

## **ENGLISH QUIZ**

## Reading Comprehension

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|---|---|---|---|---|--|
|   |   |   |   |   |  |

False:

My name is:

Result:

# Answer the questions 1 – 5 according to the text below.

My name is Clara. I am a student. I get up at 7.30 and I wash my face. I don't have shower every morning. I have breakfast at 7.45 with my brother. He is also a student and he goes to school with me. We go to school at 8.15 by car. The lessons start at 8.30. We have got eight lessons every day. I have lunch at 12.30 with my classmates. After school, I go home with my brother. My brother always wants to play with me but I often feel fired and I don't want to play. I watch TV about thirty minutes and then I do my homework. I always want to finish my homework before dinner. I like having dinner with my family.

My brother usually doesn't have much homework. He plays with his toys. He doesn't like watching TV. He usually watches carbons on my mother's laptop.

My favourite lesson is English. I learn a lot of new words in English lessons. I think it is very exciting to speak another language.

- How many lessons does Clara have a day?
  - A) six

B) seven

C) eight

- D) nine
- 2. What does Clara do when she goes home after school?
  - A) She reads books.
- B) She does sport.
- C) She plays with toys.
- D) She watches TV.
- Why doesn't Clara want to play with her brother after school?
  - All She likes playing.
  - B) She feels fined.
  - C) Her brother is smart.
  - D) Her brother is noisy.
- 4. Which one is not true according to the text?
  - All Clara's brother is a student.
  - B) Clara has lunch with her classmates.
  - C) Clara's favourite lesson is English.
  - DI Clara doesn't like her brother.
- Which one is not mentioned in the text?
  - Al Clara's brother doesn't like watching TV.
  - B) Clara doesn't have a shower every morning.
  - C) Clara can speak three languages.
  - DI Clara has lunch at 12.30

#### Answer the questions 4 – 10 according to the text below.

I am Ayhan. I am Turkish but English is an important language for me because I want to be a pilot. My father says pilots speak English when they use planes. I learn English in my school and it is fantastic. Our English teacher teaches us difficult things and he gives us much homework to study at home. But it is never boring. We learn new words every week and we do a lot of interesting activities in our English lessons. We usually speak English in our lessons. When I want to say something I speak English. It is a little hard but very good for me.

After lessons we often do sports or watch films at school, and at weekends I sometimes go to interesting places with other students. I love my school and my friends.

- Why is English very important for Ayhan?
  - A) Because he wants to be a pilot.
  - B) Because he doesn't like English.
  - C) Because his father is English.
  - D) Because he wants to go to America.
- Z. Where does Ayhan learn English?
  - All At home.
  - BI On TV
  - C) in school.
  - D) On a plane.
- 8. What does Ayhan usually do after lessons?
  - A) He plays computer games.
  - B) He does sports or watches films.
  - C) He has a shower.
  - D) He eats pizza.
- Which one is not true according to the text?
  - A) Ayhan speak English in English lessons.
  - B) Ayhan's English teacher gives much homework.
  - C) Ayhan wants to be a pilot.
  - D) Ayhan doesn't like English lessons.
- 10. Which one isn't mentioned in the text?
  - A) Pilots speak English when they use planes.
  - 8) They do interesting activities in English lessons.
  - C) Ayhan's father is an engineer.
  - D) They learn new words every week.





# **Multiple Choice Comprehension With Its Answers**

**Victor M. Corman** 

#### **Multiple Choice Comprehension With Its Answers:**

Teaching ESL/EFL Reading and Writing I.S.P. Nation, John Macalister, 2020-10-01 The second edition of this bestselling text Teaching ESL EFL Reading and Writing is a fully updated and expanded guide for teaching learners at all levels of proficiency how to develop their reading and writing skills and fluency Practical and accessible this book covers a diverse array of language teaching techniques suitable for all contexts Updated with cutting edge research and theory the second edition is an essential and engaging text Key insights and suggestions are organised around four strands meaning focused input meaning focused output language focused learning and fluency development to allow teachers to design and present a balanced programme for their students Bringing together research and theory in applied linguistics and education the text includes useful examples and practical strategies and features new topics related to technology assessment and genre The second edition includes new tasks and further reading sections in every chapter Teaching ESL EFL Reading and Writing is designed for practising and pre service teachers of all levels and is ideal for certificate diploma masters and doctoral courses in English as a second or foreign language Handbook of Warnings Michael S. Wogalter, 2006-01-20 A technical discussion that includes theory research and application this book describes warning design standards and guidelines aspects of law relevant to warnings such as government regulations case trial litigation and the role of expert testimony in these cases and international health medical and marketing issues Broken into thirteen Automaticity: A Reduction of Dual-Task Interference and Working Memory Demands Bartolo Bazan, 2024-10-24 SUMMARY This book explores the concept of automaticity in the context of second language listening focusing on how practice can lead to the ability to perform listening tasks with minimal cognitive effort The author argues that through practice lower level subcomponents of listening can be executed autonomously requiring less executive control and reducing dual task interference an indication of automaticity Despite the extensive research on automatization across various skills this book addresses a gap in the literature regarding second language listening from a cognitive psychology perspective It integrates theories from cognitive sciences such as attentional theories of skill acquisition working memory and imagery with linguistic concepts to create a comprehensive framework for investigating listening automaticity Key features of the study include an examination of what types of practice are most effective in fostering listening automaticity. The book discusses innovative approaches to assessing listening automaticity including the use of combined tests to evaluate constructs accurately Additionally the research investigates whether practice leads to a decrease in the involvement of executive functions during listening tasks and explores the potential of visuospatial working memory as a predictor of listening automaticity Utilizing Rasch models the research offers validation for the cognitive and linguistic measures employed linking longitudinal data through common items to provide deeper insights into the automatization process The implications of this research extend to both theoretical understanding and practical applications in pedagogy making it relevant for educators researchers and

students in cognitive psychology psycholinguistics and assessment Overall the book aims to contribute to the advancement of automaticity research particularly in the realm of second language acquisition Forum, 1980 A journal for the teacher of english outside the United States **Resources in education**, 1983-06 Comprehension Difficulties of Ninth Grade Students in the Study of Literature Theophil William Henry Irion, 1925 The Prospective Teacher's Grasp of High School Content in His Probable Fields of Instruction Russell E. Jonas, University of Iowa, 1928 Collins 11+ - 11+ Verbal Reasoning Complete Revision, Practice and Assessment for CEM Collins 11+,2020-09-01 Exam Board CEM Level Subject 11 Comprehension Proceedings of the High School Conference of ... Horace Adelbert Hollister, 1929 Proceedings of the High School Conference of November 1910-November 1931,1928 The Grade Placement of Curriculum Materials in the Social Studies Chester Ora Mathews.1926 **University of Iowa Studies in Education** University of Iowa, 1928 Reverse Engineering. Ieee, 1999 Three papers each cover architecture reengineering the meta level techniques documentation metrics case studies modularization tools and Java Their topics include software architecture transformation a framework for classifying and comparing software reverse engineering and design recover **Journal of** Health, Physical Education, Recreation ,1963 Contributions to Education .1929 The Value of Certain Measurements in the Training of Teachers Experimentally Determined Agnes Snyder, 1928 The Johns Hopkins University Studies in Education .1928 Retention of History in the Sixth, Seventh, and Eighth Grades with Special Reference Elementary English Review ,1924 SCC library has to the Factors that Influence Retention Sarah Janet Bassett, 1928

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Guilford, Ralph Hoepfner, 1963

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