

	UNIDAD EDUCATIVA FISCOMISIONAL "JAIME ROLDÓS AGUILERA"		School year 2024-2025
	TRIMESTER TEST		
1. INFORMATION DATA:			
TEACHER: Jenyfer Rivera		SUBJECT: English	GRADE: 9th
Student's Name:		DATE:	

PLEASE BEFORE ANSWERING, READ EACH OF THE QUESTIONS CAREFULLY, CONCENTRATE AND BE SINCERE IN YOUR ANSWERS.

I. BLOCK: SHORT ANSWERS: Modal Verb "Can" Complete the sentences with the correct form of the verb can (3 marks)

- (affirmative) My brother _____ play the guitar very well.
a) can't b) can c) cans d) don't
- (negative) She _____ speak Japanese.
a) can't b) can c) cans d) don't
- (interrogative) _____ they swim in the river?
a) Can b) Do c) Are d) Does
- (interrogative) What _____ you do with a computer?
a) Can b) Do c) Are d) Does
- (negative) I _____ go to the party because I'm sick.
a) Can b) Do c) Are d) Does
- (affirmative) We _____ understand English songs
a) Can b) Do c) Are d) Does

II. BLOCK: MULTIPLE SELECTION: Nationalities and Countries: Write the corresponding nationality for each country. Use capital letters correctly. (2 marks)

French	Brazilian	Japanese	Canady	Chinese	Canadian
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- He is from Brazil. He is _____.
- She is from Japan. She is _____.
- They are from Canada. They are _____.
- I am from France. I am _____.

III. Quantifiers: Complete the sentences using how much, how many, some, any (3 marks)

- _____ apples do you want?
- We don't have _____ milk in the fridge.
- I need _____ water, please.
- _____ sugar is there in your coffee?
- Are there _____ eggs in the basket?
- There are _____ books on the table.

IV. BLOCK: TRUE FALSE: Reading Comprehension: Read the text and answer the following questions. (2 marks)

Miguel and the Power of Languages

Once upon a time, there was a school called "School of Hope." in a quiet town. Although they didn't have access to cutting-edge technology, the teachers wanted to teach the digital-native children using the resources available. In the school, there were two teachers: Mrs. Laura and Mrs. Ana. Mrs. Laura, with more experience but less technological skills, sought the help of Mrs. Ana, who was younger and knowledgeable about technology. Together, they devised a plan to use the students' mobile phones as learning tools. They created a group chat where the main characters, Martín and Julia, would interact with the children. Martín was a curious boy and a science enthusiast, while Julia was a creative girl passionate about the arts. Through the group chat, the children could send messages and receive responses from the characters, keeping them interested and engaged in learning. Over time, Mrs. Laura learned to manage the group chat and respond to the students' messages. She overcame her initial insecurities and realized the effectiveness of this form of teaching using the available technology. "Hope School" became an example for other schools in the region. The teachers demonstrated that, even without access to advanced technology, they could effectively teach digital-native children using the available resources and adapting to their needs. With their willingness to learn and adapt, the teachers managed to engage the children in learning and showed that technology doesn't have to be cutting-edge to provide quality education

True or False:

- 17. Miguel became friends with the tourists because they spoke his language.
☐ True ☐ False
- 18. The tourists helped Miguel learn new words in their language.
☐ True ☐ False
- 19. Miguel was not interested in other cultures or languages.
☐ True ☐ False
- 20. When Miguel grew up, he became a famous scientist.
☐ True ☐ False
- 21. Learning languages allowed Miguel to watch movies without subtitles.
☐ True ☐ False

Order the events according to the story (1 = first, 4 = last): (1 marks)

- ___ Miguel helped the tourists in his village.
- ___ He became a famous linguist and traveled the world.
- ___ Miguel asked the tourists to teach him their language.
- ___ He saw a group of tourists speaking a different language.

17. What did Miguel learn from the tourists, and how did it change his life? (0,5 mark)

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