

ENGLISH LANGUAGE TEST

GRADE NINE

Semester One

First Session

Name			
School		Class	

Write your answers on the Test Paper

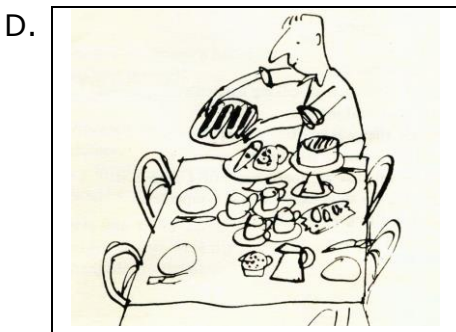
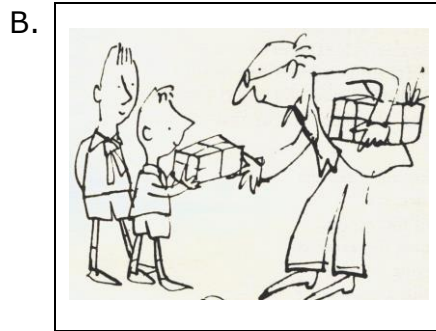
Time: 2 hours **Pages: 10**

TEST SCORES	LISTENING	10	
	GRM/VCB	10	
	READING	10	
	WRITING	10	
	TOTAL	40	

LISTENING 1 (Items 1-5)

(5 marks)

You are going to hear **five short texts** about **some people**. Match the pictures with the texts. For each text, shade in the bubble under the correct option.



Pictures

Text	A	B	C	D	E	F
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



LISTENING 2 (Items 6–10)**(5 marks)**

You are going to hear **a Radio Programme** about **a famous writer**.
For each item, shade in the bubble next to the correct option.

6. Tawfiq Al-Hakim was born in Egypt in _____.

 1889 1888 1898

7. He started writing short plays in _____.

 literature school secondary school French school

8. He moved to Paris to _____.

 study French find a job go to the theatre

9. In 1928, he published _____.

 People of the Cave Memories of a Country
Prosecutor Return of the Spirit

10. Tawfiq Al-Hakim worked first for the _____ for four years.

 Ministry of Social
Affairs Ministry of Education National Library

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**LISTENING
SCORE**

10

GRAMMAR/VOCABULARY 1 (Items 1–5)

(2½ marks)

Complete the text. For each item, shade in the bubble next to the correct option.

Last Friday, Majid was driving his car along an empty road in the countryside when he (1) _____ a loud noise in the sky. He looked up and (2) _____ many jet fighters. They were (3) _____ circles of coloured smoke. Majid was so interested that he forgot to (4) _____ where he was going, and his car crashed into a tree. He waited for one hour before a passing car took him to the nearest (5) _____ in order to have his car repaired.

1.

heard

made

smelt

2.

saw

remembered

won

3.

getting

forming

buying

4.

say

shout

look

5.

park

garage

garden

GRAMMAR/VOCABULARY 2 (Items 6–10)

(2½ marks)

Complete each sentence with **ONE** word only.

6. Penicillin _____ invented by Alexander Fleming in 1928.

7. Is this your jacket? Yes, it's _____.

8. We _____ never seen anything like this before.

9. A consumer is someone _____ buys and uses things.

10. What _____ you make if I gave you some wood and nails?

GRAMMAR/VOCABULARY 3 (Items 11–20)**(5 marks)**

Complete the unfinished words in the text.
Make sure you **spell** each word **correctly**.

EXAMPLE:

"Good morning! My name's Ahmed Al-Zedjali and I'm a student at a school in Muscat. I'm in Grade Six. My favourite subject is Maths."

TEXT

Speaker A: Good morning. ⁽¹¹⁾C___ I help you?

Speaker B: Yes, please. I'd like to ⁽¹²⁾h_____ a return ticket from Muscat to Amsterdam, Holland.

Speaker A: Yes, sir. ⁽¹³⁾Wh_____ would you like to travel?

Speaker B: ⁽¹⁴⁾O___ Friday if there is a ⁽¹⁵⁾pl_____.

Speaker A: There ⁽¹⁶⁾a___ two flights, at 3 a.m. and 9 p.m. ⁽¹⁷⁾Wh_____ one would you like to take?

Speaker B: I'd ⁽¹⁸⁾pre_____ to take the 9 pm-flight.

Speaker A: And how long will you ⁽¹⁹⁾st_____ in Amsterdam?

Speaker B: I want to ⁽²⁰⁾co_____ back to Oman a week later.

**GRM/VCB
SCORE**

10

READING 1 (Items 1–4)

(4 marks)

Match the four texts on the left with the texts in the box. Shade in the bubble under the correct option.

- 1. Teenagers all over the world like hanging out and spending time with their friends.
- 2. Shakespeare was one of the greatest writers in the world. He was born in Stratford in England.
- 3. Many children get pocket money from their parents for doing different things.
- 4. The Internet provides ways for communication and it is a useful source of knowledge.

A.	Some of them use it to buy sweets. Others spend it on playing video games.
B.	Their job is to help to find people who may be lost at sea or deserts.
C.	They like going together to fast food restaurants and eat meals there.
D.	His plays have been translated into different languages.
E.	She has some funds, so she can do many things and enjoy her time.
F.	For example, students can use it to search for information for their studies.

	A	B	C	D	E	F
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1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

READING 2 (Items 5–10)**(6 marks)**

Read the text. Then complete the task.

Dear Nadia,

Thanks for your last email. It was wonderful to hear that you like your new school. Do you remember when I told you that my parents and I would be moving to the United States? Well, I'm very pleased to send you this email from New York where we arrived last week.

My parents, who are both computer scientists, are now working with a computer company in New York City for a one-year contract. I'm really excited to live a new experience. It is a great adventure for all of us, and I think life in New York is interesting, fun and a little bit strange. I'm a student at Hamilton Private High School. I have studied English for ten years, so language is not a problem. I also speak Spanish and Guarani, which is the language of most people in my home country Paraguay. My parents and I will visit the historical sites of the city and learn about the history of the United States. My biggest pleasure is 'going to the Ocean'. As you know, Paraguay doesn't have a sea and I have only seen the ocean once before coming to New York. Before we go back to Paraguay next summer, we will visit Pittsburgh and Chicago.

That's all for now. Take care and let me hear from you soon.

Your friend,

Felicia

READING 2 (continued)

For each item, write a short answer (**not more than FOUR WORDS**).

5. When did Felicia and her parents move to the United States?

6. How long will they stay in the United States?

7. How does Felicia feel about her stay in the States?

8. How many languages does Felicia speak?

9. What is the most exciting thing to Felicia in New York?

10. Where will Felicia and her parents go before they leave the USA?

**READING
SCORE**

10

WRITING 1**(5 marks)**

Write at least **60 words** on the following topic:

"Surfing the Internet is more interesting than reading a book."

Do you agree or not? Give your reasons.

Your writing should be **clear** and **organized**.

Marker A	Marker B	Average

WRITING 2

(5 marks)

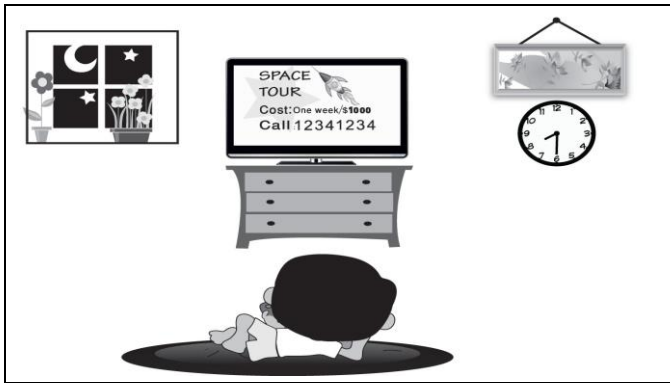
Write a story of at least **75 words** based on the following pictures.

You can use the words in the box to help you.

You can also put in more details to make your story **lively** and **interesting**.

advertisement	dream	excited	golf
phone	planets	returned	woke up

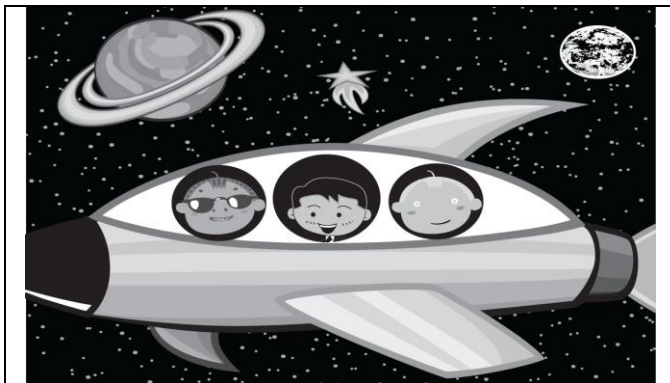
①



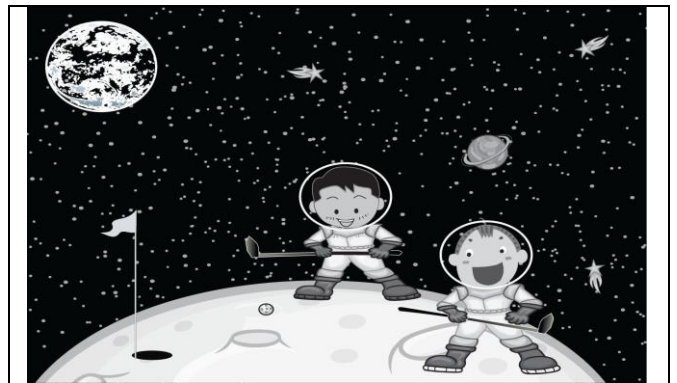
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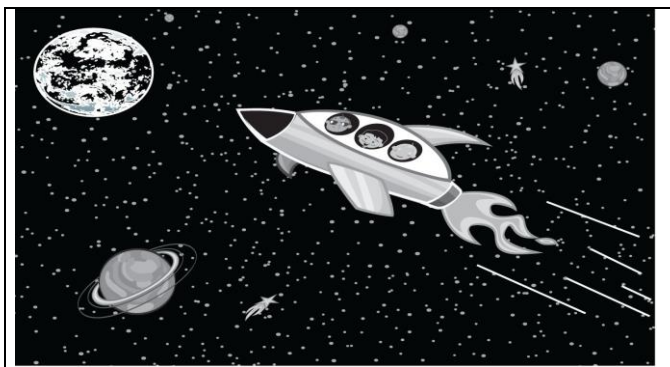
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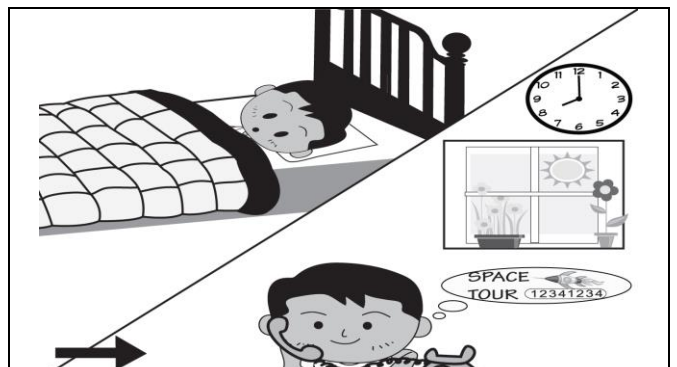
④



⑤



⑥



WRITING 2 (continued)

Marker A	Marker B	Average

WRITING SCORE	
	10

ENGLISH LANGUAGE TEST, GRADE NINE

Semester One, First Session

Listening Script

LISTENING 1.

You are going to hear **five short texts** about **some people**. Match the pictures with the texts. For each text, shade in the bubble under the correct option.

- 1) Mr. Tariq was absent on Monday. So, Mr. Haines took us instead and taught us an interesting lesson about road safety.
- 2) Shabib asked his father to buy him a bicycle. Then he asked his friend Mazen to teach him how to ride it.
- 3) John and Jane got married in 2006. Now, they live in a quiet village near Manchester City and they have a small son and daughter.
- 4) Mr. Brown went to a gift shop and bought two presents for his grandchildren. They were very happy to get them.
- 5) Raed has just passed his final test to become a pilot. He has done very well in all his flying tests. He is very proud of himself.

LISTENING 2.

You are going to hear **a Radio Programme** about **a famous writer**. For each item, shade in the bubble next to the correct option.

Good morning listeners, Today's programme is about Tawfiq Al-Hakim, a famous Egyptian writer.

Tawfiq Al-Hakim was born on the 9th of October 1898 to a wealthy Egyptian family in Alexandria, Egypt. From an early age, he showed a love for literature. When he was in secondary school, he visited theatres to see plays by famous actors and began writing short plays. He used different types of writing such as short stories, essays, and even poems for national songs.

He studied law at Cairo University, but later he could not get a government job. So, his father encouraged him to travel to Paris in 1925 to study French. He spent three years in Paris reading plays and going to the theatre.

After that, he returned to Egypt and started writing his famous plays. His first play, which was called "Return of the Spirit", was published in 1928. Five years later, he published a book called "People of the Cave", which was based on a story from the Holy Quran. In 1973, he wrote "Memories of a Country Prosecutor", which described the difficult life of Egyptians.

He started his government service in 1928. Between 1939 and 1943, he worked for the Ministry of Social Affairs. Then, he moved to the Ministry of Education. In 1951, he became the director of the National Library. Then, he retired to have more time for writing. Tawfiq Al-Hakim died in Cairo on the 26th of July 1987.

(240 words)

LISTENING 1 (5 mks)						
	A	B	C	D	E	F
1.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Notes: One mark each. Responses must be indicated clearly.

LISTENING 2 (5 mks)			
6.	<input type="radio"/> 1889	<input type="radio"/> 1888	<input checked="" type="radio"/> 1898
7.	<input type="radio"/> literature school	<input checked="" type="radio"/> secondary school	<input type="radio"/> French school
8.	<input checked="" type="radio"/> study French	<input type="radio"/> find a job	<input type="radio"/> go to the theatre
9.	<input type="radio"/> People of the Cave	<input type="radio"/> Memories of a Country Prosecutor	<input checked="" type="radio"/> Return of the Spirit
10.	<input checked="" type="radio"/> Ministry of Social Affairs	<input type="radio"/> Ministry of Education	<input type="radio"/> National Library

Notes: One mark each. Responses must be indicated clearly.

GRM/ VCB 1 (2.5 mks)			
1.	<input checked="" type="radio"/> heard	<input type="radio"/> made	<input type="radio"/> smelt
2.	<input checked="" type="radio"/> saw	<input type="radio"/> remembered	<input type="radio"/> won
3.	<input type="radio"/> getting	<input checked="" type="radio"/> forming	<input type="radio"/> buying
4.	<input type="radio"/> say	<input type="radio"/> shout	<input checked="" type="radio"/> look
5.	<input type="radio"/> park	<input checked="" type="radio"/> garage	<input type="radio"/> garden

Notes: Half-a-mark each. Responses must be indicated clearly.

GRM/ VCB 2 (2.5 mks)	GRM/ VCB 3 (5 mks)	
6. was 7. mine 8. 've/ have 9. who 10. would	11. <u>Can</u> 12. <u>have</u> 13. <u>When</u> 14. <u>On</u> 15. <u>plane</u>	16. <u>are</u> 17. <u>Which</u> 18. <u>prefer</u> 19. <u>stay</u> 20. <u>come</u>
<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i>	<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct, including grammatical endings.</i>	

READING 1 (4 mks)	READING 2 (6 mks)																																			
<table border="0"> <tr> <td></td> <td style="text-align: center;">A</td> <td style="text-align: center;">B</td> <td style="text-align: center;">C</td> <td style="text-align: center;">D</td> <td style="text-align: center;">E</td> <td style="text-align: center;">F</td> </tr> <tr> <td>1.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>2.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>3.</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>4.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> </tr> </table>		A	B	C	D	E	F	1.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	3.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5. Last week 6. (for) one year 7. (very) (really) excited 8. Three/3 (languages) 9. Going to the Ocean 10. (to) Pittsburgh and Chicago
	A	B	C	D	E	F																														
1.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																														
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>																														
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4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>																														
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>	<i>Notes: One mark each. Complete accuracy in grammar and spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.</i>																																			

WRITING 1 (5 mks)	
5	<ul style="list-style-type: none"> – Discusses the topic in a lively, interesting way, making effective use of supporting arguments. – The points made by the writer are logically organised and very clear. – Makes use of a fair range of structures and vocabulary, with a good level of accuracy.
4	<ul style="list-style-type: none"> – Discusses the topic reasonably well, but use of supporting arguments is not fully effective. – The points made by the writer are reasonably well organized and mostly clear. – Use of grammar and vocabulary is reasonably correct, though rather limited in range.
3	<ul style="list-style-type: none"> – Expresses opinions with some use of supporting arguments, but only in a limited way. – The writer makes an attempt to organise his/her points, but this is only partly effective. – There is a noticeable lack of accuracy in the use of grammar and vocabulary.
2	<ul style="list-style-type: none"> – Makes an attempt to discuss the topic, but the result is unconvincing and clearly inadequate. – Weak organization makes it difficult to follow the points being made by the writer. – Grammar and vocabulary contain frequent serious errors.
1	<ul style="list-style-type: none"> – A <u>very</u> feeble attempt to discuss the topic. Very little relevant content. – The points made by the writer are confused and disjointed. – The language used is extremely limited and/or seriously distorted.
0	<u>No attempt at the task</u> : <u>EITHER</u> Irrelevant (Completely unrelated to the topic) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense

WRITING 2 (5 mks)	
5	<ul style="list-style-type: none"> – Tells the story fully and clearly, in a lively, interesting way, providing appropriate details. – The text is coherent and easy to read. Not many language errors.
4	<ul style="list-style-type: none"> – Tells the story clearly enough, but writing lacks interest for the reader. – There are several noticeable language errors and the text sometimes lacks coherence.
3	<ul style="list-style-type: none"> – Manages to convey the main outline of the story, but only in a limited way. – Language used is limited in range and/or contains quite frequent errors.
2	<ul style="list-style-type: none"> – An attempt is made to tell the story, but important points are either missing or unclear. – Language used is very limited and/or contains many serious errors.
1	<ul style="list-style-type: none"> – A <u>very</u> feeble attempt to tell the story. Very little relevant content. – Language used is extremely limited and/or seriously distorted.
0	<u>No attempt at the task</u> : <u>EITHER</u> Irrelevant (Completely unrelated to the pictures or to the task/ instructions) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense