

**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: 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 are going to hear five people speaking. What are their **jobs**?  
 Listen and for each item, shade in the bubble  under the correct option.

a nurse	a pilot	a teacher	a tour guide	a dentist	a shop assistant
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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"/> |

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

**(5 marks)**

*You are going to hear a short text about Helen Keller.*

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

**6.** Who found it difficult to deal with Helen?

\_\_\_\_\_

**7.** When did Helen get a Bachelor of Arts degree?

\_\_\_\_\_

**8.** What did Helen collect for the American Blind?

\_\_\_\_\_

**9.** What was the name of the medal that Helen got as a reward?

The President Medal of \_\_\_\_\_.

**10.** How old was Helen when she died?

\_\_\_\_\_.

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

**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.

<p><u>Example:</u> (noun) a room where food is prepared and cooked e.g. They keep the fridge in the <b>kit c h e n</b>.</p>
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1. (noun) a group of people who work together

e.g. He is a good player in his **te** \_ \_ .

2. (verb) to stop feeling nervous or worried

e.g. She took deep breaths to **re** \_ \_ \_ before going on stage.

3. ( verb ) to send a product to be sold in another country

e.g. India **exp** \_ \_ \_ tea and cotton.

4. ( noun) a person who is in charge of the final content of a magazine or newspaper

e.g. The **edi**\_ \_ of The Times magazine got the National Rewards for his work.

5. (adjective ) not having or showing respect

e.g. It was **ru**\_ \_ of them not to phone and say they wouldn't come.

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**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.)

Almost all animals fall (6) \_\_\_\_\_ one of two groups. Adult vertebrates like mammals(7) \_\_\_\_\_ birds have a spinal column, or backbone, running the length of (8) \_\_\_\_\_ body; invertebrates do not. Vertebrates are larger and have more complex bodies(9) \_\_\_\_\_ invertebrates. However, there (10) \_\_\_\_\_ many more invertebrates than vertebrates. Sponges, Worms and Arthropods are examples of invertebrate animals.

may	and	are	their	than	often	or	into	where	these
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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"/> |

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**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**

The British Museum **w**\_\_\_\_ found in 1753, making it the **fi**\_\_\_\_\_ national public museum in the **wo**\_\_\_\_\_. More than 70,000 pieces **o**\_\_\_\_ art as objects of historic value **we**\_\_\_\_\_ collected. The British museum opened **t**\_\_\_\_ public on 15th January, 1759 and admission was **fr**\_\_\_\_\_. Today the museum **i**\_\_\_\_ visited **b**\_\_\_\_ over six million **peo**\_\_\_\_\_ a year.

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**GRM/VCB  
SCORE**

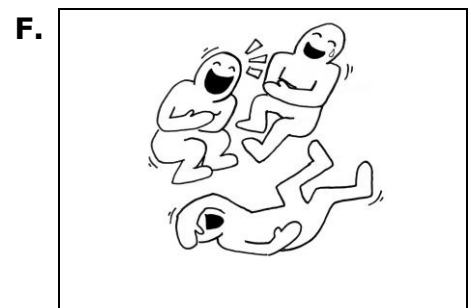
<b>10</b>

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

**(4 marks)**

Match the texts with the pictures.

For each text, shade in the bubble  under the correct option.



**Texts**

1. Action movies usually include one or more heroes who thrust into high energy, physical movements and chases, possibly with rescues, battles, fights, escapes and fire.
2. Adventure films are usually exciting stories, with new experiences or exotic locations. They can include some mysterious things that need to be solved.
3. Horror films are designed to frighten our hidden worst fears, often in a terrifying, shocking finale, while captivating and entertaining us at the same time.
4. Comedy is a type of films in which the main emphasis is on humour. These films are designed to make the audience laugh through amusement.

**Pictures**

	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.*

Let's face it. Fast food is convenient, cheap, and tasty. That's why billions of people have eaten it and that's why those billions will continue to eat it. The truth is, fast food restaurants are destroying us. We eat fast food with no regard to the harm it does to us; and our society. It's addicting too, your brain sends the message saying it wants more and more. To how many people has this happened? One day they're healthy and fit; a year later they're sick and overweight. Go on a walk and look around you. How many people do you see that are overweight or obese? Chances are 9 out of 10 of those people regularly eat fast food.

The reality is, our bodies need nutrients from stuff like fruits and vegetables. We need lots of whole grain in our diet. The bun of a fast food burger isn't whole grain. It's made using only one part of the grain, and it's not the nutrient part. Then if we're still talking about burgers here, we come to the meat part. The beef comes from cows slaughtered and torn apart by dirty machines. Cleanliness is not a factor here.

We are all independent people. We have the right to make our own decisions. I've decided not to give my money to fast food companies. No one has to do that, but I seriously believe that if more people start making good decisions, the world will be a better place.



**READING 2 (continued)**

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

5. According to the text, people prefer fast food because of its \_\_\_\_\_ .  
 benefits                       high price                       taste
6. The text says that fast food is causing harm to societies and \_\_\_\_\_ .  
 chiefs                       people                       restaurants
7. The word "addicting" in paragraph one means \_\_\_\_\_ .  
 can control                       can't stop                       need less
8. The texts shows that \_\_\_\_\_ of the people are eating fast food.  
 half                       less than half                       more than half
9. The writer believes that the meat of the fast food is not healthy because of \_\_\_\_\_ machines.  
 clean                       dirty                       old
10. According to the writer, people themselves need to \_\_\_\_\_ to stop or continue eating fast food.  
 choose                       bring                       sort

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

**WRITING 1**

**(4 marks)**

Write a paragraph about a building called **Great Wall of China**. Use **ALL** the information in the box. Your writing should be correct and well-organized.

**Great Wall of China**

built / China / before 2,000 years ago

21,196 kilometers long                      used for silk road

made / stone, brick, wood & other materials

built / protect the Chinese states and empires

listed as a World Heritage / 1987

one of the greatest wonders of the world

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Marker A	Marker B	Average



**Listening ( 1 ) :**

*You are going to hear five people speaking. What are their **jobs**?*

*Listen and for each item, shade in the bubble  under the correct option.*

1. I work seven days a week. Saturdays are busy because everyone goes shopping. Our shop sells clothes and accessories for men, women and children.
2. I work during my summer holidays. Oxford has thousands of tourists in the summer, so it's easy to find a job as a tour guide.
3. Sometimes it's a very hard work, but it's great to help people when they have a problem. It's important to look after people's teeth.
4. I fly planes that take people to different places. Most of the time I fly in Europe to places like Spain, Greece and Italy.
5. I work in a very big hospital. I help the doctors with the patients. I give them their medicine and look after them.

**Listening ( 2 ) :**

*You are going to hear a short text about Helen Keller.*

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

Helen Adams Keller was born on the 27th June, 1880 in Alabama, USA. Unfortunately, Helen contracted an illness when she was only 19 months old that left her blind and deaf. Her mother found it difficult to cope with Helen, so they decided to hire a teacher. On the 3rd march, 1887, Ann Sullivan, former blind women who had regained her sight, arrived at the Keller's home. With Ann's help Helen learnt how to read and write using Braille. She went on to study and on the 28th June, 1940 she became the first deaf-blind person ever to have earned a Bachelor of Arts degree. Over the following years Helen toured the world giving talks about her life experience. In 1915, Helen found an international organization to support research into vision and health. In 1920 she helped to create the American Civil liberties Union. In later years Helen devoted herself to raising money for the American Foundation for the Blind. In 1961 Helen suffered a stroke and had to withdraw from public life, but she was far from forgotten. On 14th September 1964, president Lyndon awarded her one of the highest civilian honors, the President Medal of Freedom and in 1965 she was elected to the National Women's Hall of Fame. Helen died in her sleep from natural causes in 1968 at the age of 87. she left her mark on society and proved that as she once said, "alone we can do so little, together we can do so much."

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LISTENING 1 (5 mks)						
	a nurse	a pilot	a teacher	a tour guide	a dentist	a shop assistant
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<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.*

LISTENING 2 (5 mks)	GRM/ VCB 1 (2.5 mks)
6. (Her) mother	1. <u>te<u>am</u></u>
7. (In) 1940	2. re <u>lax</u>
8. money	3. exp <u>ort</u>
9. Freedom	4. edi <u>tor</u>
10. 87 / eighty seven	5. ru <u>de</u>
<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>	<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i>

GRM/ VCB 2 (2.5 mks)										
	may	and	are	their	than	often	or	into	where	these
6.	<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"/>
7.	<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"/>
8.	<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"/>	<input type="radio"/>
9.	<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"/>
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. <u>was</u>	16. <u>to</u>
12. <u>first</u>	17. <u>free</u>
13. <u>world</u>	18. <u>is</u>
14. <u>of</u>	19. <u>by</u>
15. <u>were</u>	20. <u>people</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 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"/>

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

READING 2 (6 mks)			
5.	<input type="radio"/> benefits	<input type="radio"/> high price	<input checked="" type="radio"/> taste
6.	<input type="radio"/> chiefs	<input checked="" type="radio"/> people	<input type="radio"/> restaurants
7.	<input type="radio"/> can control	<input checked="" type="radio"/> can't stop	<input type="radio"/> need less
8.	<input type="radio"/> half	<input type="radio"/> less than half	<input checked="" type="radio"/> more than half
9.	<input type="radio"/> clean	<input checked="" type="radio"/> dirty	<input type="radio"/> old
10.	<input checked="" type="radio"/> choose	<input type="radio"/> bring	<input type="radio"/> sort
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>			

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>	<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

<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><b>Note 1:</b> 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. <b>PROCEDURE:</b> 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><b>Note 2:</b> No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</i></p>	