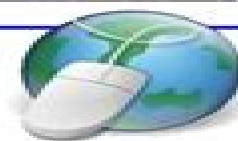


ENGLISH WRITTEN TEST - 9th grade

Name _____ Nr. _____ Class _____ Date ____/____/____

Tutor _____ Teacher _____ Evaluation _____

I. READING COMPREHENSION - Read the text below and do the tasks that follow it.



ARE YOU AN INTERNET ADDICT?

Experts say that millions of people around the world are one click away from "online" addiction.

The Internet is where we spend more and more of our time. But for a growing number of people, it's an out-of-control habit that interferes with normal living and causes severe stress on family, friends, loved ones and work.

Kimberly Young, clinical director of the Centre for Internet Addiction Recovery and author of the book *Caught in the Net*, says that about 5% to 10% of Americans – 15 to 30 million people – may suffer from Internet addiction and the problem may be even greater in countries like China, Korea and Taiwan. It's a global problem.

Coleen Moore, coordinator of resource development at the Illinois Institute for Addiction Recovery, says she has clients from college age to early adulthood who spend 14 to 18 hours a day online. But Young notes that it's not just how long people spend using a computer; it's what they're doing online.

To help people with their diagnosis, Young developed a test that uses a 20-question survey to measure levels of Internet addiction. "There are no real drugs for this yet," she says. "It's not about medication, it's more about therapy." The estimated recovery time varies. At the Illinois Institute for Addiction Recovery, some patients need 30 to 90 days of in-patient treatment, followed by a continuing care program. But Internet addiction recovery, like any other addiction, requires lifelong treatment, experts say.

Online gaming is the form of Internet addiction most rapidly growing among young people. "Initially we primarily had people addicted to surfing the Web, chat rooms, virtual communities and things like that. Now we are looking more to gaming," Moore says. "Gaming is certainly one of the things that could get people addicted to the Internet, because it has such compelling content. But I don't think games are any more likely to cause Internet addiction than any of the other forms of entertainment".

A. Decide if each sentence is TRUE (T), FALSE (F), or NOT MENTIONED (NM).

- | | | | |
|---|-------------------------|-------------------------|--------------------------|
| 1. The number of Internet users has increased by 1000%. | T <input type="radio"/> | F <input type="radio"/> | NM <input type="radio"/> |
| 2. Internet addiction affects people's life in many different ways. | T <input type="radio"/> | F <input type="radio"/> | NM <input type="radio"/> |
| 3. Almost half of Americans spend too much time online. | T <input type="radio"/> | F <input type="radio"/> | NM <input type="radio"/> |
| 4. The USA is the country with the highest number of addicts. | T <input type="radio"/> | F <input type="radio"/> | NM <input type="radio"/> |
| 5. There are centres to recover from Internet addiction. | T <input type="radio"/> | F <input type="radio"/> | NM <input type="radio"/> |
| 6. Their clients are between 14 and 18 years old. | T <input type="radio"/> | F <input type="radio"/> | NM <input type="radio"/> |
| 7. Internet addiction hasn't been understood very well yet. | T <input type="radio"/> | F <input type="radio"/> | NM <input type="radio"/> |
| 8. It's difficult to recover from this addiction. | T <input type="radio"/> | F <input type="radio"/> | NM <input type="radio"/> |
| 9. People are mostly addicted to surfing the web, chat rooms and social networks. | T <input type="radio"/> | F <input type="radio"/> | NM <input type="radio"/> |
| 10. Games are just as addictive as other forms of entertainment. | T <input type="radio"/> | F <input type="radio"/> | NM <input type="radio"/> |

B. Complete the sentences according to the information given in the text.

- Experts say that millions of people are getting _____.
- Internet addiction causes a lot of problems, but many people can't _____.
- Internet addiction is a bigger problem in _____.
- Recovery centres base their treatment on _____ and not on _____.

English Passages And Questions For 9th Grade

John Hattie, Eric M. Anderman



English Passages And Questions For 9th Grade:

Comprehension Difficulties of Ninth Grade Students in the Study of Literature Theophil William Henry Irion, 1925

Making a Difference: Volume I and II Sasha A. Barab, Kenneth E. Hay, Nancy Butler Songer, Daniel T.

Hickey, 2017-09-05 William Wordsworth 1770 1850 needs little introduction as the central figure in Romantic poetry and a crucial influence in the development of poetry generally This broad ranging survey redefines the variety of his writing by showing how it incorporates contemporary concepts of language difference and the ways in which popular and serious literature were compared and distinguished during this period It discusses many of Wordsworth's later poems comparing his work with that of his regional contemporaries as well as major writers such as Scott The key theme of relationship both between characters within poems and between poet and reader is explored through Wordsworth's construction of community and his use of power relationships A serious discussion of the place of sexual feeling in his writing is also included

Literature and Ethics in High School English Classes Ross Collin, 2024-10-17 This book offers a defence of ethical reading in secondary school English classes at a time when reformers and policy makers are trying to reorganize English language arts around technical skills or politics Ross Collin shows how students and teachers use literature as a venue for exploring their own and others ethical ideas and practices and argues that moral inquiry in English class is a distinctly social endeavour The book draws ideas from English education and moral philosophy From English education Collin explores social reading or what Louise Rosenblatt named transaction looking at texts commonly taught in secondary school English including Shakespeare's Romeo and Juliet and Jacqueline Woodson's Brown Girl Dreaming From philosophy he draws on arguments about moral vision and literature developed by Iris Murdoch Martha Nussbaum and Nora H m l inen and develops ideas tacit in English education about reading with moral vision He concludes by proposing a new theory of moral vision in transactional reading The English Journal, 1929 *English Journal*, 1929 **Resources in Education**, 2001-10

Academic Literacy and the Nature of Expertise Cheryl Geisler, 2013-11-05 The first full length account integrating both the cognitive and sociological aspects of reading and writing in the academy this unique volume covers educational research on reading and writing rhetorical research on writing in the disciplines cognitive research on expertise in ill defined problems and sociological and historical research on the professions The author produced this volume as a result of a research program aimed at understanding the relationship between two concepts literacy and expertise which traditionally have been treated as quite separate phenomena A burgeoning literature on reading and writing in the academy has begun to indicate fairly consistent patterns in how students acquire literacy practices This literature shows furthermore that what students do is quite distinct from what experts do While many have used these results as a starting point for teaching students how to be expert the author has chosen instead to ask about the interrelationship between expert and novice practice seeing them both as two sides of the same project a cultural historical professionalization project aimed at

establishing and preserving the professional privilege The consequences of this professionalization project are examined using the discipline of academic philosophy as the site for the author's investigations Methodologically unique these investigations combine rhetorical analysis protocol analysis and the analysis of classroom discourse The result is a complex portrait of how the participants in this humanistic discipline use their academic literacy practices to construct and reconstruct a great divide between expert and lay knowledge This monograph thus extends our current understanding of the rhetoric of the professions and examines its implications for education **Research in Education** ,1974 **In the Deep Heart's Core** Michael Johnston,2003 Michael Johnston discusses how he reached out to inspire his teenage students at a rural school in the Mississippi Delta **Reading Comprehension in Polish and English** Monika Kusiak,2013-06-01 This book is about reading Throughout the book the author explains the complexity of the dual language involvement of FL L2 reading by showing how L1 and FL L2 factors interplay in FL L2 reading The main aim of the book is to explore reading in English in the foreign second language context as a cross linguistic phenomenon and to present the results of a think aloud study which investigated reading in Polish as the L1 and English as the FL of Polish learners of English The project consisted of six stages each focussing on a different aspect of reading Thus the following was explored reading strategies problems and solutions the way the subjects constructed their representations of the texts the students individual patterns of developing comprehension and effectiveness in identifying the main ideas The findings revealed both differences and similarities between the subjects reading in Polish and their reading in English The book offers implications for further research and elucidates the usefulness of think aloud protocols in foreign language instruction Linguistics and Language Behavior Abstracts ,1996 **International Guide to Student Achievement** John Hattie, Eric M. Anderman,2013-01-17 The International Guide to Student Achievement brings together and critically examines the major influences shaping student achievement today There are many often competing claims about how to enhance student achievement raising the questions of What works and What works best World renowned bestselling authors John Hattie and Eric M Anderman have invited an international group of scholars to write brief empirically supported articles that examine predictors of academic achievement across a variety of topics and domains Rather than telling people what to do in their schools and classrooms this guide simply provides the first ever compendium of research that summarizes what is known about the major influences shaping students academic achievement around the world Readers can apply this knowledge base to their own school and classroom settings The 150 entries serve as intellectual building blocks to creatively mix into new or existing educational arrangements and aim for quick easy reference Chapter authors follow a common format that allows readers to more seamlessly compare and contrast information across entries guiding readers to apply this knowledge to their own classrooms their curriculums and teaching strategies and their teacher training programs *The Reading Specialist, Second Edition* Rita M. Bean,2009-08-28 A trusted resource for day to day guidance professional development and certification courses this nuts and bolts text

explains the varied roles and responsibilities of reading specialists in grades K 12 Rita Bean offers evidence based best practices for working with struggling readers supporting teachers planning curricula and collaborating with parents community programs and granting agencies Useful features include discussion questions self reflective exercises and lively examples and vignettes New to This Edition Expanded coverage of middle and secondary school reading programs Addresses the reading specialist s role in a response to intervention framework Additional chapter on literacy coaching Suggested learning exercises and activities for each chapter are provided in an appendix Many new or revised examples and reflection questions

Testimonios: Stories of Latinx and Hispanic Mathematicians Pamela E. Harris, 2021-08-16 Testimonios brings together first person narratives from the vibrant diverse and complex Latinx and Hispanic mathematical community Starting with childhood and family the authors recount their own individual stories highlighting their upbringing education and career paths Their particular stories told in their own voices from their own perspectives give visibility to some of the experiences of Latinx Hispanic mathematicians Testimonios seeks to inspire the next generation of Latinx and Hispanic mathematicians by featuring the stories of people like them holding a mirror up to our own community It also aims to provide a window for mathematicians and aspiring mathematicians from all ethnicities with the hope of inspiring a better understanding of the diversity of the mathematical community

High School Manual for Administrators and Teachers South Carolina. State Department of Education, 1927

Second Language Anxiety Richard L. Sparks, 2025-07-11 This book traces and summarizes theoretical insights and empirical findings on the topic of whether or not anxiety for language learning could be a causal variable for individual differences in language learning The author brings together three decades of research to show that first language L1 skills and second language L2 aptitude are confounding variables in studies of language anxiety and that learners levels of anxiety for L2 learning are strongly related to their levels of language achievement These findings have suggested that language anxiety instruments reflect students accurate self perceptions of their language skills and their levels of L1 achievement and L2 aptitude The research presented in this book holds the potential to change the ways in which L2 educators and researchers think about language anxiety how language anxiety is assessed how investigations into language anxiety are conducted and how L2 teachers respond to anxiety in the classroom

Theoretical Issues in Reading Comprehension Rand J. Spiro, Bertram C. Bruce, William F. Brewer, 2017-11-03 Research in cognitive psychology linguistics and artificial intelligence the three disciplines that have the most direct application to an understanding of the mental processes in reading is presented in this multilevel work originally published in 1980 that attempts to provide a systematic and scientific basis for understanding and building a comprehensive theory of reading comprehension The major focus is on understanding the processes involved in the comprehension of written text Underlying most of the contributions is the assumption that skilled reading comprehension requires a coordination of text with context in a way that goes far beyond simply chaining together the meanings of a string of decoded words The topics discussed are divided into five general areas

Global Issues Text Structure Language Knowledge of the World and Inference Effects of Prior Language Experience and Comprehension Strategies and Facilitators and represent a broad base of methodology and data that should be of interest not only to those concerned with the reading process but also to basic science researchers in psychology linguistics artificial intelligence and related disciplines

Four Chinese ELLs Nan Li, Michael Meng, 2019-09-01 This book is written for K 12 teachers and educators to understand the school experiences and life journeys of the English Language Learners ELLs through four Chinese ELLs by documenting their transitional experiences into an American school Traditionally Chinese students are perceived as the model minority in American schools who are academically successful Yet this book provides a new perspective by documenting the life journey and school experiences of the four Chinese ELLs The book gives a detailed account of the four ELLs in transition from Chinese language and culture into American school and culture Interview observation and documentary data at their homes and American school reflect this transitional journey The book helps K 12 teachers and educators understand that Chinese students also come from different family backgrounds and have different previous schooling experiences This will help teachers and educators better working with Chinese and all ELLs who adapt the new school environment This book is reader friendly and carefully crafted with six chapters Each chapter focuses on one Chinese ELL with genuine research data The book begins with an introduction to provide basic information of the four ELLs and concludes with the final chapter that provides an update on the ELL students This book can also be used as reading texts by college students in teacher education and training programs The book is targeted for the TESOL organizations The TESOL has one of the largest memberships with over 12 000 members representing 156 countries TESOL Brochure 2017 This book also benefits various attendees of professional education conferences

The Oxford Handbook of Deaf Studies in Literacy Susan R. Easterbrooks, Hannah M. Dostal, 2021 The Oxford Handbook of Deaf Studies in Literacy brings together state of the art research on literacy learning among deaf and hard of hearing learners DHH With contributions from experts in the field this volume covers topics such as the importance of language and cognition phonological or orthographic awareness morphosyntactic and vocabulary understanding reading comprehension and classroom engagement written language and learning among challenged populations Avoiding sweeping generalizations about DHH readers that overlook varied experiences this volume takes a nuanced approach providing readers with the research to help DHH students gain competence in reading comprehension

Calibrating Standards-based Assessment Tasks for English as a First Foreign Language. Standard-setting Procedures in Germany Claudia Harsch, Hans Anand Pant, Olaf Köller, 2010 This report is the second in a multi part technical report series describing the development calibration and validation of standards based tests for English as a first foreign language at the Institute for Educational Progress Institut zur Qualitätsentwicklung im Bildungswesen IQB in Berlin Germany It details the empirical basis of the calibration of the test item pool and criterion referenced standard setting procedures The aim is to make transparent the decisions methods and procedures which led to

the setting of cut scores in alignment with the National Educational Standards NES i e the L nder bergreifende Bildungsstandards and the Common European Framework of Reference for Languages CEF for English as a first foreign language Standards were set for the lower secondary school level of Hauptschulabschluss and Mittlerer Bildungsabschluss This second report describes the process of relating the standards based proficiency tests to the CEF levels delineating the purpose of the tests the aims of the standard setting procedures the rationale of the chosen procedures and the use of the Manual for Linking Language Examinations to the CEF This is followed by a detailed description of the two standard setting methods employed the Bookmark method and the computer assisted Criterion Mapping method developed and implemented by the Berkeley Evaluation and Assessment Research BEAR Center University of California This volume provides information on how the standard setting sessions were conducted in collaboration with BEAR Center and describes procedures data gathering and issues and problems which arose during the course of the study The report concludes with a synthesis of the standard setting study s results and discusses the implications of how these results are reported and presented to stakeholders and policy makers

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