

**ENGLISH LANGUAGE TEST**

**GRADE NINE**

**Semester Two  
Second Session**

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

**Write your answers on the Test Paper**

**Time: ٢ hours**

**Pages: ١٠**

<b>TEST SCORES</b>	<b>LISTENING</b>	١٠	
	<b>GRM/VCB</b>	١٠	
	<b>READING</b>	١٠	
	<b>WRITING</b>	١٠	
	<b>TOTAL</b>	<b>٤٠</b>	

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

**(5 marks)**

You're going to hear five people speaking. Who are they talking to?  
Listen and for each item, shade in the bubble  under the correct option.

manager	tourist	musician	tour guide	dentist	film maker
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1.                                                                

2.                                                                

3.                                                                

4.                                                                

5.

**LISTENING 2 (Items 6-10)**

**(2 marks)**

You're going to hear text about an old town called Craco.

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

6. Where is Craco?

\_\_\_\_\_

7. How far is Craco from the coast?

\_\_\_\_\_

8. What was the main job for people in Craco?

\_\_\_\_\_

9. What kinds of crops were grown in Craco town?

\_\_\_\_\_.

10. What is Craco now?

\_\_\_\_\_.

**LISTENING  
SCORE**

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10
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**GRAMMAR/VOCABULARY ١ (Items ١-٥)****(٢½ marks)**

For each item, read the definition and the example.

Then complete the word in the space provided.

You are given the first letter(s) of the word. Make sure your spelling is correct.

Example: (noun) a room where food is prepared and cooked  
e.g. They keep the fridge in the **kit c h e n**.

١. (noun) A building where people go to watch a performance.  
e.g. Yesterday, we watched a funny play in the town **the** \_ \_ \_ \_ .
  
٢. (verb) to go or visit a place especially by plane  
e.g. You should know about the country before you **tra** \_ \_ \_ to it
  
٣. (adjective) having a strong pleasant taste  
e.g. I find Indian food delicious because it is very **sp** \_ \_ \_
  
٤. (adverb) not quickly  
e.g. He walked **slo** \_ \_ \_ along the street.
  
٥. (noun) A covering for part or all of the face for protecting or hiding  
e.g. I like the **m** \_ \_ \_ of lion that was used in the last show.



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

**(2 1/2 marks)**

For each item, shade in the bubble  under the correct option.  
 (There are five extra words in the box.)

Rome is the capital <sup>(1)</sup> \_\_\_\_\_ Italy. It is a very old and beautiful city near the coast. There are <sup>(2)</sup> \_\_\_\_\_ old and famous buildings in Rome. The population of Rome is <sup>(3)</sup> \_\_\_\_\_ 4 million. In Italy, people <sup>(4)</sup> \_\_\_\_\_ Italian language. Rome is a city <sup>(5)</sup> \_\_\_\_\_ you can enjoy yourself.

in    where    of    are    many    live    the    about    speak    from

- |     |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 6.  | <input type="radio"/> |
| 7.  | <input type="radio"/> |
| 8.  | <input type="radio"/> |
| 9.  | <input type="radio"/> |
| 10. | <input type="radio"/> |

**GRAMMAR/VOCABULARY 3 (Items 11-20)****(20 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**

Like Shabab Oman, another great **sh**\_\_\_\_\_ which helps training young **pe**\_\_\_\_\_ to build peace **a**\_\_\_\_\_ understanding between nations is the Lexicon. The Lexicon **w**\_\_\_\_\_ built in 1994 in the USA. This vessel **c**\_\_\_\_\_ carry 400 **pass**\_\_\_\_\_ and a cargo of over 10000 m<sup>3</sup>. The cargo is actually books. The Lexicon is visiting Sultan Qaboos port in Muttrah. The crew **w**\_\_\_\_\_ have volunteered **t**\_\_\_\_\_ run this ship, come from 40 **diff**\_\_\_\_\_ countries .In addition, they perform music, **dra**\_\_\_\_\_, and dances from their countries.

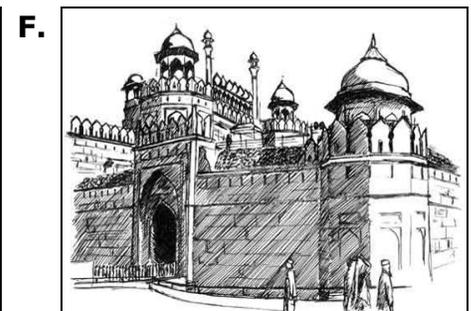
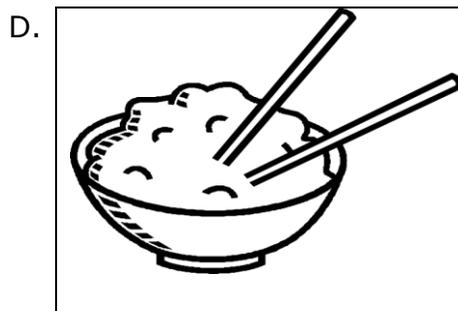


**GRM/VCB  
SCORE**

**READING 1 (Items 1-4)**

**(4 marks)**

Match the texts with the pictures. For each text, shade in the bubble  under the correct option.



**Pictures**

**Texts**

A	B	C	D	E	F
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1. These days, it is the time for our town festival. My sister and brother went yesterday. It has many interesting events, food and balloons.
2. Last year, my cousin travelled to India. He took many photographs. It is amazing place where you can see the circle traditional dancing.
3. Food is a part of any culture. For example, Chinese are famous for their noodles . They use chopsticks to pick up their food.
4. Old buildings such as forts and towers show the history and creativity of the country. They reflect the life style that was there.

<input type="radio"/>					
<input type="radio"/>					
<input type="radio"/>					
<input type="radio"/>					



**READING 2 (Items 9-10)****(2 marks)**

Read the text. Then complete the task.

Who do not hear or watch Charlie Chaplin films? There are many reasons why he became popular during his life. To start, I think this man was one of the most pivotal stars of the early days of Hollywood, lived an interesting life both in his films and behind the camera. I certainly agree that he was an icon of the silent film era, often associated with his popular "Little Tramp" character; the man with the toothbrush moustache, bowler hat, bamboo cane, and a funny walk.

His profession, as I suppose, started when he was born in London, England on April 16th, 1889, for parents who were both music hall performers. So I mainly suggest that his parent's job inspired him to be an actor. He started early, at the age of 10 when he left school and joined the stage where he became famous as a mime actor. This taught him how to express himself and show his feelings by using facial expression and no props. In my opinion, it is clear that America gave him the big chance to start his real work as an actor. So in 1910, he went to America for the first time to start working in the early silent movies. By 1916 he was earning 10,000 \$ a week and was probably the highest paid actor, if not the highest paid person, in the world. Absolutely, he deserved the vote as the greatest actor in film history in 1990. Chaplin died on December 20, 1977 at his home in Switzerland.

To conclude, personally, I think Charlie Chaplin was one of the greatest filmmakers in the history of American cinema, whose movies were and still are popular throughout the world, and have even gained notoriety as time progresses. It is obvious that his films show, through the Little Tramp's positive outlook on life in a world full of chaos, that the human spirit has and always will remain the same.

**READING 2 (cont'd)**

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

- 5. Charlie Chaplin was famous in \_\_\_\_\_ films.
  - action
  - natural
  - silent
  
- 6. He was very famous for the character of \_\_\_\_\_.
  - Music performer
  - Little tramp
  - filmmaker
  
- 7. \_\_\_\_\_ of his parents were music performers.
  - None
  - Both
  - One
  
- 8. He left school to work as a mime actor when he was \_\_\_\_\_.
  - 5
  - 10
  - 15
  
- 9. He got a chance to work in silent movies and became famous in \_\_\_\_\_.
  - 1889
  - 1910
  - 1916
  
- 10. He died in 1977 in \_\_\_\_\_.
  - England
  - America
  - Switzerland

**READING  
SCORE**

10





## ENGLISH LANGUAGE

### Listening 1

1. It is one of the hardest journeys I've ever been to. So, how much time do we still need to reach the mountain? I feel little tired.
2. Excuse me sir, this is the report that you asked for last week. I mentioned all numbers and schedules about our company.
3. Hello all, before we arrive to Madrid, I would like to give some information about its beautiful buildings and streets.
4. Good morning, I would like to ask you about the film if it's ready to show it at the weekend at the town cinema.
5. I've had a horrible pain since yesterday. Now I have a headache because of my tooth. It's harmful.

### Listening 2

Most visitors to Italy only go to the great cities in the north of the country---Venice, Milan, Florence and, of course, the capital city, Rome. But there is also a lot to see in the south. For example, one place there that I really love is called Craco. It's a beautiful old town up in the hills, about 40 kilometres from the coast in the region of Basilicata. It sits on a 400-metre-high cliff overlooking a deep river valley.

Craco is an ancient place with a long history. It was built 1000 years ago, and its people lived mainly from farming- raising goats and growing crops such as olives and grapes. But it was never an easy place to live. The soil was poor and the climate was hard- very little rain, very hot in the summer and very cold in the winter.

So now the beautiful old town of Craco is just a museum. The only people who go there are historians and tourists, who walk around the quiet, empty streets enjoying the 'old world' atmosphere and taking photos of the beautiful scenery. It's rather sad, but it's a unique experience- it's well worth a visit.

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LISTENING ١ (٥ mks)						
	manager	tourist	musician	tour guide	dentist	film maker
١.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
٢.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
٣.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
٤.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
٥.	<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.*

LISTENING ٢ (٥ mks)	GRM/ VCB ١ (٢.٥ mks)
٦. Italy	١. the <u>atre</u>
٧. ٤٠ kilometers	٢. <u>travel</u>
٨. farmers	٣. <u>spicy</u>
٩. Olives and grapes	٤. <u>slowly</u>
١٠. A museum	٥. <u>mask</u>

*Notes: One mark each. Complete accuracy in grammar and spelling is not required, but answers must be clearly and convincingly correct.*

*Notes: Half-a-mark each. Spelling must be correct.*

GRM/ VCB 2 (2,0 mks)										
	in	where	of	are	many	live	the	about	speak	from
6.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
10.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

GRM/ VCB 3 (0 mks)	
11. <u>ship</u>	16. pass <u>engers</u>
12. <u>people</u>	17. <u>who</u>
13. <u>and</u>	18. <u>to</u>
14. <u>was</u>	19. <u>different</u>
15. <u>can</u>	20. <u>drama</u>

*Notes: Half-a-mark each. Spelling must be correct, including grammatical endings.*

READING 1 (1 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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"/>

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

READING 2 (6 mks)			
5.	<input type="radio"/> action	<input type="radio"/> natural	<input checked="" type="radio"/> silent
6.	<input type="radio"/> Music performer	<input checked="" type="radio"/> Little tramp	<input type="radio"/> filmmaker
7.	<input checked="" type="radio"/> Both	<input type="radio"/> One	<input type="radio"/> None
8.	<input type="radio"/> 0	<input checked="" type="radio"/> 10	<input type="radio"/> 15
9.	<input checked="" type="radio"/> 1910	<input type="radio"/> 1889	<input type="radio"/> 1916
10.	<input type="radio"/> England	<input type="radio"/> America	<input checked="" type="radio"/> Switzerland

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

WRITING 1 (4 mks)	
4	<ul style="list-style-type: none"> <li>– Presents all the information, fully and clearly.</li> <li>– Writing is well-organised and coherent, with only minor language errors.</li> </ul>
3	<ul style="list-style-type: none"> <li>– Presents most of the information, clearly enough.</li> <li>– Writing contains some noticeable language errors and sometimes lacks coherence.</li> </ul>
2	<ul style="list-style-type: none"> <li>– Manages to present only some of the information; important points are missing or unclear.</li> <li>– Language contains frequent errors, some of which obscure meaning.</li> </ul>
1	<ul style="list-style-type: none"> <li>– A <u>very</u> feeble attempt at the task, presenting very little information.</li> <li>– Language used is extremely limited and/or seriously distorted.</li> </ul>
0	<p><i><u>No attempt at the task:</u> EITHER Irrelevant (Completely unrelated to the topic/ information provided) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR Complete nonsense</i></p>

<b>WRITING 2 (2 mks)</b>	
6	<ul style="list-style-type: none"> <li>– Impact on intended reader(s) is <u>very positive indeed</u>.</li> <li>– Writing clearly succeeds in achieving its purpose.</li> <li>– Uses language which is very appropriate to reader and context.</li> <li>– A good range of structures and vocabulary, with an excellent level of accuracy.</li> </ul>
5	<ul style="list-style-type: none"> <li>– Impact on intended reader(s) is <u>positive</u>.</li> <li>– Writing succeeds to a large extent in achieving its purpose.</li> <li>– Uses language which is appropriate to reader and context.</li> <li>– A fair range of structures and vocabulary, with a good level of accuracy.</li> </ul>
4	<ul style="list-style-type: none"> <li>– Impact on intended reader(s) is <u>fairly positive</u>.</li> <li>– Writing has reasonable success in achieving its purpose.</li> <li>– There are clear attempts to use language appropriate to reader and context.</li> <li>– Grammar and vocabulary are reasonably correct, though limited in range.</li> </ul>
3	<ul style="list-style-type: none"> <li>– Impact on intended reader(s) is <u>mixed</u>.</li> <li>– Writing has partially achieved its main purpose, <u>but</u>:</li> <li>– Some of the language used is inappropriate to reader and context.</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>– Impact on intended reader(s) is <u>rather negative</u>.</li> <li>– Writing only has very limited success in achieving its purpose.</li> <li>– There is little evidence of attempts to use appropriate language.</li> <li>– Grammar/Vocabulary contain frequent serious errors.</li> </ul>
1	<ul style="list-style-type: none"> <li>– Impact on intended readers(s) is <u>very negative</u>.</li> <li>– Writing clearly fails to achieve its intended purpose.</li> <li>– There is no evidence of any attempt to use appropriate language.</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 task/ instructions)  <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u>  Complete nonsense</p>
<p><u>Note 1</u>: The task is to write a <b>letter/ an e-mail</b>, so students <u>must</u> include a greeting at the start <u>and</u> a closing at the end. If they do not, they will lose marks. <u>PROCEDURE</u>: Each marker marks the <u>content</u> of the e-mail according to the Rating Scale — then, if either the greeting or the closing are <u>missing</u>, <b>deduct one mark</b> from the content-score.</p> <p><u>Note 2</u>: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	