

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 5th 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?
Suder: 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 / finite B) are / finites
C) are / finives D) is / finives
- _____ 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

Glaiol V. Ekbatani



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 **Experimenting with Uncertainty** C. Elder,2001-05-21 A collection of 28 invited papers surveying the

state of the art in language testing **LD SAT Study Guide** Paul Osborne,2009-06-02 The first SAT guide for students with learning disabilities For the growing number of students with learning disabilities who take the SAT each year studying for the test is even more grueling than it is for traditional students There is nothing on the market to prepare them for the SAT and traditional manuals are inadequate both in content and presentation LD SAT Study Guide is the first commercially available SAT preparation manual that prepares students with disabilities in general and devotes specific attention and instruction to the more common disabilities including dyslexia ADD ADHD nonverbal learning disabilities math disabilities and visual or auditory processing disorders As a free supplement to the book readers will have access to a companion website that enables them to take several practice tests and receive subject specific feedback that pinpoints their strengths and weaknesses Students can then focus their preparation accordingly to maximize their overall SAT score *ELT*

Christoph Haase,2011-05-25 This volume represents an outgrowth of the 7th international ATECR conference which brought together researchers and educators from fields as diverse as language teaching in a variety of contexts corpus linguistics and literary studies The contributions in this volume show despite their diversity a strong common denominator an aim to bundle efforts and unify parameters in order to optimize English Language Teaching as a world wide endeavor Thus for our teaching it can only be beneficial when linguists talk to literary minded teachers or methodology specialists investigate whether their theoretical underpinnings make their way into practice by talking to language instructors or language service providers In general the authors present a multifaceted picture of the English Language Teaching context with themselves as practitioners but also as investigators and researchers at the same time The research that reflects back on their teaching thus creates a force feedback loop not only for the investigating scholar but also for the practicing instructor who reapplies his her knowledge after failed or suboptimal attempts as evidenced by the data *Research in Education* ,1966

Resources in Education ,1996 *Passing the Literacy Skills Test* Jim Johnson,Bruce Bond,2015-02-16 This book is fantastic and has been purchased by many of our students who have subsequently passed the skill test Sarah Martin Denham Faculty of Education and Society University of Sunderland All applicants to Initial Teacher Training in England need to PASS the QTS Literacy Skills Test before starting their course This professional skills test is designed to ensure trainee teachers

have a sound grasp of literacy skills such as comprehension and spelling and how to apply these in practice This popular and widely recommended book outlines all of the requirements of the QTS Literacy Skills Test explains the essential subject knowledge candidates need and includes practice questions for test preparation This fourth edition co written by an author of the test itself is updated throughout and now includes a full practice test more practice questions and more question and answer commentary This is more than a collection of practice questions It includes advice tips test commentary and guidance to help students pass first time It helps students to familiarise yourself with the skills and knowledge to be tested fully understand the format and structure of the literacy skills test know what to expect on the day of the test HOW TO USE THIS BOOK For the purposes of the test literacy is seen as comprising the four sections Spelling Punctuation Grammar and Comprehension Each section has its own chapter There you will find an explanation of the knowledge required examples of the features of literacy being tested and explicitly direction about what to do in the test There are practice questions for each section Chapter 5 is a complete literacy practice skills test for you to work through and Chapter 6 contains answers and explanatory key points for all the questions in the main chapters and for the practice test Revision checklist You can use the checklist in your revision to make sure that you have covered all the key content areas

Teaching Chinese, Japanese, and Korean Heritage Language Students Kimi Kondo-Brown, James Dean Brown, 2017-09-25 This book contributes to building the research knowledge that language teaching professionals need in developing curriculum for the large population of East Asian heritage students including Chinese Japanese and Korean in countries like the United States Canada and Australia where speakers of East Asian languages are among the fastest growing populations Heritage learners are defined as those who initially acquired certain levels of linguistic and cultural competence in a non dominant language mainly through interaction with foreign born parents and other family members at home Heritage language instruction is currently a hot topic and is becoming a sub discipline within the fields of foreign language education and applied linguistics Special instruction for heritage language learners is on the rise particularly in the U S and Canada Providing theoretical and practical information about heritage language instruction in terms of curriculum design learner needs materials development and assessment procedures the goal of this book is not only to promote research about heritage students in East Asian languages but also to improve the teaching of these students in various educational settings and all over the world especially in English speaking countries The volume is organized in four sections Overview addressing the timeliness necessity and applications of the work and issues and future agendas for teaching Chinese Japanese and Korean heritage students Language Needs Analysis Attitude Motivation Identity and Instructional Preference and Curriculum Design Materials Development and Assessment Procedures Teaching Chinese Japanese and Korean Heritage Language Students is intended as a primary text or reference for researchers educators and students in the areas of curriculum pedagogy and assessment studies related to teaching bilingual and heritage students in general and East Asian heritage students in particular

Passing the Professional Skills Tests for Trainee Teachers and Getting into ITT Bruce Bond, Jim Johnson, Mark Patmore, Nina Weiss, Geoff Barker, 2015-04-17 I found this book very informative It is clearly set out and the chapters are clear I particularly liked how you can test yourself on all areas then check the answers along with an explanation At the end of the book is a honest account from someone who completed their QTS and I enjoyed reading this Stephanie Kane Teacher Training Candidate I will recommend this book because it is up to date and because it covers both literacy numeracy skills tests It explains coherently what the tests are for It shows how rigorous they are and why they are important showing how they impact practice even if not in the trainee s specialist area Everything a potential ITT trainee needs to know is covered and shows it is more than just about passing the tests There are good practice questions IN a nutshell everything a trainee needs is here Mrs Sarah Barton School of Education Portsmouth University If you are applying to teacher training in England you must pass your Professional Skills Tests for Trainee Teachers before you can start your training Written by authors who have written questions for the test themselves this is your guide to how to prepare for approach and succeed in the Professional Skills Tests for Trainee Teachers It takes you through how the tests work and includes hints and tips on what to expect and how to respond It offers clear and concise guidance on revision and examples of questions so you can prepare for the tests and pass This second edition has been updated with added practice questions and a new chapter with trainee and tutor profiles giving you up to date and focused insight into how to get into teacher training and what it s like to complete the course How to use this book The first chapter in this book will help you understand the context of the skills tests and direct you to useful sources where you can conduct your own research into schools and education Having a familiarity with key terms and issues in education will prove useful both when approaching the skills tests and also at a later date when you apply for a training place Subsequent chapters will outline the content and structure of the literacy and numeracy skills tests and offer you practice questions Then there is a chapter designed to support your application to teacher training courses and provide suggestions and advice for the interview process Finally for this second edition a new chapter What is teacher training really like offers you real insight into intial teacher training from the point of view of the student and the tutor About the authors Bruce Bond has been involved in writing editing observing reviewing and trialling the QTS Literacy Skills Tests for over 10 years Jim Johnson is an Honorary Fellow of Nottingham Trent University where until his retirement he led the English team in the Department of Primary Education Mark Patmore was until recently a senior lecturer in mathematical education in the Department of Education at Nottingham Trent University Nina Weiss has worked in education for over 30 years Since 2008 she has been authoring and editing the QTS Skills Tests

Measurement and Evaluation in Post-Secondary ESL Glayol V. Ekbatani, 2010-10-04 Practical and concise this introductory text for language teaching professionals is a guide to ESL assessment and to fulfilling the testing component of TESOL programs in the U S and around the world Covering the fundamental descriptive and quantitative facets of effective language testing it explicates key

technical aspects in an accessible non technical manner Each chapter includes relevant practical examples and is augmented by a partnered project that provides practical opportunities for readers to apply the concepts presented in real testing situations Measurement and Evaluation in Post Secondary ESL Discusses effective methods of evaluating the language proficiency of college bound English language learners in various skills areas such as reading oral proficiency and writing Takes a fresh look at accepted assessment concepts and issues such as validity and reliability construct definition authenticity washback reliable scoring rater training holistic and analytic rubrics standardized tests and statistical concepts Places special emphasis on innovative methods and alternative forms of assessment such as self and portfolio assessment as an adjunct to traditional methods Reviews the changes in the new internet based Test of English a Second Language launched in 2005 Addresses the role and responsibilities of assessors *The Routledge Handbook of Content and Language Integrated Learning* Dario Luis Banegas,Sandra Zappa-Hollman,2023-07-03 Content and language integrated learning CLIL is an increasingly popular educational approach given its dual focus on enabling learners to acquire subject matter through an additional language while learning this second language in tandem with content This Handbook provides a comprehensive overview of recent CLIL developments illustrating how CLIL has been uniquely conceptualised and practised across educational and geographical contexts Divided into six sections covering language and language teaching core topics and issues contexts and learners CLIL in practice CLIL around the world and a final section looking forward to future research directions every chapter provides a balanced discussion of the benefits challenges and implications of this approach Representing the same diversity and intercultural understanding that CLIL features the chapters are authored by established as well as early career academics based around the world The Routledge Handbook of Content and Language Integrated Learning is the essential guide to CLIL for advanced students and researchers of applied linguistics education and TESOL

Success! Passing the Professional Skills Tests for Teachers Jenny Lawson,Annabel Charles,Trish Kreft,2025-02-28 An essential book for anyone thinking of taking or about to take the Professional Skills Tests for Teachers You must pass these tests before starting your course and this up to date text tells you exactly what to expect and how to prepare for the latest versions of the tests There is an emphasis on support and clear guidance throughout along with plenty of practice material so you can face the tests with confidence and succeed in your application It provides a guide to the variety of Initial Teacher Training ITT provision and routes into teaching a preparation timeline comprehensive coverage of both the numeracy and literacy tests an audit of your strengths and areas for improvement in literacy and numeracy example questions and answers highlighting common errors providing top tips for success with theories and methods fully explained full practice papers plus test taking and revision strategies discrete topics within the numeracy and literacy sections enabling focused learning with explanations and hundreds of examples larger format pages with topics covered across double page spreads for ease of use and more memorable learning **Course Design for TESOL** Florin Mihai,Kerry

Purmensky,2016-03-22 Course Design for TESOL offers a unique approach of integrating curriculum with teaching activities to allow language educators to utilize the text in a variety of courses in a TESOL program Although the authors assume readers have a basic knowledge of English grammar this textbook resource is designed to be comprehensible to those who have not had an SLA or Applied Linguistics course Because each language skill is discussed in detail in terms of important theories and concepts and actual teaching activities are included the book can also be used in a Methods course or a combined Curriculum Design Methods or Methods and Materials course Part I explores the basic language acquisition theories and their influences on current teaching practices in the field Part II then moves on to the core elements of designing a curriculum or course conducting the needs analysis setting of course goals objectives designing the syllabus and writing lesson plans Part III Instructional Activities and Assessment Techniques features chapters on the teaching of listening speaking reading writing grammar and culture Within each of these chapters the authors address the fundamental issues related to the teaching of each skill and then discuss the components of a good activity for that skill and how to design one and then offer four sample activities one for each type of syllabus and guidance on assessing that skill The activities can be adapted for use in a variety of classrooms and settings Part IV addresses contemporary trends curriculum issues in North America and Europe standards and educational policy practices in teaching in Asia particularly China and Korea and technology enhanced learning

Experimental Research Methods in Language Learning Aek Phakiti,2014-12-18

Language learning research aims to describe and fully explain how and why language learning takes place but can fall short of its stated purpose Systematic rigorous research is needed if the growing field of language learning is to progress methodically This book demonstrates and fully explains such a methodology Given that research in language acquisition yields practical pedagogical implications it is crucial that it is rigorous and accurate This book offers a quantitative research methodology that relies on statistical analysis in order to make inferences and conclusions about language learning Experimental research aims to understand differences between or within groups of learners under manipulated environments It requires strict control of conditions enabling interpretations with a low factor of error Aek Phakiti provides step by step guidelines and underlying principles epistemology and methodology in a book that is essential for advanced students of language acquisition and language and education

The Handbook of Spanish Second Language Acquisition Kimberly L. Geeslin,2018-08-14 Bringing together a comprehensive collection of newly commissioned articles this Handbook covers the most recent developments across a range of sub fields relevant to the study of second language Spanish Provides a unique and much needed collection of new research in this subject compiled and written by experts in the field Offers a critical account of the most current ground breaking developments across key fields each of which has seen innovative empirical research in the past decade Covers a broad range of issues including current theoretical approaches alongside a variety of entries within such areas as the sound system morphosyntax individual and social factors and instructed language

learning Presents a variety of methodological approaches spanning the active areas of research in language acquisition

Perspectives on Arabic Linguistics Mushira Eid, Clive Holes, 1993-04-01 The papers in the first section of this volume Variation in Arabic deal with a wide range of topics the function of Modern Standard Arabic MSA vs dialect variation in political speeches patterns of variation in concord in Cairene dialect the extent to which Cairenes know MSA and the scope of emphaticization in different dialects In the section on Phonological Perspectives there are papers dealing with emphasis spread and with gemination degemination antigemination in Iraqi Arabic The papers in the section on syntax all focused on MSA and within a GB framework discuss aspects of Arabic that are problematic for current hypotheses in linguistics and also more traditional issues such as word order and verbal vs nominal sentences The last two papers represent a historical comparative Semitic perspective on the function of energetic suffixes and on the reconstruction of the early Arabic sounds represented by *siin* and *iin*

The Language of SQL Larry Rockoff, 2021-11-04 Get Started Fast with SQL The only book you need to gain a quick working knowledge of SQL and relational databases Many SQL texts attempt to serve as an encyclopedic reference on SQL syntax an approach that is often counterproductive because that information is readily available in online references published by the major database vendors For SQL beginners it s more important for a book to focus on general concepts and to offer clear explanations and examples of what various SQL statements can accomplish This is that book Several features make The Language of SQL unique among introductory SQL books First you will not be required to download software or sit with a computer as you read the text The intent of this book is to provide examples of SQL usage that can be understood simply by reading Second topics are organized in an intuitive and logical sequence SQL keywords are introduced one at a time allowing you to grow your understanding as you encounter new terms and concepts Finally this book covers the syntax of the latest releases of three widely used databases Microsoft SQL Server 2019 MySQL 8 0 and Oracle 18c Special Database Differences sidebars clearly show you any differences in syntax among these three databases and instructions are included on how to obtain and install free versions of the databases Use SQL to retrieve data from relational databases Apply functions and calculations to data Group and summarize data in a variety of useful ways Use complex logic to retrieve only the data you need Design relational databases so that data retrieval is easy and intuitive Update data and create new tables Use spreadsheets to transform your data into meaningful displays Retrieve data from multiple tables via joins subqueries views and set logic Create modify and execute stored procedures Install Microsoft SQL Server MySQL or Oracle

Learning Styles and Second Language Education Patrycja Marta Kamińska, 2014-06-26 This book contributes to the body of knowledge concerning individual learner differences by addressing the issue of learning styles in developing a second language It comprises five chapters The notion of style together with its place among other individual differences and its relation to learning strategies is presented in Chapter 1 The reasons for researching styles are also delineated in this chapter Chapter 2 describes simple one dimensional models of learning styles contrary to Chapter 3 in

which two dimensional compound models are presented Multi dimensional complex models of learning styles are the focus of Chapter 4 Each model discussed in Chapters 2 through 4 is accompanied by an outline of its significance to second language educators as demonstrated in earlier studies The final fifth chapter is devoted to the discussion of the practical exploitation of the learning style awareness in second language education The options suggested include accommodating learners styles stretching them by exposing the students to the less familiar and less preferred options and mixtures of both approaches The book will be of interest to applied linguists psycholinguists and language teaching practitioners as well as tertiary level students interested in finding out the ways in which learning styles account for linguistic achievement **The**

Lexicon-syntax Interface in Second Language Aquisition Roeland van Hout, 2003-01-01 Second language acquisition has to integrate the totality of the SLA process which includes both the learning of the core syntax of a language and the learning of the lexical items that have to be incorporated into that syntax But these two domains involve different kinds of learning Syntax is learnt through a process of implementing a particular set of universal structures whereas the learning of lexis is characterised by the building up of associations or connections Yet these two systems must come together in the creation of a whole linguistic system in the mind of an individual This book is designed to state the implications of these two paradigms in as clear a way as possible through examples of the research carried out within each paradigm and to examine how they can be made to inter relate in a way which would enable us to explain better the overall process of SLA

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