



**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**

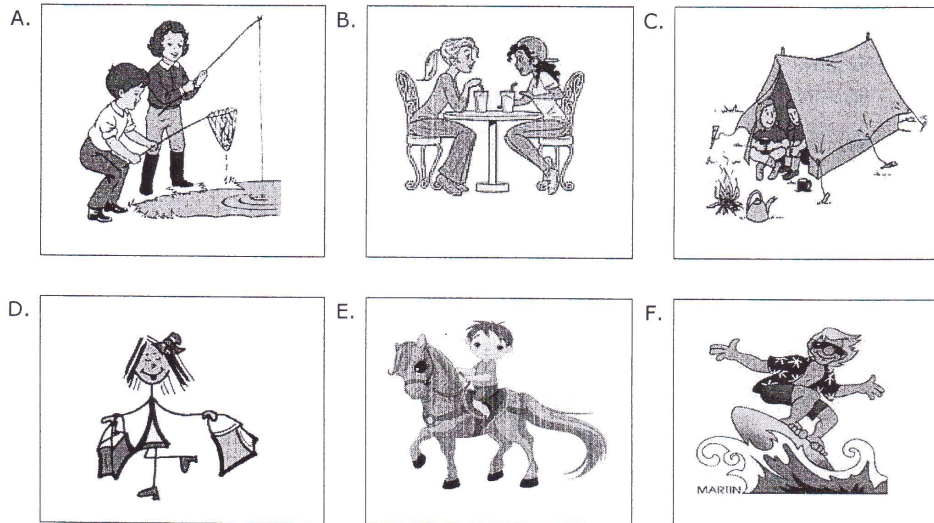
<b>TEST SCORES</b>	<b>LISTENING</b>	<b>10</b>	
	<b>GRM/VCB</b>	<b>10</b>	
	<b>READING</b>	<b>10</b>	
	<b>WRITING</b>	<b>10</b>	
	<b>TOTAL</b>	<b>40</b>	



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

**[5 marks]**

You are going to hear five short texts about **Teen Time**. 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 talk about **Tawfiq Al-Hakim**.

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

6. Tawfiq Al-Hakim was born in \_\_\_\_\_ .  
 1898                       1889                       1988
7. His father was a \_\_\_\_\_ .  
 writer                       journalist                       judge
8. His mother was \_\_\_\_\_ .  
 Turkish                       Egyptian                       French
9. He lived with his \_\_\_\_\_ in Cairo .  
 grandparents                       uncles                       cousins
10. He was interested in \_\_\_\_\_ of Paris .  
 theatres                       novels                       literature

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<b>LISTENING SCORE</b>	
	<b>10</b>

**GRAMMAR/VOCABULARY 1 (Items 1–5) <sup>(1)</sup>****[2½ marks]**

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

Kuwait City is the (1) \_\_\_\_\_ and the largest city of the State of Kuwait. Kuwait City was first ruled in the early 18th Century by the Al-Sabah Family . It has a (2) \_\_\_\_\_ of 2.38 million . Kuwaiti Dinar is the ( 3)\_\_\_\_\_ of Kuwait. The official (4) \_\_\_\_\_ of Kuwait is Arabic, but English is also widely spoken. About 80 (5) \_\_\_\_\_ of people in Kuwait follow Islam. Falcons are birds found everywhere in Kuwait . There is a picture of a falcon on the stamps and the currencies of Kuwait.

- |                                    |                                   |                                  |
|------------------------------------|-----------------------------------|----------------------------------|
| 1. <input type="radio"/> capital   | <input type="radio"/> country     | <input type="radio"/> continent  |
| 2. <input type="radio"/> pollution | <input type="radio"/> punctuation | <input type="radio"/> population |
| 3. <input type="radio"/> map       | <input type="radio"/> currency    | <input type="radio"/> flag       |
| 4. <input type="radio"/> language  | <input type="radio"/> subject     | <input type="radio"/> religion   |
| 5. <input type="radio"/> degree    | <input type="radio"/> percent     | <input type="radio"/> number     |

**GRAMMAR/VOCABULARY 2 (Items 6–10)****[2½ marks]**

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

6. She \_\_\_\_\_ visited her relatives before she moved to her new house .
7. They really ran quickly, \_\_\_\_\_ they didn't win the race.
8. These coins \_\_\_\_\_ collected by my grandfather in 1955.
9. If Jamila studied hard, she \_\_\_\_\_ get good marks.
10. Omar solved the puzzle all by \_\_\_\_\_ .



## 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: How often do you use the **(11) int**\_\_\_\_\_?

Speaker B: I use it everyday! I check my e-mail and chat with my **(12) fri**\_\_\_\_\_ all around the world.

Speaker A: Yeah, it's **(13) exc**\_\_\_\_\_, isn't it?

Speaker B: I find all **(14) the info**\_\_\_\_\_ that I need and **(15) sa**\_\_\_\_\_ it on my computer.

Speaker A: That's cool!

Speaker B: But sometimes it can be **(16) harm**\_\_\_\_\_.

Speaker A: You're right especially for **(17) teen**\_\_\_\_\_.

Speaker B: In my **(18) opi**\_\_\_\_\_, they should use it **(19) care**\_\_\_\_\_.

Speaker A: This is a good **(20) adv**\_\_\_\_\_.

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. Our sun is a star. It is the closest star to our planet and it sends its energy to the Earth as heat and light.
- 2. Many people use mobile phones nowadays. They use them at home, at work and while walking or even driving.
- 3. Smoking is a bad habit spread among teenagers which destroys the humans' brains and lungs.
- 4. A lot of computer games are very bad. There is a lot of shooting and killing. These games are worse than TV.

- A. We used to go to the library to find the information we want, but now we go to Google and do our search.
- B. Besides that, kids gain more weight, being isolated from others and they become tired and more violent.
- C. It seems large to us, but it is only medium-sized called a yellow dwarf.
- D. They have become very popular for communication and they can be carried easily from one place to another.
- E. Some scientists think that it is possible that Earth is not the only planet with life.
- F. They do it due to psychological factors. They think they show people that they are adults and they can do whatever they want.

	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 Ahmad,

Hi. How are you doing? Sorry for not writing for you for a long time. I was very busy working on my project for the science class. I chose to write about the first space travellers.

The first space travelers were animals such as cats, dogs and monkeys. During the early 1940s, many scientists believed that humans could not survive in space. In order to test if complex animals like humans could live in space, American and Russian scientists sent animals into space.

The first animal to be sent on a American rocket was a monkey in 1948. Two more monkeys were sent after sometime, but they were killed on impact. Soviet scientists sent a dog named Laika into space. She made her space flight on a life support system on Sputnik 2. There was no way to bring her down and she died after ten days in space.

On April 12, 1961 Yuri Gagarin became the first human to orbit the earth on board Vostok 1 at a speed of 27,400 km/h. The flight lasted for about 108 minutes. Vostok 1 was controlled by a computer. Yuri Gagarin landed on earth by parachute. He was killed in a plane crash before he could travel into space a second time.

That's all. What about you? What was your project about? Looking forward to know about it. Give my regards to your family. Write soon. Take care.

Yours sincerely,

Majid



**READING 2 (cont'd)**

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

5. What was Majid's project about?

\_\_\_\_\_

6. Which animals travelled to space first?

\_\_\_\_\_

7. When was the first animal sent into space?

\_\_\_\_\_

8. Who sent Laika into space?

\_\_\_\_\_

9. What did Yuri Gagarin do in 1961?

\_\_\_\_\_

10. How long did the flight take?

\_\_\_\_\_

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**READING  
SCORE**

<b>10</b>





**WRITING 1**

[5 marks]

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

**" Money is the most important thing in life . "**

- 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.*

Imagine that you went on a trip to the sea and you were lost. Who did you go with ? What happened ? How did you return home ?

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

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Marker A	Marker B	Average

**WRITING  
SCORE**

<b>10</b>



REGION : MUSANDAM

2014/2015

SEMESTER ONE – FIRST SESSION

ENGLISH LANGUAGE TEST - GRADE NINE

LISTENING SCRIPT

**Listening 1 :**

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

1. I'm fond of shopping. Every month, my mother gives me some money to buy whatever I want . I feel so excited spending it all.
2. Kate and Jane usually spend their free time hanging out together. They prefer sitting in their favourite café chatting and drinking cold drinks .
3. In my country, riding horses is very popular, so every weekend I spend two hours riding my own horse . It's great and fun.
4. Antony loves dangerous sport, so he enjoys wave surfing. He can do amazing movements. This makes him feel excited and thrilled.
5. Camping is my favourite outdoor activity. my best friend and I sometimes spend our time camping outside my house . We love nature and clear sky.



REGION : MUSANDAM

2014/2015

SEMESTER ONE – FIRST SESSION

ENGLISH LANGUAGE TEST - GRADE NINE

LISTENING SCRIPT

**Listening 2** :

*You are going to hear a talk about **Tawfiq Al-Hakim**. For each item, shade in the bubble  next to the correct option.*

Tawfiq Al-Hakim was an Egyptian writer who played an enormous role in enriching the Egyptian society with plays and drama. He is one of the pioneers of the Arabic novel and drama. He was born on October 9, 1898 in Alexandria , Egypt . He was the son of an Egyptian wealthy judge and a Turkish mother. His mother was the daughter of a retired Turkish officer.

Tawfiq Al-Hakim enrolled at the Damanhour Primary School at the age of seven . He left primary school in 1915 and his father put him in a public school in the Beheira province , where Tawfiq al-Hakim finished secondary school . However, due to the lack of proper secondary schooling in the province , Tawfiq Al-Hakim moved to Cairo with his uncles to continue his studies at Muhammad Ali Secondary School .

After studying in Cairo, he moved to Paris , where he graduated in law and began preparing a PHD thesis at the Sorbonne . He loved the Paris theatres and the Opera and , after three years in Paris , he didn't complete his studies and returned to Egypt in 1928 , full of ideas for transforming Egyptian theatre .

THE END OF THE LISTENING



**GRADE NINE — ENGLISH LANGUAGE**  
**SEMESTER ONE, 2014/2015, FIRST SESSION**  
**REGION : Musandam**

**MARKING GUIDE**  
**TOTAL MARKS: 40**  
**page 1 of 3**

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

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

LISTENING 2 (5 mks)			
6.	<input checked="" type="radio"/> 1898	<input type="radio"/> 1889	<input type="radio"/> 1988
7.	<input type="radio"/> writer	<input type="radio"/> journalist	<input checked="" type="radio"/> judge
8.	<input checked="" type="radio"/> Turkish	<input type="radio"/> Egyptian	<input type="radio"/> French
9.	<input type="radio"/> grandparents	<input checked="" type="radio"/> uncles	<input type="radio"/> cousins
10.	<input checked="" type="radio"/> theatres	<input type="radio"/> novels	<input type="radio"/> literature

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

GRM/ VCB 1 (2.5 mks)			
1.	<input checked="" type="radio"/> capital	<input type="radio"/> country	<input type="radio"/> continent
2.	<input type="radio"/> pollution	<input type="radio"/> punctuation	<input checked="" type="radio"/> population
3.	<input type="radio"/> map	<input checked="" type="radio"/> currency	<input type="radio"/> flag
4.	<input checked="" type="radio"/> language	<input type="radio"/> subject	<input type="radio"/> religion
5.	<input type="radio"/> degree	<input checked="" type="radio"/> percent	<input type="radio"/> number

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



GRM/ VCB 2 (2.5 mks)		GRM/ VCB 3 (5 mks)	
6. had		11. <u>internet</u>	16. harm <u>ful</u>
7. but		12. fri <u>ends</u>	17. teen <u>agers</u> ( teen <u>s</u> )
8. were		13. exc <u>iting</u>	18. op <u>inion</u>
9. would		14. inform <u>ation</u>	19. care <u>fully</u>
10. himself		15. sa <u>ve</u>	20. adv <u>ice</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)	
	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"/>	5. The first space travellers
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. cats, dogs and monkeys
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	7. in 1948
4.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. Soviet scientists
							9. orbit the earth
							10. 108 minutes
<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.