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**Unit – 1 : Learning English at Upper  
Primary Level**

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**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
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## **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

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### 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

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### 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

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#### 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**
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## Unit – 2 : Development of English Language Skills

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### 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
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### 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

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### 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

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### 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
- C. Translation
- D. Memorization
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

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### E. Principles of Language Teaching

41. Language teaching should be based on the principle of
- A. Rote learning
  - B. **Learning by use**

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

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#### 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

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### 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

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### 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**
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### Unit – 3 : Assessment of Learning English Language

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#### 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
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

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#### B. Assessment of Listening Skills

- 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

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### 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

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#### 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

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#### 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

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## 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

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## 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

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#### 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**

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**

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**
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