

NAME/:

(1) Fill in the blanks of the following dialogue using the given phrases appropriately.

(main hall, quickly, the class monitors, the announcement. forgot)

A. Where is Anne?

B. She is in the

A. Why is she there?

B. Didn't you hear

A. The principal told all to gather in the main hall.

B. Oh... I about that. Come; let's go to the main hall

A. Alright, let's go.

(1x5=5 marks)

(2)

Match the utterances with the suggestions. Put the relevant number in the box against the suggestions.

Utterances

Situations

1. The teacher is coming.

Wow! It's beautiful.

2. Nature is very beautiful.

We can play a lot then.

3. This is my sister's scrap book.

Yes. Let's protect its beauty.

4. It's tea time.

Let's go to the canteen.

5. Tomorrow is a holiday.

Let's run to the class. **(1x5= 5)**

(3)

Underline the most suitable word in the bracket to make the following sentences meaningfully

1. Jupiter is the (big, bigger, biggest) planet in the solar system.

2. Health is (important, more important, most important) than money.

3. We (usual, usually, use) start school at 7.30 a.m.

4. There was an (old, older, oldest) wizard in a village.

5. Mars is (close, closer, closest) to Earth than Uranus.

(1x5= 5 marks)

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Framework English Geoff Reilly, Wendy Wren, 2003 The aim of Nelson Thornes Framework English is to develop students' confidence and achievement in writing. With its unique range of rich fiction and non-fiction texts and comprehensive coverage of the core skills, Nelson Thornes Framework English Skills in Fiction and Non-Fiction targets students doing well in years 7-10.

Testing KS3 English Skills and Practice Year 9 Ray Barker, Christine Moorcroft, 2003 This is a series of three books directly focused on teaching the skills and providing practice for the English end-of-year tests throughout Key Stage 3. Each book is divided into units of three sections, allowing for differentiation and progression. It is a complete supplementary course building on Key Stage 2 models for raising standards. It adopts a 'keep it simple' approach, covering both skills and practice, aiding both specialist and non-specialists. Each textbook has an accompanying teacher resource to provide complete coverage.

The Children's Buyer's Guide, 2005 *Testing KS3*

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