**ENGLISH 7 – MIDTERM TEST**

**NGUYEN TRAI SECONDARY SCHOOL - GRADE 7 - SEMESTER 1**

***I. Choose the word having different stress pattern (0.5 pt)***

1. A. restaurant B. different C. computer D. countryside
2. A. message B. mobile C. landline D. Japan

***II. Find the word whose underlined part is pronounced differently (0.5 pt)***

1. A. sleeps B. wants C. says D. starts
2. A. count B. house C. shoulder D. sound

***III. Choose the word or phrase (A, B, C, D) that best completes each sentence******(3.0 pts)***

1. I don’t mind being \_\_\_\_\_\_ the bus.

A. in B. on C. at D. in front of

1. He sometimes hates being\_\_\_\_\_\_ the countryside.

A. under B. on C. at D. in

1. Some students\_\_\_\_\_\_\_\_ school at 5 p.m.

A. finish B. finishes C. to finish D. finishing

1. A man and a woman \_\_\_\_\_\_ on a bench at the moment.

A. is sitting B. are sitting C. sits D. finishing

1. He usually uses \_\_\_\_\_\_\_\_\_ like emoticons and emojis in messages.

A. letters B. messages C. symbols D. cards

1. She often posts messages on\_\_\_\_\_\_\_\_\_.

A. books B. social media C. conversation D. letters

1. My sister has got a computer in her \_\_\_\_\_\_\_.

A. blog B. room C. game D. center

1. \_\_\_\_\_\_\_\_ time do you get up on Saturdays?

 A. When B. How much C. How D. What

1. Young people like to communicate with small, colorful pictures - \_\_\_\_\_\_ .

A. videos B. emojis C. music D. songs

1. Do you \_\_\_\_\_\_ more than two languages?

 A. talk B. dance C. speak D. say

1. Mary: “\_\_\_\_\_\_\_\_\_ do you watch TV?” – Peter: “Well, just sometimes”

A.When B. Where C. What D. How often

1. July: “How much time do you spend in your room?” – Jenny: “\_\_\_\_\_\_\_\_\_”

No, I’m not B. Yes, I am C. 5 hours D. You’re welcome

 ***IV. Look at the signs. Choose the best answer (A, B, C or D) for each sign: (0.5 pt)***

1. What does the sign mean?
2. winding road C. slippery when wet
3. two lane traffic ahead D. school ahead
4. What does the sign mean?

A. catching fish allowed C. catching fish prohibited

B. don’t catch fish D. B and C are right

***V. Reading***

***A. Choose the word (A, B, C or D) that best fits the blank space in the following passage: (2.0pts)***

**Getting a good night’s sleep**

Sleep is very important. It lets your body and mind rest after a busy day. Everyone (19)\_\_\_\_trouble sleeping sometimes. There are things you can do to help you sleep better. Think about what you drink in the afternoon and evening. Cola (20)\_\_\_\_can keep you awake. Don’t eat too much (21)\_\_\_bedtime and have at least an hour after dinner to let your food go down. Try to get some fresh air each day. You (22)\_\_\_\_\_to do a sport every day. Just going outside is good. Try not to have your (23)\_\_\_\_\_too hot or too cold. Put a nightlight on if you like to have some light. Try dark curtains if you have difficulty sleeping. Try to go to bed at the same time each day. This should be the same at weekends as well as on school nights. Have a warm bath or shower before bed to relax you. A milky drink could also (24)\_\_\_\_you sleep. Don’t watch the television or use a phone or tablet before bed. The light they give off can (25)\_\_\_\_ up your brain. Remember (26)\_\_\_\_to the toilet before you go to bed.

19. A. has B. have C. haven’t D.go

20. A. eat B. drink C. drinks D. ate

21. A. while B. from C. after D. before

22. A. doesn’t have B. don’t have C. has D. having

23. A. bedroom B. livingroom C. kitchen D. toilet

24. A. help B. helps C. helping D. helped

25. A. eat B. drink C. wake D. dance

26. A. went B. to go C. go D. gone

***B. Reading Comprehension (1.5 pt)***

**I’m speaking emojis!**

Sitting on the sofa, Anna is sending Lucy an instant message. But Anna isn’t using real words or writing real sentences. Like other young people, they’re communicating with small, colorful pictures – emojis. You can find creative emoji T-shirts, posters, videos, stories and songs. Emojis are everywhere, but where are they from and why are they so popular? The emoji inventor, Shigetaka Kurita, is from Japan, and ‘emoji’ in Japanese means picture (e) and letter (moji). Now over thousand emojis with different skin colours show people and ideas from many cultures, not only Japan. They are becoming a truly international language. Emojis and emoticons can show our feelings. When we aren’t speaking face-to-face, it’s important to see if a message is sad, silly, funny or happy. So emojis are useful, but they mostly add a bit of fun and colour to our lives. We really love them.

 ***\* Read the passage. Then write True or False***

27. Anna is writing an email for Lucy on the sofa. 27.

28. Anna uses the real words for sending Lucy an instant message. 28.

29. The emoji inventor is from Japan. 29.

30. Emojis and emoticons can show our knowledge. 30.

***\* Choose the best answer:***

31. Where can we find emojis?

 A. everywhere B. only on clothes C. in books D. in notebooks

32. Where are emojis from?

 A. the U.S.A B. England C. Japan D. Vietnam

***VI. Use the correct tenses or form of verb (1.0 pt)***

33. That armchair is very \_\_\_\_\_\_\_\_\_\_\_\_\_\_. (comfort)

34. Young people spend most of their \_\_\_\_\_\_\_\_\_\_\_\_\_time on social media. (communicate)

35. Mike usually \_\_\_\_\_\_\_\_\_\_\_\_\_his homework in his bedroom. (do)

36. Look! A man, a woman and a dog \_\_\_\_\_\_\_\_\_\_\_\_\_\_in a boat (sit)
***VII. Rearrange the words given to make the meaningful sentences (0.5 pt)***

37. emoticons. / is reading / Lucy / made of / a /message /

🡪 .

38. have / Who / this year/ got / for maths / you /? /

🡪 .

***VIII. Rewrite (0.5 pt)***

39. He meets his friends on Saturday morning.
🡪 ***Who***  ?

40. There are two stadiums next to my house.
🡪 ***How*** ***many***  ?

***The end of the test***

**ENGLISH 7 – MIDTERM TEST**

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2. A. count B. house C. **shoulder**  D. sound

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5. I don’t mind being \_\_\_\_\_\_ the bus.

A. in **B. on** C. at D. in front of

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 A. under B. on C. at **D. in**

7. Some students\_\_\_\_\_\_\_\_ school at 5 p.m.

**A. finish** B. finishes C. to finish D. finishing

8. A man and a woman \_\_\_\_\_\_ on a bench at the moment.

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 A. When B. How much C. How **D. What**

1. Young people like to communicate with small, colorful pictures - \_\_\_\_\_\_ .

A. videos **B. emojis** C. music D. songs

1. Do you \_\_\_\_\_\_ more than two languages?

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1. Mary: “\_\_\_\_\_\_\_\_\_ do you watch TV?” – Peter: “Well, just sometimes”
2. When B. Where C. What **D. How often**
3. July: “How much time do you spend in your room?” – Jenny: “\_\_\_\_\_\_\_\_\_”
4. No, I’m not B. Yes, I am **C. 5 hours** D. You’re welcome

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 ***\* Read the passage. Then write True or False***

27. Anna is writing an email for Lucy on the sofa. 27. **False**

28. Anna uses the real words for sending Lucy an instant message. 28. **False**

29. The emoji inventor is from Japan . 29. **True**

30. Emojis and emoticons can show our knowledge. 30. **False**

***\* Choose the best answer:***

31. Where can we find emojis?

 **A. everywhere** B. only on clothes C. in books D. in notebooks

32. Where are emojis from?

 A. the U.S.A B. England **C. Japan** D. Vietnam

***VI. Use the correct tenses or form of verb (1.0 pt)***

33. That armchair is very ***comfortable***. (comfort)

34. Young people spend most of their ***communication*** time on social media (communicate)

35. Mike usually ***does*** his homework in his bedroom. (do)

36. Look! A man, a woman and a dog ***are sitting*** in a boat (sit)
***VII. Rearrange the words given to make the meaningful sentences (0.5 pt)***

37. emoticons. / is reading / Lucy / made of / a /message /

🡪 ***Lucy is reading a message made of emoticons.***

38. have / Who / this year/ got / for maths / you /? /

🡪  ***Who have you got for maths this year?***

***VIII. Rewrite (0.5 pt)***

39. He meets his friends on Saturday morning.
🡪 ***Who does he meet on Saturday morning?***

40. There are two stadiums next to my house.
🡪 ***How many stadiums are there next to your house?***

***The end of the test***

**MID-TERM TEST 1**

1. **School:** NGUYEN TRAI SECONDARY SCHOOL
2. **Class:** 7
3. **Course book and unit range:** FRIEND PLUS
4. **Number of students:** 45 Ss PER CLASS
5. **Test writer:** BUI NHU QUYNH
6. **Test objectives**: Students are able to master what they have learned in Starter unit – unit 2 including vocabularies, grammar points, structures, ...
7. **Language area/skills**:
* Use prepositions of time / have got
* Talk about how I communicate today…
* Adverb of frequency
* Describe sports and activities, daily routines
* Structures / grammar:
* Make questions
* Simple present
* Present continuous
* Reading skill: skimming for gist
* Writing skill: Rearrange and rewrite the sentences without changing their meanings.
1. **Timing**: 60 minutes
2. **Number of test items**: 40
3. **Scoring scheme**: 10

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Tested aspects/ areas** | **Score** | **Weight** |
| 1-2 | Stress (2x0.25) | 0.5 | 5% |
| 3-4 | Pronunciation (2x0.25) | 0.5 | 5% |
| 5-16 | Multiple choice (12x0.25) | 3.0 | 30% |
| 17-18 | Sign (2x0.25) | 0.5 | 5% |
| 19-32 | Reading (14x0.25) | 3.5 | 35% |
| 33-36 | Word forms and tenses(4x0.25) | 1.0 | 10% |
| 37-38 | Rearrangement (2x0.25) | 0.5 | 5% |
| 39-40 | Transformation /writing (2x0.25) | 0.5 | 5% |

**Table of test specifications (Matrix)**:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Ord.** | **objectives** | **Knowledge** | **comprehension** | **Application**  | **Analysis, Synthesis** | **Weight**  |
| **Writing** | **MC** | **Writing** | **MC** | **Writing** | **MC** | **Writing** | **MC** |
| **I** |  **Stress**  |  |  | **1** |  | **1** |  |  |  | **0.5**= 5% |
| **II** | **Pronounciation** |  |  | **1** |  | **1** |  |  |  | **0,5** = 5% |
| **III.** | **Multiple choice** ( 12 options) |  | **5** |  | **4** | **1** |  | **2** |  | **3,0**= 30% |
| **IV.** | **Sign**  |  | **2** |  |  |  |  |  |  | **0,5****= 5%** |
| **V** | **Read the passage**  | **6** |  | **3** | 1 | **1** | **2** | **1** |  | **3,5** = 35% |
| **VI** | **Word forms and tenses** | **1** |  | **1** |  | **1** |  | **1** |  | **1,0**= 10% |
| **VII** | **Rearrange** |  |  | **1** |  | **1** |  |  |  | **0,5** = 5% |
| **VIII** | **Transformation** | **2** |  | **1** |  | **1** |  |  |  | **0.5**= 5% |
| **Total**  |  | **9** | **7** | **13** | **4** | **7** |  | **2** |  | **10,0****= 100%** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Q** | **Content** | **Areas**  | **Objectives** | **Task** |
| 1 | Stress |  (Unit 1 -page 10-19) | Comprehension | T/F |
| 2 | Stress | (Unit 1 -page 10-19) | Comprehension | T/F |
| 3 | Pronunciation | (Unit 1 -page 10-19) | Knowledge | T/F |
| 4 | Pronunciation | (Unit 2 - page 20-25) | Application | T/F |
| 5 | Vocabulary |  (starter unit- page 6-9 ) | Comprehension | MC |
| 6 | Vocabulary |  (Unit 1 -page 10-19) | Comprehension | MC |
| 7 | Vocabulary | (Unit 2 - page 20-25) | Comprehension | MC |
| 8 | Vocabulary | Pronounced (starter unit- page 7) | Comprehension | MC |
| 9 | Speaking | Speaking ( unit 1- Page 20 ) | Comprehension | MC |
| 10 | Speaking  | Speaking ( unit 2 – Page 28) ) | Comprehension | MC |
| 11 | Preposition of position | Vocabulary (Starter unit- Page 8) | Comprehension | MC |
| 12 | Preposition of position | Vocabulary (Starter unit- Page 8) | Comprehension | MC |
| 13 | Tense | Language focus (unit 2- Page 27) | Application | MC |
| 14 | Tense  | Speaking (unit 2- Page 30) | Knowledge | MC |
| 15 | Vocabulary | Vocabulary (Starter unit - Page 12) | Knowledge | MC |
| 16 | Vocabulary | Language focus (Starter unit-Page 13) | Knowledge | MC |
| 17 | Vocabulary | Writing (unit 2 – Page 21) | Knowledge | MC |
| 18 | Vocabulary | Vocabulary (Starter unit - Page 12) | Knowledge | MC |
| 19 | Public | Sign (public) | Knowledge | MC |
| 20 | Traffic  | Sign (traffic) | Knowledge | MC |
| 21 | Simple tense | Verb tense (starter unit – Page 7)) | Comprehension | WF |
| 22 | Simple tense | Verb tense (unit 2- Page 27) | Comprehension | WF |
| 23 | Word form: bigger | Word form: adjective | Knowledge | WF |
| 24 | Word form: friendly | Word form: adjective | Application | WF |
| 25 | Cloze reading | Reading 1(4 options) (unit 1-P21) | Knowledge | MC |
| 26 | Cloze reading | Reading 1(4 options) (unit 1-P21) | Comprehension | MC |
| 27 | Cloze reading | Reading 1(4 options) (unit 1-P21) | Comprehension | MC |
| 28 | Cloze reading | Reading 1(4 options) (unit 1-P21) | Knowledge | MC |
| 29 | Cloze reading | Reading 1(4 options) (unit 1-P21) | Knowledge | MC |
| 30 | Cloze reading | Reading 1(4 options) (unit 1-P21) | Application | MC |
| 31 | Cloze reading | Reading 1 (unit 2-Page 26) | Knowledge | T/F |
| 32 | Cloze reading | Reading 1 (unit 2-Page 26) | Comprehension | T/F |
| 33 | Cloze reading | Reading 1 (unit 2-Page 26) | Application | T/F |
| 34 | Cloze reading | Reading 1 (unit 2-Page 26) | Knowledge | T/F |
| 35 | Cloze reading | Reading 1 (unit 2-Page 26) | Comprehension | MC |
| 36 | Cloze reading | Reading 1 (unit 2-Page 26) | Application | MC |
| 37 | Rearrange | Rearrange (review 1) –Page 35 | Knowledge | RW |
| 38 | Rearrange | Rearrange (review 1) –Page 35 | Knowledge | RW |
| 39 | Rewrite (Who) | Make question ( unit 2 Page 24) | Knowledge | RW |
| 40 | Rewrite (How many) | Make question ( unit 1 Page 9) | Application | RW |