Comprehension weakness**
- D. Writing errors

35. Good reading assessment avoids

- A. Context
- B. Meaning
- C. Rote memorization**
- D. Understanding

E. Assessment of Writing Skills

36. Writing skill assessment focuses on

- A. Speaking ability
- B. Listening skill
- C. Written expression of ideas**
- D. Memory power

37. Writing is a

- A. Receptive skill
- B. Productive skill**
- C. Oral skill
- D. Passive skill

38. Writing assessment evaluates

- A. Listening ability
- B. Reading speed
- C. Organization and clarity of**

ideas

D. Speaking fluency

39. Essay writing helps assess

A. Speaking

B. Listening

C. Creative and expressive writing

D. Reading

40. Writing assessment should consider

A. Only spelling

B. Only grammar

C. Content, organization and language

D. Speed only

41. Errors in writing indicate

A. Failure

B. Lack of intelligence

C. Learning in progress

D. Carelessness

42. Guided writing is used to assess

A. Free speaking

B. Silent reading

C. Developing writing skill

D. Listening ability

43. Creative writing assessment encourages

A. Copying

B. Memorization

C. Original thinking

D. Translation

44. Writing tasks should be

A. Very rigid

B. Meaningful and age-appropriate

C. Exam-focused only

D. Grammar-heavy

45. Writing assessment helps learners to

A. Avoid mistakes

B. Improve expression

C. Memorize answers

D. Depend on teacher

F. Integrated Assessment of LSRW Skills

46. Listening and reading are

A. Productive skills

B. Receptive skills

C. Mechanical skills

D. Oral skills

47. Speaking and writing are

A. Receptive skills

B. Productive skills

C. Passive skills

D. Silent skills

48. Language assessment should assess

A. Only grammar

B. Only writing

C. All four language skills

D. Memory only

49. Integrated assessment focuses on

A. Isolated skills

B. Overall language competence

C. Grammar mastery

D. Translation skill

50. Language skills are assessed best when

A. Taught separately

B. Used in real contexts

C. Memorized

D. Tested only in writing

G. Principles of Language Assessment

51. Language assessment should be

- A. Fear-based
- B. Punitive
- C. **Learner-friendly**
- D. Rigid

52. Assessment should be aligned with

- A. Marks only
- B. Teacher preference
- C. **Learning objectives**
- D. Rules

53. Good assessment is

- A. Subjective
- B. **Fair and reliable**
- C. Difficult
- D. Lengthy

54. Assessment should provide

- A. Punishment
- B. Comparison
- C. **Feedback**
- D. Fear

55. Continuous assessment supports

- A. Memorization
- B. **Learning improvement**
- C. Examination pressure
- D. Competition

60. Writing assessment checks — **Expression**

61. Listening is a — **Receptive skill**

62. Speaking is a — **Productive skill**

63. Reading involves — **Meaning making**

64. Writing shows — **Language competence**

65. Assessment should be — **Continuous**

66. Assessment helps identify — **Learning gaps**

67. Oral tests assess — **Listening and speaking**

68. Written tests assess — **Reading and writing**

69. Good assessment avoids — **Rote learning**

70. Feedback should be — **Constructive**

71. Speaking assessment improves — **Confidence**

72. Reading assessment improves — **Understanding**

73. Writing assessment improves — **Organization of ideas**

74. Listening assessment improves — **Attention**

75. Language assessment is — **Skill-oriented**

76. Assessment should not create — **Fear**

H. Final 45 MCQs (Quick Exam Focus)

56. Language assessment focuses on — **Skills**

57. Listening is assessed through — **Oral tasks**

58. Speaking assessment is mostly — **Oral**

59. Reading assessment checks — **Comprehension**

77. ESL learners need assessment that is — **Supportive**

78. Observation is useful in assessing — **Speaking**

79. Language assessment should be — **Objective**

80. Integrated assessment promotes — **Balanced development**

81. Language skills are — **Interrelated**

82. Assessment should reflect — **Real language use**

83. Speaking assessment should encourage — **Interaction**

84. Reading assessment should avoid — **Mechanical questions**

85. Writing assessment should value — **Ideas**

86. Listening tasks should be — **Meaningful**

87. Language assessment supports — **Teaching improvement**

88. Skill-based assessment is — **Learner-centred**

89. Language evaluation should be — **Fair**

90. Assessment helps in — **Remedial teaching**

91. English assessment should focus on — **Communication**

92. Listening precedes — **Speaking**

93. Reading supports — **Writing**

94. Writing reflects — **Thinking**

95. Language assessment is — **Part of learning**

96. Good assessment builds — **Confidence**

97. Assessment should be — **Transparent**

98. Language tests should be — **Valid**

99. The goal of assessment is — **Improvement**

100. The ultimate aim of English language assessment is — **Effective communication**
