

**ENGLISH LANGUAGE TEST**

**GRADE NINE**

**Semester One  
Second Session**

<b>Name</b>			
<b>School</b>		<b>Class</b>	

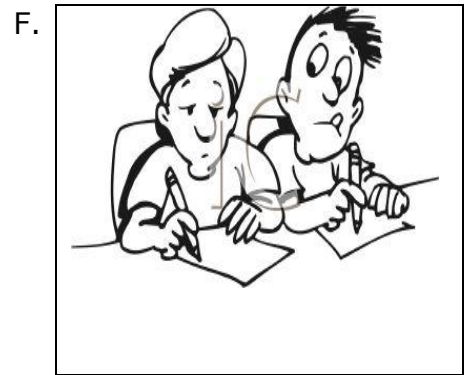
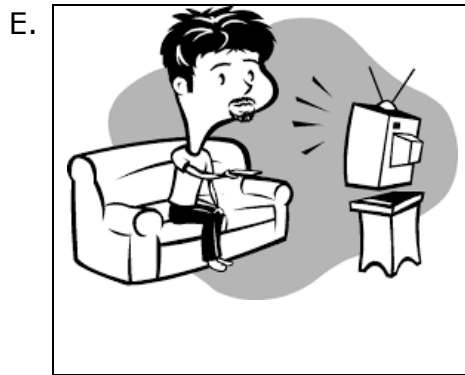
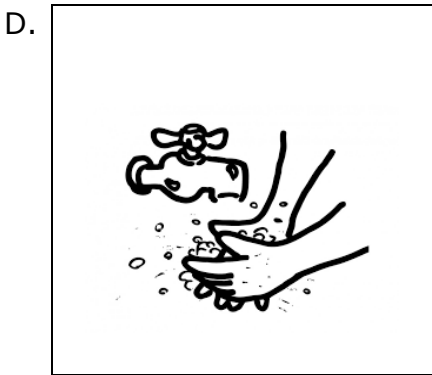
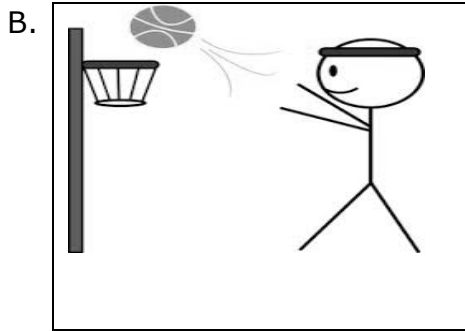
**Write your answers on the Test Paper**  
**Time: 2 hours**                      **Pages: 10**

<b>TEST SCORES</b>	<b>LISTENING</b>	<b>10</b>	
	<b>GRM/VCB</b>	<b>10</b>	
	<b>READING</b>	<b>10</b>	
	<b>WRITING</b>	<b>10</b>	
	<b>TOTAL</b>	<b>40</b>	

**LISTENING 1 (Items 1-5)**

**(5 marks)**

You are going to hear five short texts about **giving advice**. 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 report about the **history of money**.  
 For each item, shade in the bubble  next to the correct option.

6. People used \_\_\_\_\_ for trading in the past.  
 bartering                       borrowing                       stealing
7. Ancient Egyptians used \_\_\_\_\_ as money to pay their bills.  
 Knives                               dolls                               rings
8. Coins were invented about \_\_\_\_\_ years ago to be used as money.  
 7,200                               2,700                               2000
9. The first coins were made of \_\_\_\_\_ .  
 gold and silver                       copper and gold                       gold only
10. Paper money was invented by \_\_\_\_\_ .  
 The Aztecs                               Ancient Egyptians                       Ancient Chinese

--

**LISTENING  
 SCORE**

<b>10</b>

**GRAMMAR/VOCABULARY 1 (Items 1–5)**

**(2½ marks)**

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

It is true that she is not very good looking. In fact most people think that she is (1) \_\_\_\_\_. She has long curly hair. She is short and very (2) \_\_\_\_\_. She wears scruffy clothes and does not care about fashion. However, she has a very nice (3) \_\_\_\_\_. She is always friendly and polite. She is always (4) \_\_\_\_\_ even when she has problems. But the best thing about her is that she is (5) \_\_\_\_\_. You can trust and believe what she says to you.

**1.**

- beautiful                       ugly                       handsome

**2.**

- fat                       tall                       bald

**3.**

- appearance                       personality                       experience

**4.**

- rude                       selfish                       cheerful

**5.**

- honest                       jealous                       lazy

**GRAMMAR/VOCABULARY 2 (Items 6–10)**

**(2½ marks)**

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

- 6. Nasser \_\_\_\_\_ Rashid are doctors.
- 7. He works \_\_\_\_\_ a company.
- 8. She did not come to the meeting because she \_\_\_\_\_ sick.
- 9. Mona is taller \_\_\_\_\_ Salma.
- 10. School will start \_\_\_\_\_ Sunday 1<sup>st</sup> of September.

**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: I am going to <sup>(11)</sup> **ha** \_\_\_\_\_ a birthday party next week. Can you come?

Speaker B: Sure, <sup>(12)</sup> **wh** \_\_\_\_\_ is it going to be?

Speaker A: It's going to be at my <sup>(13)</sup> **hou** \_\_\_\_\_. All our <sup>(14)</sup> **fri** \_\_\_\_\_ will come.

Speaker B: Great! What <sup>(15)</sup> **ti** \_\_\_\_\_ will it start?

Speaker A: It will start at seven <sup>(16)</sup> **o'cl** \_\_\_\_\_.

Speaker B: Did you <sup>(17)</sup> **inv** \_\_\_\_\_ Ahmed?

Speaker A: Of <sup>(18)</sup> **cou** \_\_\_\_\_ I did, but Salim isn't going to be <sup>(19)</sup> **th** \_\_\_\_\_. He has to <sup>(20)</sup> **stu** \_\_\_\_\_ for exams.

--

**GRM/VCB  
SCORE**

<b>10</b>

**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. I want to go somewhere cheap, interesting and beautiful for the weekend.
- 2. My friend is the biggest spender in the whole world.
- 3. I think if you want to be a good writer you should be a good reader as well.
- 4. It is difficult to deal with teenagers.

<b>A.</b> It is useful to read all types of writing like stories, poems ,biographies, etc.
<b>B.</b> She told us to do our homework before watching the television.
<b>C.</b> They are moody, nervous and get angry easily and always ask for more freedom.
<b>D.</b> They want to make the life easier for their children.
<b>E.</b> She likes shopping. She buys everything on her way.
<b>F.</b> Well, all the places I know are expensive, but we might find the suitable place in this leaflet.

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"/> |

**READING 2 (Items 5–10)****(6 marks)**

*Read the text. Then complete the task.*

Dear Mr. Tomson,

We are a group of tourists from India. Last Monday 17<sup>th</sup> August, we visited your resort as a part of our ten-day tour to London. We are sorry to say that we had a terrible time and felt unhappy about the services provided during the visit.

To start with, the tour guide was impolite and he spoke so quietly that most of us couldn't hear well. Besides using lots of difficult words, it was hard to understand what he was saying. Moreover, he was bad-tempered and got angry whenever we asked him a question.

Another problem was the prices; everything was too expensive and didn't match the prices on the advertisement. For example, we had to pay 100\$ per person at the entrance, but it was only 75\$ on the advertisement. In addition, having a cup of coffee at your café, which was too crowded and smelly, cost us a lot of money.

Finally, when some of us wanted to take some photos, the security man stopped us and said it wasn't allowed. We ended up buying some of your very expensive postcards.

All these things have made us feel depressed as we have wasted our time and money, without having fun. We wanted to inform you about our dissatisfaction so that it could be a good feedback and a chance to understand and treat other tourists better.

Yours sincerely,

The Indian tourists.

**READING 2 (continued)**

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

5. When did the tourists visit the resort?

---

6. How long did they stay in London?

---

7. How much did they pay for entering the resort?

---

8. What was the problem with the café?

---

9. What did the tourists buy from the resort?

---

10. How did the tourists feel at the end of the visit?

---

**READING  
SCORE**

<b>10</b>



**WRITING 1**

**(5 marks)**

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

**“Teens should only travel with their parents”**

-Do you agree or not? Give your reasons.

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

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

Marker A	Marker B	Average

**WRITING 2**

**(5 marks)**

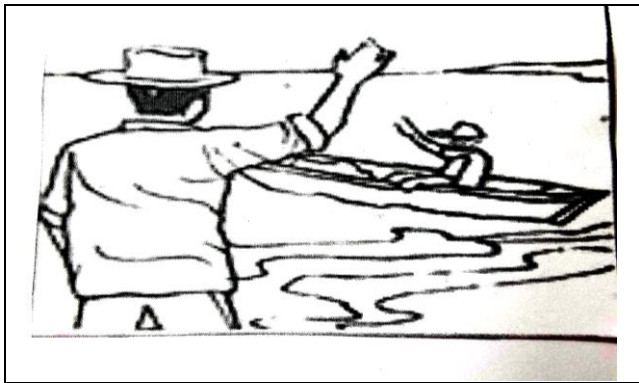
Write a story of at least **75 words** based on the following pictures.

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**.

boat	fishing	catch	sea	high waves
turn over	see	help	family	

①



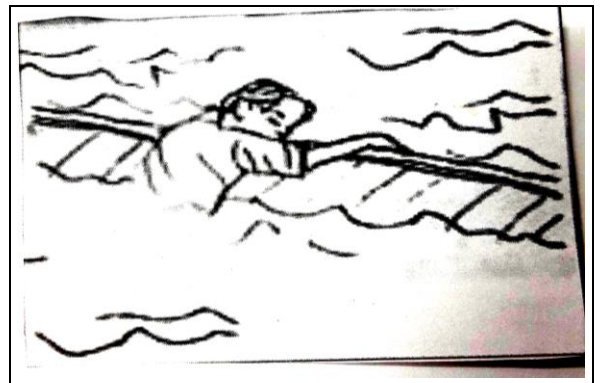
②



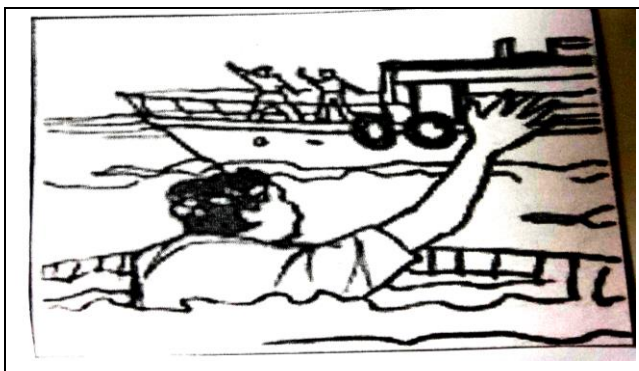
③



④



⑤



⑥



**WRITING 2 (continued)**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

<b>Marker A</b>	<b>Marker B</b>	<b>Average</b>

**WRITING  
SCORE**

<b>10</b>

\*\*\*\*\*

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

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

<b>LISTENING 2 (5 mks)</b>			
6.	<input checked="" type="radio"/> bartering	<input type="radio"/> borrowing	<input type="radio"/> stealing
7.	<input type="radio"/> knives	<input type="radio"/> dolls	<input checked="" type="radio"/> rings
8.	<input type="radio"/> 7,200	<input checked="" type="radio"/> 2,700	<input type="radio"/> 20000
9.	<input checked="" type="radio"/> gold and silver	<input type="radio"/> copper and gold	<input type="radio"/> gold only
10.	<input type="radio"/> the Aztecs	<input type="radio"/> ancient Egyptians	<input checked="" type="radio"/> ancient Chinese

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

<b>GRM/ VCB 1 (2.5 mks)</b>			
1-	<input type="radio"/> beautiful	<input checked="" type="radio"/> ugly	<input type="radio"/> handsome
2-	<input checked="" type="radio"/> fat	<input type="radio"/> tall	<input type="radio"/> bald
3-	<input type="radio"/> appearance	<input checked="" type="radio"/> personality	<input type="radio"/> experience
4-	<input type="radio"/> rude	<input type="radio"/> selfish	<input checked="" type="radio"/> cheerful
5-	<input checked="" type="radio"/> honest	<input type="radio"/> jealous	<input type="radio"/> lazy

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

GRM/ VCB 2 (2.5 mks)	GRM/ VCB 3 (5 mks)	
6. <b>and</b> 7. <b>in</b> 8. <b>was</b> 9. <b>than</b> 10. <b>on</b>	11. <b>have</b> 12. <b>where</b> 13. <b>house</b> 14. <b>friends</b> 15. <b>time</b>	16. <b>o'clock</b> 17. <b>invite</b> 18. <b>course</b> 19. <b>there</b> 20. <b>study</b>
<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)
	A	B	C	D	E	F	5. Monday / 17 <sup>th</sup> August 6. 10 days 7. 100 \$ 8. Crowded and smelly 9. Some postcards 10. Depressed
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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"> <li>– Discusses the topic in a lively, interesting way, making effective use of supporting arguments.</li> <li>– The points made by the writer are logically organised and very clear.</li> <li>– Makes use of a fair range of structures and vocabulary, with a good level of accuracy.</li> </ul>
4	<ul style="list-style-type: none"> <li>– Discusses the topic reasonably well, but use of supporting arguments is not fully effective.</li> <li>– The points made by the writer are reasonably well organized and mostly clear.</li> <li>– Use of grammar and vocabulary is reasonably correct, though rather limited in range.</li> </ul>
3	<ul style="list-style-type: none"> <li>– Expresses opinions with some use of supporting arguments, but only in a limited way.</li> <li>– The writer makes an attempt to organise his/her points, but this is only partly effective.</li> <li>– There is a noticeable lack of accuracy in the use of grammar and vocabulary.</li> </ul>
2	<ul style="list-style-type: none"> <li>– Makes an attempt to discuss the topic, but the result is unconvincing and clearly inadequate.</li> <li>– Weak organization makes it difficult to follow the points being made by the writer.</li> <li>– Grammar and vocabulary contain frequent serious errors.</li> </ul>
1	<ul style="list-style-type: none"> <li>– A <u>very</u> feeble attempt to discuss the topic. Very little relevant content.</li> <li>– The points made by the writer are confused and disjointed.</li> <li>– The language used is extremely limited and/or seriously distorted.</li> </ul>
0	<p><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</p>

WRITING 2 (5 mks)	
5	<ul style="list-style-type: none"> <li>– Tells the story fully and clearly, in a lively, interesting way, providing appropriate details.</li> <li>– The text is coherent and easy to read. Not many language errors.</li> </ul>
4	<ul style="list-style-type: none"> <li>– Tells the story clearly enough, but writing lacks interest for the reader.</li> <li>– There are several noticeable language errors and the text sometimes lacks coherence.</li> </ul>
3	<ul style="list-style-type: none"> <li>– Manages to convey the main outline of the story, but only in a limited way.</li> <li>– Language used is limited in range and/or contains quite frequent errors.</li> </ul>
2	<ul style="list-style-type: none"> <li>– An attempt is made to tell the story, but important points are either missing or unclear.</li> <li>– Language used is very limited and/or contains many serious errors.</li> </ul>
1	<ul style="list-style-type: none"> <li>– A <u>very</u> feeble attempt to tell the story. Very little relevant content.</li> <li>– Language used is extremely limited and/or seriously distorted.</li> </ul>
0	<p><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</p>

\* **NOTE:** In WRITING 2, test-writers actually have two different task-options to choose from (**Picture Story** or **Task Instructions**) when preparing the exam-paper. However, as both of these require student to produce a **narrative** text, the same Rating Scale can be used, whichever type of task they use.

### Listening one

- 1- One of the most important things about hygiene is washing your hands with water and a detergent before and after eating food or shaking hands.
- 2- Smoking cigarettes is a dangerous habit among young people as it may cause many serious illnesses such as lung cancer and heart diseases.
- 3- Doctors always advice people at all ages to do exercise everyday in order to stay healthy. Some people like playing basketball as a daily exercise.
- 4- Cheating in exams is very common among students though it is against Islamic morals ,so they should stop this habit , study hard and depend on themselves.
- 5- Sitting too close to television while watching is bad for your eyesight. Many studies say you should at least keep a distance of 2 to 4 meters.

## **Listening 2**

Before the invention of money how did people buy things?

A long time ago, people traded for what they wanted by bartering. If someone had a wonderful spear made of stone and wood. Another person had a beautiful necklace made of stones and shells. They exchange items.

In the beginning, people from different places barter different things for example:

- The Aztecs used small doll figures made of solid gold to buy things.
- The ancient Egyptians used their rings as money. When the time came to pay their bills, they simply pulled off a ring or two to use as payment.
- The Celts in ancient Ireland also used ring money, plus bracelet money. The Celts also liked to wear their wealth.
- The ancient Africans invented knife money.

In other places in the world, people tried to use rice, or bread, or chocolate as money.

About 2,700 years ago, somebody came up with the idea of using metal coins as money. The first coins appeared in ancient Turkey. The coins were round and flat and made of gold and silver. They were small and easy to carry. They could be decorated with pictures and designs. The use of coins made trade simple.

The ancient Chinese invented paper. Once paper was invented, the invention of paper money was predictable there. It was light in weight, and could be colorfully decorated.