

## THE MID-FIRST ENGLISH EXAM - GRADE 9 - 2022-2023 - NVC - CODE B

## A. LISTENING (2ms)

## I. Listen and fill the gap. (1m)

Suzanne lives in Bangkok with her (1) **husband** and two children. Her office is seven kilometers away but it takes her two hours to get there by car every day.

"Some cities have problems with (2) **pollution**, crime, or bad weather – here we have traffic jams," she says. Before going to the office, she has to take her children to school – so she (3) **sets** off at 5 a.m. The children sleep until they arrive at school. Then Suzanne begins her journey to the (4) **office**.

## II. Listen again. Decide if each of the statements is True or False (1m)

5. The most serious problem in Bangkok is bad weather. F  
 6. In the past, more people moved around Bangkok by boat. T  
 7. Now so many people have a car, and there are enough roads in the city. F  
 8. The Skytrain and metro can help a bit, but they are limited in range and cover all parts of the city. F

## B. LEXICO-CRAMMING (3ms)

## I. Choose the word whose underlined part is pronounced differently from the others (0.5 m).

9. A. provided      B. watched      C. stopped      D. walked  
 10. A. hour      B. house      C. hat      D. history

## II. Choose the best answer (A, B, C or D) (2ms)

11. You have to read the instruction before making models.  
 A. look up      B. look through      C. look for      D. look after  
 12. You don't need the fans on in the classroom. \_\_\_\_\_, please.  
 A. Turn off it      B. Turn it off      C. Turn off them      D. Turn them off  
 13. Osaka has become one of the \_\_\_\_\_ "liveable" cities in Asia.  
 A. more      B. better      C. much      D. most  
 14. Like in the past was \_\_\_\_\_ than it is now.  
 A. less comfortable      B. comfortable      C. least comfortable      D. most comfortable  
 15. He wondered \_\_\_\_\_ his parents what he really thought.  
 A. whether he tell      B. whether tell      C. whether to tell      D. whether telling  
 16. I've been studying very hard for my final exams but I always feel \_\_\_\_\_.  
 A. tired      B. calm      C. worried      D. frustrated  
 17. The flower was \_\_\_\_\_ out of a single piece of valuable wood.  
 A. carved      B. moulded      C. cast      D. given  
 18. A: I won the first prize in the English speaking contest. B: \_\_\_\_\_.  
 A. Stay calm. Every thing will be alright!      B. Congratulations!  
 C. If I were you I would get some sleep.      D. I understand how you feel.

## III. Fill in the blanks with the appropriate forms of the verb in brackets. (0.5m)

19. Thanh (stay) **has stayed** with his sister since yesterday.  
 20. When I (come) **came** home from work yesterday, my mother was cooking dinner.

## C. READING (2.5 marks)

## I. Choose the best answer to complete the following passage. (1 m)

to active either had you can find if neither in case of for  
 In our Life Skills lesson last week, our class (21) **had** a visit from a Fire Safety Officer, and this is what he told us: "Today I'm going to tell you what to do (22) **in case of** fire. If there is a fire, keep calm. Be sure you know where (23) **you can find** the nearest exit or stairway. Do not use the lift. Before you leave, close all the doors behind you. You should know how (24) **to active** the fire alarm, and then shout 'fire'. You should know what number to call to report the fire and ask (25) **for** help. In Viet Nam, it's number 114. The number is toll-free and you can call it any time from (26) **either** a mobile or a landline without dealing area codes."

## II. Read the passage carefully. Then answer the questions. (1.m)

Magic Number 18001567 is a 24-hour toll-free service for counselling and protecting children and young adults in Viet Nam. The helpline was set up in 2004 by the government with support from Plan Vietnam, an international children's development organization. By 2014, the helpline had received over 1.5 million calls from children and adults nationwide. Sixty-nine per cent of the calls came from children and most child callers

# Grade9 English Fina Exam 2014

**Education Department**

## **Grade9 English Fina Exam 2014:**

*Examining Young Learners: Research and Practice in Assessing the English of School-age Learners* Szilvia Papp, Shelagh Rixon, 2018 The proposed book on child second language L2 development and assessment will be a state of the art account of what we currently know about how children learn L2s in formal contexts and how that knowledge impacts on the design development and evaluation of language assessment products for young learners The uniqueness of child L2 development within the classroom is highlighted by considering children's L2 needs typical patterns of development and the role of instruction and assessment in how children learn Common issues shared in child L2 acquisition studies language testing and educational assessment are explored by linking research carried out within the educational academic and testing communities Several case studies are described from different educational contexts around the world where teaching and assessment of young language learners takes place In particular the book presents the Cambridge English approach to assessing young learners of English and presents a framework for the development research and validation activities around the Cambridge English suite battery for children *Education for All 2000-2015: Achievements and challenges*

UNESCO,2015-04-08 Literaturverz S 414 459 *English Education in Southeast Asian Contexts* Sovicheth Boun, Chatwara Suwannamai Duran,2024-08-09 English Education in Southeast Asian Contexts Policy Practice and Identity provides an account of English education English language teaching and language policy in Southeast Asian countries Both local and international researchers offer conceptual and empirical work that spans a wide range of topics geographical contexts and educational levels providing a unique perspective on English education and policies in Southeast Asia The issues addressed in this volume include the relationships among English language learners national identities nation building English teaching and learning including challenges in grade level schools and in higher education teacher preparation and professional development

**A Critical Study of the English Correctness Test in the Iowa Academic Meet of 1930** Gwendolyn L. Patton,1930

**Session Laws of the State of Minnesota** Minnesota,2012 Includes regular and extra sessions some extra sessions issued as separate vols

**Educational Testing and Measurement** Tom Kubiszyn, Gary D. Borich, 2016-01-11 Educational Testing and Measurement Classroom Application and Practice 11th Edition by Tom Kubiszyn and Gary D Borich serves as an up to date practical reader friendly resource that will help readers navigate today's seemingly ever changing and complex world of educational testing assessment and measurement The 11th edition presents a balanced perspective of educational testing and assessment informed by developments and the ever increasing research base

**The Condition of Education 2016** Education Department,2016-12-05 The Condition of Education 2016 summarizes important developments and trends in education using the latest available data The report presents 42 indicators on the status and condition of education The indicators represent a consensus of professional judgment on the most significant national measures of the condition and progress of education for which accurate data are available In addition 3 spotlight indicators are featured that

describe selected issues of current policy interest      **Kids Count New Jersey ...** ,2016      **Minnesota Statutes**  
Minnesota,2012      **Florida School Laws** Florida,2011      **Charter Schools** California. State Auditor (2013- ),2017  
**Drugs, Oils & Paints** ,1907      **El-Hi Textbooks and Serials in Print** ,2003      **The Annual Condition of**  
**Education Report** ,2015      **Washington Education Journal** ,1928      **George Broomhall's Corn Trade News** ,1910  
**St. Louis Daily Market Reporter and Merchants Exchange Price Current** ,1919      **Engineering and Mining**  
**Journal** ,1901      **Roundtable Viewpoints: Educational Leadership** Joyce Huth Munro,2007-08-13 **ROUNDTABLE**  
VIEWPOINTS EDUCATIONAL LEADERSHIP offers varying perspectives on important issues and provides readers with balanced and fair coverage of a topic to form their own opinion or to support their research This reader is designed to address a number of different issues regarding educational leadership Each issue question is relevant to the topic and guides readers through the readings The controversy and different views among the captivating readings is readily apparent to the reader and stimulates discussion The variety of selections per issue are current culled from a variety of sources and relate to the most popular issues surrounding the topic In addition to the issue questions and selections ROUNDTABLE VIEWPOINTS EDUCATIONAL LEADERSHIP includes an issue introduction summary overview highlights critical thinking challenge questions and additional reading and or websites      *Zambia-United Nations Sustainable Development Partnership Framework (2016-2021)* . ,2015

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