

**ENGLISH LANGUAGE TEST**

**GRADE NINE**

**Semester Two**

**First 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'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.*

a policeman	a shopkeeper	a farmer	a pilot	a student	a taxi driver
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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"/> |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

**(5 marks)**

*You're going to hear a biography of a great traveler called Ibn Battuta*  
*Listen and for each item, write a short answer (**not more than FOUR WORDS**).*

**6.** Where was Ibn Battuta born?

\_\_\_\_\_

**7.** How old was he when he travelled to Mecca ?

\_\_\_\_\_

**8.** Why did he choose to travel in caravans?

\_\_\_\_\_

**9.** How long did he stay in India?

\_\_\_\_\_.

**10.** When did he die?

\_\_\_\_\_.

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<b>10</b>

**LISTENING  
SCORE**

**GRAMMAR/VOCABULARY 1 (Items 1-5)****(2½ 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**.

1. (adverb) not quickly.

e.g. He walked **sl** \_ \_ \_ \_ because he had a broken leg.

2. ( noun ) a person who is travelling for fun.

e.g. The American **tour** \_ \_ \_ \_ likes visiting Oman to see forts and deserts.

3. (verb) to give money to someone when you buy things or get services.

e.g. You have to **p** \_ \_ \_ two rials for your tickets.

4. (adjective) showing a good behaviour toward others.

e.g. Ali is a very **po** \_ \_ \_ \_ boy as he respects people and treats them nicely.

5. ( noun ) meeting with people face to face to test them when they apply for a job.

e.g. They asked me many questions in the job **inter** \_ \_ \_ \_.

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

**(2½ marks)**

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

It is important to balance between studying and having fun. When you study for your exam, try to find a place <sup>(6)</sup> \_\_\_\_\_ you can feel relaxed. Some students keep studying <sup>(7)</sup> \_\_\_\_\_ they feel tired <sup>(8)</sup> \_\_\_\_\_ then they do other things as a change. For example, they play with their friends. Some students behave as <sup>(9)</sup> \_\_\_\_\_ they don't need time to have fun. They study all the time. Remember that you need time <sup>(10)</sup> \_\_\_\_\_ study, rest and have fun.

if	while	to	will	where	until	in	And	of	On
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- |     |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 6.  | <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 type="radio"/> | <input type="radio"/> |
| 7.  | <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 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 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 type="radio"/> | <input type="radio"/> |
| 10. | <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 type="radio"/> | <input type="radio"/> |



**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**

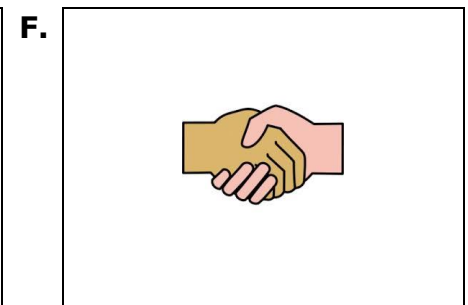
"Everyday, I think (11) **ab**\_\_\_\_\_ my future. I dream to be a famous (12) **ac**\_\_\_\_\_ in films. I want to travel to America, but I know that I will face a culture (13) **sh**\_\_\_\_\_. The culture there is different and I (14) **mu**\_\_\_\_\_ speak good English. My dad wants me to be (15) a **doc**\_\_\_\_\_ and work in a big hospital. I (16) **ha**\_\_\_\_\_ to think carefully. Both jobs need good English, so I am (17) **go**\_\_\_\_\_ to visit London on my next (18) **hol**\_\_\_\_\_. I will stay with a family not in a (19) **ho**\_\_\_\_\_, (20) **bec**\_\_\_\_\_ I need to speak with people there."

<b>GRM/VCB SCORE</b>
<b>10</b>

**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**

1. In Thailand, it is ill-mannered to shake hands when we meet people, instead people put hands together in front of them.
2. It is rude to enter the house with your shoes in Iran. You should take off your shoes before you enter the house.
3. When Brazilian people meet, it is friendly to serve strong black cup of coffee. It is their favourite drink.
4. In Canada, it is too rude to be busy with your phone while you are talking to someone.

	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.*

There are many advantages and disadvantages of living and working in a foreign country. In this essay, I will cover both the positive side and negative side of this matter.

Firstly, work experience and the knowledge about the new culture are two main advantages you will get from working abroad. You can also enrich your expertise. For example, Asian software developers who work in Australia have the opportunities to improve their English level and their software related knowledge as well. Next, the new culture that you have to adapt yourself into will help you have a new picture of what is happening outside your country.

On the other hand, negative impacts also exist along with the positive points mentioned. Employees who work abroad tend not to go back to their home countries. This leads to the increase of brain drain in those countries. Without skilled workers, the countries which are normally developing countries will not be able to develop at the same pace as they could have. Moreover, if this happens so quickly, it will explode immigration in immigrant countries.

In summary, working abroad seems to have both positive and negative impacts. Based on the discussion, I personally think working abroad should be encouraged but it should be strictly moderated and controlled by the government.



**READING 2 (cont'd)**

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

5. Working in a foreign country can improve your \_\_\_\_\_.
- health                       expertise                       eating habits
6. People who work in a foreign country can learn new \_\_\_\_\_.
- cultures                       cars                       sports
7. Employees who are working abroad tend *not* to \_\_\_\_\_.
- return to their countries                       stay abroad                       live in big houses
8. Without skilled workers, countries *can not* \_\_\_\_\_.
- live                       develop                       survive
9. Working abroad can explode \_\_\_\_\_.
- the immigration                       staying at homeland                       theft and crime
10. The writer thinks that working abroad should \_\_\_\_\_.
- not be controlled                       be stopped                       be encouraged

<b>READING SCORE</b>	
	<b>10</b>

**WRITING 1**

**(4 marks)**

Write a paragraph about a famous singer called **Umm Kulthoom**. Use **ALL** the information in the box. Your writing should be correct and well-organized.

<b><u>Umm kulthoom</u></b>	
born/Cairo/1904	family/poor
start singing/1917/ 13 years old	
father/ the imam of the local mosque	
known/Kawkab al-Sharq	famous/Egyptian/singer
died/1975/Cairo	

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Marker A	Marker B	Average

**WRITING 2**

**(6 marks)**

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

Situation: Your British friend John/ Julia is going to visit Oman this summer. He/she wants some information about the Omani culture. Write a **letter/email** to tell him/her about our Omani customs and traditions.

*Your writing should be clear and well organised.*

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

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



## LISTENING SCRIPT GRADE 9

### Listening 1:

- 1- Ali, can you bring your note-book, please? I want to check your writing and the homework I gave you yesterday.
- 2- I need a pair of shoes. My size is 38. Can you show me all the colours that you have?
- 3- Excuse me sir, I crashed my car. It is a minor car accident. Can you come and write a report about it?
- 4- I would like to go to the airport, but I do not have a car. My flight is at 8 pm. How much will it cost me?
- 5- I am a T.V reporter and I am collecting information about the crops in Oman. What types of fruits and vegetables do you grow in your town?

## Listening 2

Muhammad Ibn Abdullah in Battuta, was born in Tangier, Morocco, on the 24th of February 1304. He was commonly known as Shams ad-Din. After receiving an education in Islamic law, he chose to travel. He left his house in June 1325 when he was twenty one years old on a hajj trip to Mecca. That journey took him 16 months. He did not come back to Morocco for at least 24 years after that. His journey was mostly by land. He chose to join caravans because it was safe.

He first began his voyage by exploring the lands of the Middle East. Then in 1332, Ibn Battuta decided to go to India. He was nicely greeted by the Sultan of Delhi. There he was given the job of a judge. He stayed in India for 8 years and then left to China. Ibn Battuta left for another adventure in 1352. He then went south, crossed the Sahara desert, and visited the African kingdom of Mali.

Finally, he returned home at Tangier in 1355. He was appointed a judge in Morocco and died in 1368. His book (The Rihla) provides an important account of many areas of the world in the 14th century.

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LISTENING 1 (5 mks)						
	A policeman	A shopkeeper	A farmer	A pilot	A student	A taxi driver
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 checked="" type="radio"/>	<input type="radio"/>	<input 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.	<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)	GRM/ VCB 1 (2.5 mks)
<p>6. (In) Tangier / Morocco</p> <p>7. 21 / twenty one (years old)</p> <p>8. (because it was) safe</p> <p>9. (for) 8 / eight years</p> <p>10. 1368 (thirteen sixty eight)</p>	<p>1. <u>slowly</u></p> <p>2. <u>tourist</u></p> <p>3. <u>pay</u></p> <p>4. <u>polite</u></p> <p>5. <u>interview</u></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>	<p><i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i></p>

GRM/ VCB 2 (2.5 mks)										
	if	while	to	will	where	until	in	and	of	on
6.	<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"/>
7.	<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"/>	<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 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"/>	<input type="radio"/>
10.	<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"/>

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

GRM/ VCB 3 (5 mks)	
11. ab <u>out</u>	16. ha <u>ve</u>
12. act <u>or</u> / act <u>ress</u>	17. go <u>ing</u>
13. sh <u>ock</u>	18. hol <u>iday</u>
14. must	19. hot <u>el</u>
15. doct <u>or</u>	20. bec <u>ause</u>

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

READING 1 (4 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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



## READING 2 (6 mks)

- |     |  |  |  |
|-----|--|--|--|
| 5.  | <input type="radio"/> health                               | <input checked="" type="radio"/> expertise | <input type="radio"/> eating habits            |
| 6.  | <input checked="" type="radio"/> cultures                  | <input type="radio"/> cars                 | <input type="radio"/> sports                   |
| 7.  | <input checked="" type="radio"/> return to their courtiers | <input type="radio"/> stay abroad          | <input type="radio"/> live in big houses       |
| 8.  | <input type="radio"/> live                                 | <input checked="" type="radio"/> develop   | <input type="radio"/> survive                  |
| 9.  | <input checked="" type="radio"/> the immigration           | <input type="radio"/> staying at home land | <input type="radio"/> theft and crime          |
| 10. | <input type="radio"/> not be controlled                    | <input type="radio"/> be stopped           | <input checked="" type="radio"/> be encouraged |

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

## WRITING 1 (4 mks)

<b>4</b>	<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>
<b>3</b>	<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>
<b>2</b>	<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>
<b>1</b>	<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>
<b>0</b>	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the topic/ information provided) <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>

<b>WRITING 2 (6 mks)</b>	
<b>6</b>	<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>
<b>5</b>	<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>
<b>4</b>	<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>
<b>3</b>	<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>
<b>2</b>	<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>
<b>1</b>	<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>
<b>0</b>	<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><i>Note 1: The task is to write a <b>letter</b>/ an <b>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.</i></p> <p><i>Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</i></p>	