ENGLISH LANGUAGE TEST

GRADE NINE

Semester Two
Second Session

Name			
School		Class	

Write your answers on the Test Paper

Time: 2 hours   **Pages: 10**

TEST SCORES	LISTENING	10	
	GRM/VCB	10	
	READING	10	
	WRITING	10	
	TOTAL	**40**	

LISTENING 1 (Items 1-5) (5 marks)

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

at the airport	in a boat	in a pharmacy	in a hospital	at a football stadium	in a classroom

1. ⬭ ⬭ ⬭ ⬭ ⬭ ⬭

2. ⬭ ⬭ ⬭ ⬭ ⬭ ⬭

3. ⬭ ⬭ ⬭ ⬭ ⬭ ⬭

4. ⬭ ⬭ ⬭ ⬭ ⬭ ⬭

5. ⬭ ⬭ ⬭ ⬭ ⬭ ⬭

LISTENING 2 (Items 6-10)   **(5 marks)**

*You're going to hear a text about a **trip** to **London**.*
*Listen and for each item, write a <u>short</u> answer (**not more than FOUR WORDS**).*

6.   How long did Ali stay in London?

_____

7.   What time did he arrive to the Heathrow airport?

_____

8. What was the name of the hotel that he stayed in ?

_____

9. Where did Ali take photos?

_____.

10. What did he buy for his son at Harrods?

_____.

LISTENING	
SCORE	**10**

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** <u>c</u> <u>h</u> <u>e</u> <u>n</u>.*

1. (adjective) liked by many people.

    *e.g. Ali Al-Habsi is a very **pop**_ _ _ _ goal keeper in Oman.*

2. (noun) someone who looks after of sick people.

    *e.g. The **nu** _ _ _ in the clinic gave me some medicine.*
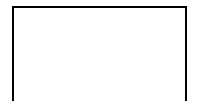

3. (verb) to travel by a ship.

    *e.g. The ship Sultana used to **sa** _ _ to different countries.*

4. (adverb) not slowly.

    *e.g. He ran **qui** _ _ _ _ to his class.*

5. (noun) a long trip.

    *e.g. The company organized a **jou** _ _ _ _ for tourists to visit Al-Jalali Fort.*

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.)

James Naseem **(6)** _____ born on 6 November, 1861 in Canada. **(7)** His father _____

mother died of typhoid fever **(8)** _____ he was at the age of nine, so he lived with his uncle

(9) _____ took care of him. When he was young, he liked **(10)** _____ spend his days

outside playing different games. When he became older, he studied physical education.

.

is	was	ago	when	and	to	for	she	who	in

6. ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭

7. ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭

8. ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭

9. ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭

10. ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭

GRAMMAR/VOCABULARY 3 (Items 11-20)   **(5 marks)**

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

EXAMPLE:

"Go*od* morning! M*y* name's Ahmed Al-Zedjali a*nd* I'm a stu*dent* at a

sch*ool* in Muscat. I'm in Gr*ade* Six. My favo*urite* subject is Maths."

TEXT

Shabab Oman is one of the **(11)** larg_____ Omani ships. It is a part of the

Omani **(12)** cul_____. It was built **(13)** i____ Scotland. The ship has visited

(14) ma_____ countries. **(15)** Mem_____ of the crew have the chance to present

(16) so_____ traditional Omani dances. Also, it gives the youth **(17)** o____ Oman the

chance to **(18)** le_____ about other countries. It **(19)** has w____ different prizes

(20) su_____ as the International Friendship Award.

GRM/VCB **SCORE**	**10**

5

READING 1 (Items 1-4)   (4 marks)

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

A.

B.

C.

D.

E.

F.
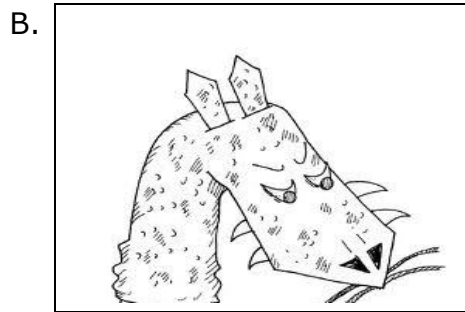
Pictures

Texts	A	B	C	D	E	F
1. Giant puppets are very big puppets that are used for theatre, TV and more. They are as the size of a human and sometimes much larger.	⬭	⬭	⬭	⬭	⬭	⬭
2. Carnival puppets are used for festivals and celebrations. People like to gather around the puppets and take photos with them.	⬭	⬭	⬭	⬭	⬭	⬭
3. Some puppets are made from wood or sticks. People use this kind of puppets to act out simple stories.	⬭	⬭	⬭	⬭	⬭	⬭
4. They are type of puppets which people use their hands and fingers to move them.	⬭	⬭	⬭	⬭	⬭	⬭

READING 2 (Items 5–10)   (6 marks)

Read the text. Then complete the task.

People think that taking a decision about the type of work they want is easy. Other people think it is very difficult. However, to make good job decisions and plans, people need lots of information. The more they know about themselves and job they want, the better they will be able to choose the best job.

In fact the kind of jobs that people choose affect their lives in different ways. For example, it can affect where they live and the friends they make. It can also affect the amount of money they get. The job can also affect the way people feel about themselves. Jobs sometimes show how much education people have. So, by making a good decision about jobs, people can help themselves build the life they want.

People differ in their interests and abilities when they make a job decision. For most people, money is very important because it helps them to improve their lives. Other people take a job for adventure, so they don't mind going far away. Other people choose jobs that allow them to stay close to their families because they think about spending time with them and helping them. Working in a team or alone is another important thing that people need to think about when they choose a job.

In short, People should understand their interest and their abilities to making a good job decision.

READING 2 (cont'd)

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

5. To make good job decisions and plans people need _____.

⬯ a lot of friends   ⬯ lots of information   ⬯ a lot of money

6. To choose the best job, people need to know more about _____.

⬯ themselves only   ⬯ themselves and the job   ⬯ the job only

7. The kind of job _____ affect the amount of money that people get.

⬯ can't   ⬯ couldn't   ⬯ can

8. People have _____ interests for the jobs.

⬯ different   ⬯ same   ⬯ equal

9. People who think about _____ , prefer the jobs that are close to their homes.

⬯ helping their families   ⬯ taking adventures   ⬯ working in a team

10. To make a good job decision, people should understand their_____.

⬯ interests   ⬯ abilities   ⬯ both of them

READING SCORE	
	10

WRITING 1   (4 marks)

Write a paragraph about a <u>sweet</u> *called **Omani Halwa**. Use **ALL** the information in the box. Your writing should be correct and well-organized.*

<div style="border:1px solid">

<u>Omani Halwa</u>

famous/every home/traditional

a lot /factories

black/yellow   served/coffee

used/celebrations/weddings

different/sizes   tourists/buy

</div>

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Marker A	Marker B	Average

WRITING 2   (6 marks)

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

<u>Situation</u>: A friend who lives in Canada wants to come to Oman on his next holiday. Write **an *email*** to your friend, tell him or her about the most interesting places that he or she can see and visit in Oman.

Your writing should be Clear and Organized.

Marker A	Marker B	Average

WRITING SCORE

10

ENGLISH LANGUAGE TEST

GRADE NINE

Semester Two
Second Session
Listening Script

LISTENING 1 (Items 1-5)

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

1."Now keep an eye on this patient and check his temperature every two hours. If there is any increase, give him this medicine.

2. " As the two teams are coming out on the field. They are ready to play. This is a really big match for them."

3."Passengers for flight TG to Bangkok should proceed to Gate 15 immediately. We apologize for the late departure of this plane."

4. The wind is getting stronger in the sea. We should pull up the nets and get back to the port now."

5. " Now students stop writing. Who can come to the board and write the correct answers to questions number two and three?"

LISTENING 2 (Items 6-10)

*You're going to hear a text about a **trip** to **London**.*
*Listen and for each item, write a <u>short</u> answer (**not more than FOUR WORDS**).*

Last summer, Ali decided to go on a five days trip to London. He was really excited, so he planned the whole trip himself. On Sunday he arrived at the Heathrow airport in London at 10 o'clock. The sun was shining and the place around him was covered with grass and beautiful flowers. He picked up his luggage and got on the bus that took him to the hotel. The hotel was very nice. It was called "The Summer Hotel" which was located in the middle of London on 54 Upper Berkeley Street. The Summer Hotel is a historical building. It had many facilities for the tourists such as tourists information office, a mini fridge and wireless network. In the evening, he went to the Hyde Park where he met different people from different countries and saw some beautiful birds. The next day, at nine o'clock he took a tour on a boat in the river Thames. Then, at eleven o'clock he went to the Big Pen Tower where he took some fantastic photos. On the last day, in the morning Ali visited Harrods shops where he bought some gifts for his family. He bought shoes for his daughter and an iPad for his son. In the evening, he left London and came back to Oman. Ali was very happy about his trip to London.

GRADE NINE — ENGLISH LANGUAGE

SEMESTER TWO, 2014/2015, Second SESSION

Governorate: Batina North

MARKING GUIDE

TOTAL MARKS: 40

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		LISTENING 1 (5 mks)				
	at the airport	in a boat	in a pharmacy	in a hospital	at a football stadium	In a classroom
1.	○	○	○	●	○	○
2.	○	○	○	○	●	○
3.	●	○	○	○	○	○
4.	○	●	○	○	○	○
5.	○	○	○	○	○	●

Notes: One mark each. Responses must be indicated <u>clearly</u>.

LISTENING 2 (5 mks)	GRM/ VCB 1 (2.5 mks)
6. Five/5 (days) **7.** At ten/ 10 (o'clock) **8.** The Summer/ Summer Hotel **9.** At the Big Pen (Tower) **10.** iPad/ one iPad/ an iPad	**1.** pop<u>**ular**</u> **2.** nu<u>**rse**</u> **3.** sa<u>**il**</u> **4.** qui<u>**ckly**</u> **5.** jou<u>**rney**</u>
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.	*Notes: Half-a-mark each. Spelling <u>must</u> be correct.*

	GRM/ VCB 2 (2.5 mks)									
	is	was	ago	when	and	to	for	she	who	in
6.	○	●	○	○	○	○	○	○	○	○
7.	○	○	○	○	●	○	○	○	○	○
8.	○	○	○	●	○	○	○	○	○	○
9.	○	○	○	○	○	○	○	○	●	○
10.	○	○	○	○	○	●	○	○	○	○

Notes: Half-a-mark each. Responses must be indicated <u>clearly</u>.

GRM/ VCB 3 (5 mks)	
11. larg**est**	16. so**me**
12. cul**ture**	17. o**f**
13. i**n**	18. le**arn**
14. ma**ny**	19. w**on**
15. Mem**bers**	20. su**ch**

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

	READING 1 (4 mks)					
	A	B	C	D	E	F
1.	○	○	○	○	○	●
2.	○	○	●	○	○	○
3.	○	○	○	○	●	○
4.	●	○	○	○	○	○

Notes: One mark each. Responses must be indicated <u>clearly</u>.

READING 2 (6 mks)					
5.	⬭ a lot of friends	⬤ lots of information	⬭ a lot of money
6.	⬭ themselves only	⬤ themselves and the job	⬭ the job only
7.	⬭ can't	⬭ couldn't	⬤ can
8.	⬤ different	⬭ same	⬭ equal
9.	⬤ helping their families	⬭ taking adventures	⬭ working in a team
10.	⬭ interests	⬭ abilities	⬤ both of them

Notes: One mark each. Responses must be indicated <u>clearly</u>.

WRITING 1 (4 mks)	
4	– Presents all the information, fully and clearly. – Writing is well-organised and coherent, with only minor language errors.
3	– Presents most of the information, clearly enough. – Writing contains some noticeable language errors and sometimes lacks coherence.
2	– Manages to present only some of the information; important points are missing or unclear. – Language contains frequent errors, some of which obscure meaning.
1	– A <u>very</u> feeble attempt at the task, presenting very little information. – Language used is extremely limited and/or seriously distorted.
0	*No <u>attempt</u> <u>at</u> <u>the</u> <u>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

	WRITING 2 (6 mks)
6	– Impact on intended reader(s) is <u>very</u> <u>positive</u> <u>indeed</u>. – Writing clearly succeeds in achieving its purpose. – Uses language which is very appropriate to reader and context. – A good range of structures and vocabulary, with an excellent level of accuracy.
5	– Impact on intended reader(s) is <u>positive</u>. – Writing succeeds to a large extent in achieving its purpose. – Uses language which is appropriate to reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
4	– Impact on intended reader(s) is <u>fairly</u> <u>positive</u>. – Writing has reasonable success in achieving its purpose. – There are clear attempts to use language appropriate to reader and context. – Grammar and vocabulary are reasonably correct, though limited in range.
3	– Impact on intended reader(s) is <u>mixed</u>. – Writing has partially achieved its main purpose, <u>but</u>: – Some of the language used is inappropriate to reader and context. – There is a noticeable lack of accuracy in the use of grammar and vocabulary.
2	– Impact on intended reader(s) is <u>rather</u> <u>negative</u>. – Writing only has very limited success in achieving its purpose. – There is little evidence of attempts to use appropriate language. – Grammar/Vocabulary contain frequent serious errors.
1	– Impact on intended readers(s) is <u>very</u> <u>negative</u>. – Writing clearly fails to achieve its intended purpose. – There is no evidence of any attempt to use appropriate language. – The language used is extremely limited and/or seriously distorted.
0	<u>*No*</u> <u>*attempt*</u> <u>*at*</u> <u>*the*</u> <u>*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

*<u>Note 1</u>: The task is to write a **letter/** an **e-mail**, 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>, **deduct one mark** from the content-score.*

<u>Note 2</u>: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.