

PRETEST ENGLISH 9 FOR QUARTER 1
SY 2021-2022

NAME _____
SECTION _____

SCORE: _____
DATE: _____

DIRECTIONS: Read the directions carefully, then answer the questions that follow. Remember to answer all items. Circle the letter of the correct answer.

1. What do you call the helping verbs used in expressing permission, obligation, and prohibition?
A. auxiliary verbs B. modes of verbs C. modal verbs D. expressive verbs
2. Which of the following modals is used to express a more polite and more formal in asking permission?
A. should B. could C. would D. may
3. What type of modal is often used to express commitment or duty?
A. obligatory B. prohibition C. ability D. necessity
4. "If you heat ice, it melts." What type of conditional is used in the sentence?
A. zero conditional B. first conditional C. second conditional D. third conditional
5. Which of the following pair completes the given sentence?
If I _____ the jackpot, I _____ rich.
A. hit, will be B. hit, would be C. hits, will be D. would hit, will be
6. Which of the following pair completes the given sentence?
If our team _____ the match, they _____ up in the Regional Level.
A. have won, had moved B. have won, would have moved
C. had won, had move D. had won, would have moved
7. What word-formation process refers to a person or thing after which something else is named? It is associated with the name of another character, person, product, object, activity, or even a discovery.
A. Blending B. Clipping C. Eponyms D. Acronym
8. What communicative style refers to a language that is always the same and static, such as the Lord's Prayer and wedding vows?
A. Consultative B. Formal C. Frozen D. Casual
9. What communicative style refers to using language between friends with a general word choice?
A. Consultative B. Formal C. Frozen D. Casual
10. What word would be formed if the words *transfer* and *resistor* would be combined through blending?
a. Transistor B. Transtor C. Transresistor D. Transferator
11. Which of the following used colloquial terms?
A. As you commence this endeavor, I offer you all my prayers and support.
B. Thank you for applying for this position. We will let you know in a week if you have been chosen for an interview.
C. I would like to inform you that the meeting has been canceled due to a much more important activity that needs to be attended.
D. Hello everyone, welcome back to my channel, again my name is Chris, and we will be talking about my ten personal pics about the hottest female celebrities this year.

Grade 9 English Pretest

Amin Abu-Ayyash, Juhaina Yakzan



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Testing Talk Pia Sundqvist, Erica Sandlund, 2024-05-02 Oral assessments are of vital importance to second language learners but how can teachers and examiners best test L2 learner talk and interaction Bringing together theory and research within the field of L2 oral proficiency with the concept of L2 encompassing any language learned later than the early childhood years this book provides a state of the art overview of what is at stake for L2 learners and examiners and advice on how to approach testing and assessment Using data and findings from empirical research to illustrate and discuss key topics *Testing Talk* takes the reader step by step through the major concepts and issues in the oral assessment of second languages with a main focus on L2 English Investigating and explaining the most important educational and interactional issues facing both examiners and test takers such as the factors which come into play during speaking tests the differences between common test formats and the challenge of ensuring equity in assessment this book offers research based advice on ways to design test tasks and in depth insights into the assessment of L2 speaking Featuring a glossary of key terms and concepts discussion questions and further reading for each chapter and a comprehensive companion website hosting a wealth of additional materials including authentic test recordings and assessment tasks to be used by researchers and practitioners alike this is the only book needed in order to understand design and assess interactive oral L2 tests **Intermediate**

Testing Strategies Grade 9 New Edition Amin Abu-Ayyash, Juhaina Yakzan, *Intermediate Testing Strategies* provides students with test taking strategies that help them perform better in English language tests *Intermediate Testing Strategies* empowers teachers to assess students English language mastery and grants parents the chance to monitor their children s progress *Intermediate Testing Strategies* addresses the discrepancies discovered between students high grades for English language class work and their low scores on tests With *Intermediate Testing Strategies* a test is no more an anxiety provoking activity it is a day to day anxiety free pursuit **Choice and Control in American Education** John F.

Witte, William H. Clune, 1990 **Resources in Education** , 2001-04 [Content-based Language Learning in Multilingual Educational Environments](#) Maria Juan-Garau, Joana Salazar-Noguera, 2014-11-17 The spread of English as an international language along with the desire to maintain local languages lead us to consider multilingualism as the norm rather than the exception Consequently bi multilingual education has bloomed over the last decades This volume deals with one such type of education currently in the spotlight as an essentially European strategy to multilingualism CLIL Content and Language Integrated Learning in which curricular content is taught through a foreign language The book contributes new empirical evidence on its effects on linguistic and attitudinal outcomes focusing on bi multilingual learners who acquire English as an additional language Moreover it presents critical analyses of factors influencing multilingual education the effects of CLIL on both language and content learning and the contrast between CLIL and other models of instruction The research presented suggests that CLIL can greatly enhance language acquisition in multilingual settings [Test of Understanding in College](#)

Economics William B. Walstad, 2007 This Examiner's Manual for the fourth edition of the Test of Understanding of College Economics provides the instructor with information to compare his/her students' performance with that of similar students attending colleges and universities across the nation P v

Vocational Division Bulletin, 1962

Using Blended Learning Khe Foon Hew, Wing Sum Cheung, 2014-08-01 This book discusses evidence-based practices related to the use of blended learning in both K-12 and higher education settings. Specifically, this book features evidence-based practices in relation to the following five learning goals: a) Fostering students' attitude change toward country b) Helping students solve ill-structured design task problems c) Improving students' critical thinking in assessing sources of information d) Improving students' narrative and argumentative writing abilities and e) Enhancing students' knowledge retention and understanding. To achieve this aim, the authors draw upon their own research studies as well as some other relevant studies to reveal the pedagogical approaches, the specific instructional learning activities, the technologies utilized, and the overall framework for developing blended learning experiences

Out-of-Field Teaching Across Teaching Disciplines and Contexts Linda Hobbs, Raphaela Porsch, 2022-02-18 This edited book is a compilation of research by the members of the Out of Field Teaching Across Specialisations (OOF-TAS) Collective and is the second book by the Collective. It extends from the work begun in the 2019 book *Examining the Phenomenon of Teaching Out of Field* by showcasing the broad range of research agendas and findings relating to this phenomenon internationally. This book provides research and commentary relating to the out of field teaching phenomenon in primary, secondary, and tertiary education and across different subjects. It provides snapshots of the effects, causes, measurement, and other characteristics of out of field teaching in and across contexts including states and countries, school types, and school levels, subjects, and specializations. The different chapters provide commentary at different units of analysis and focus on the effects of out of field teaching for teachers and their students, the school contexts, cultures that do or do not support them, the leadership practices that assign the teachers to out of field subjects, and the systems that create/perpetuate the need for out of field teaching assignments. Chapter 15 is available open access under a Creative Commons Attribution 4.0 International License via link.springer.com

Research in Education, 1974

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