

**ENGLISH LANGUAGE TEST**

**GRADE NINE**

**Semester One**

**First Session**

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

**Write your answers on the Test Paper**

**Time: 2 hours**

**Pages: 9 or 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 **hobbies**. 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 about a **great writer Gibran**.

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

6. Gibran Khalil was born in \_\_\_\_\_.

 1886 1883 1894

7. Gibran was taught by his \_\_\_\_\_ at home.

 mother father teacher

8. He graduated from Madarasat Hikmat at the age of \_\_\_\_\_.

 20 18 19

9. In \_\_\_\_\_ his famous book 'The Prophet' was published.

 1923 1933 1913

10. The book has been translated into \_\_\_\_\_ different languages.

 50 30 20

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**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.

Babe Ruth was one of the <sup>(1)</sup> \_\_\_\_\_ players in baseball. One of his teachers <sup>(2)</sup> \_\_\_\_\_ his talent for baseball and he became a very <sup>(3)</sup> \_\_\_\_\_ player in the game later. He <sup>(4)</sup> \_\_\_\_\_ many young players in the game. When he died, about 77,000<sup>(5)</sup> \_\_\_\_\_ came to see him for the last time.

1.

- lowest                                       greatest                                       smallest

2.

- discovered                                       agreed                                       covered

3.

- famous                                       envious                                       curious

4.

- expelled                                       encouraged                                       excluded

5.

- animals                                       plants                                       people

**GRAMMAR/VOCABULARY 2 (Items 6-10)**

**[2½ marks]**

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

- 6. I was late to the party \_\_\_\_\_ my car had a problem.
- 7. At the age of 15, Braille invented a method of reading \_\_\_\_\_ the blind.
- 8. We made plans \_\_\_\_\_ visit Salalah last month.
- 9. We \_\_\_\_\_ waiting until our parents arrive.
- 10. We must leave \_\_\_\_\_ it begins to rain.

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

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

**EXAMPLE:**

“Go od 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’ve just read a really interesting **st**(11)\_\_\_\_\_.

Speaker B: **Wh**(12)\_\_\_\_\_ was it about?

Speaker A: It was about a man who **sai**(13)\_\_\_\_\_ across the Atlantic Ocean.

Speaker B: I’d like to read it too. **Wh**(14)\_\_\_\_\_ is it?

Speaker A: In the book I borrowed from the **lib** (15 ) \_\_\_\_\_.

Speaker B: Where **di**(16) \_\_\_\_\_ you put it?

Speaker A: On the table in the **ne**(17)\_\_\_\_\_room.

Speaker B: Ok. I’ll read and **gi**(18 )\_\_\_\_\_ it back to you in two **da**(19)\_\_\_\_\_.

Speaker A: Alright. Please **fin**(20)\_\_\_\_\_ reading it in two days. I should return the book to the library.

**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. Watching television is very useful to learn many things about the world.
- 2. Why are you so late? I waited here for one hour!
- 3. Satellites are very useful man-made objects. They have become part of our lives.
- 4. Many teenagers like meeting new friends and using new technology

<b>A.</b> Growing more trees certainly will help us to reduce global warming.
<b>B.</b> They help us to watch television, to communicate, to study the earth’s surface, and in many other ways.
<b>C.</b> I’m very sorry. I’ll be on time hereafter.
<b>D.</b> They help us in visiting places. Many people like using them.
<b>E.</b> But ,children watch too much and they don’t do a lot of other things that are important for their education.
<b>F.</b> So, they like hanging out in their cars. They use expensive mobile phones to communicate with their friends.

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 Fahad,

I am writing this email to tell you about some Egyptian medical records.

To find out why people have died, today's medical examiners perform autopsies (AW-top-seez). They cut open the body and study its parts. Ancient Egyptians also performed autopsies to help understand causes of death. In addition, autopsies helped ancient Egyptians study the human body. By comparing the hearts of people who were different ages, for example, Egyptians could determine what a young, healthy heart was supposed to look like.

The Egyptians not only studied the human body, but they also kept detailed records of what they discovered. They wrote and drew their observations on papyrus, a form of paper. The papyrus records became the medical textbooks of that time. Their observations allowed Egyptian doctors to share their knowledge, including how to treat various diseases.

In 1862, an American named Edwin Smith purchased a medical papyrus in Luxor, Egypt. Smith was not a medical expert, but he knew a lot about old documents. He knew that what he had found was valuable. The papyrus turned out to be an ancient textbook on surgery. The papyrus was probably written around 1600 BC, but it was based on information from a thousand years before that. The papyrus presents the information as case studies, including an analysis of how patients survived or died.

I will write more about it in the next email.

Yours

Ali

**READING 2 (cont'd)**

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

5. What is performed to cut open the body and study its parts?

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6. What was used to write and draw Egyptians' observations on?

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7. How were those written records used?

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8. When did Edwin Smith purchase a medical papyrus?

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9. What was the ancient papyrus about?

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10. When was the ancient record written?

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**READING  
SCORE**

<b>10</b>



**WRITING 1**

**[5 marks]**

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

**"Spending money in shopping is a great hobby"**

*-Do you agree or not? Give your reasons.*

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

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Marker A	Marker B	Average

**WRITING 2**

**[5 marks]**

Complete the following task. Write at least **75 words**.

Your friend Chin Chu is living in China. You want to collect coins and banknotes of that country. Write an email asking him send you some coins and banknotes of China. Also tell him about Oman’s bank notes in your email.

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

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Marker A	Marker B	Average

<b>WRITING SCORE</b>	
	<b>10</b>

## Listening Script

### Listening 1

1. He has visited many countries. He loves travelling. Especially, he likes to travel on bike whenever possible.
2. It is a colourful hobby. She enjoys photography and takes photos of various animals, birds, flowers and beautiful places. She has got a good collection of pictures.
3. Mountaineering is a great activity. This person enjoys the adventurous hobby. It is a great exercise for the body.
4. She is fond of music. She always listens to great singers and other musicians. Nowadays, many use the headphones to enjoy music.
5. He is interested in updating his knowledge with new information. So, he spends a lot of his free time to browse the internet.

## Listening 2

Gibran Khalil Gibran was born in Lebanon in 1883. He was the son of Khalil Bin Gibran and Kamila. He had two sisters, Mariana and Sultana, a half -brother, Peter, who was from his mother's previous marriage, but his mother was a very smart woman. She could speak Arabic, French, and English. She also had artistic talent for music. She taught Gibran at home. She influenced Gibran's thinking to a great extent.

Gibran went to America with his brother and mother. There he joined in a school and he was doing very well in his studies. He came back to Lebanon and studied at Madarasat Al Hikmat (School of wisdom) from 1896 to 1901. At the age of 18, he graduated from there and went on to Paris to learn painting.

During the following years, Gibran painted, designed book covers and wrote in Arabic many short essays. In 1912, he moved to New York and lived there for all his life. In 1923, 'The Prophet' was published. It is one of his most well-known books and it has now been translated into over 20 different languages. He was one of the great writers who tried to modernize the Arabic writing in the Middle East countries.

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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 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

LISTENING 2 (5 mks)			
6.	<input type="radio"/> 1886	<input checked="" type="radio"/> 1883	<input type="radio"/> 1894
7.	<input checked="" type="radio"/> mother	<input type="radio"/> father	<input type="radio"/> teacher
8.	<input type="radio"/> 20	<input checked="" type="radio"/> 18	<input type="radio"/> 19
9.	<input checked="" type="radio"/> 1923	<input type="radio"/> 1933	<input type="radio"/> 1913
10.	<input type="radio"/> 50	<input type="radio"/> 30	<input checked="" type="radio"/> 20

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

GRM/ VCB 1 (2.5 mks)			
1.	<input type="radio"/> lowest	<input checked="" type="radio"/> greatest	<input type="radio"/> smallest
2.	<input checked="" type="radio"/> discovered	<input type="radio"/> agreed	<input type="radio"/> covered
3.	<input checked="" type="radio"/> famous	<input type="radio"/> envious	<input type="radio"/> curious
4.	<input type="radio"/> expelled	<input checked="" type="radio"/> encouraged	<input type="radio"/> excluded
5.	<input type="radio"/> animals	<input type="radio"/> plants	<input checked="" type="radio"/> people

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

GRM/ VCB 2 (2.5 mks)	GRM/ VCB 3 (5 mks)	
<p>6. because</p> <p>7. for</p> <p>8. to</p> <p>9. were</p> <p>10. before</p>	<p>11. story</p> <p>12. What</p> <p>13. sailed</p> <p>14. where</p> <p>15. library</p>	<p>16. did</p> <p>17. next</p> <p>18. give</p> <p>19. days</p> <p>20. finish</p>
<p><i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i></p>	<p><i>Notes: Half-a-mark each. Spelling <u>must</u> be correct, including grammatical endings.</i></p>	

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 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> </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 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>3.</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> <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 type="radio"/>	<input type="radio"/>	<input checked="" 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"/>	<p>5. Autopsy/ autopsies</p> <p>6. papyrus</p> <p>7. As text books</p> <p>8. 1862</p> <p>9. Surgery</p> <p>10. 1600 BC</p>
	A	B	C	D	E	F																														
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>																														
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<p><i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i></p>	<p><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></p>																																			

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	<u>No attempt at the task</u> : EITHER Irrelevant (Completely unrelated to the topic) OR Hardly any writing at all, or not written in English OR Complete nonsense

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	<u>No attempt at the task</u> : EITHER Irrelevant (Completely unrelated to the pictures or to the task/ instructions) OR Hardly any writing at all, or not written in English OR Complete nonsense

\* **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.