

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 are going to hear five people speaking. **Where are they?**

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

	airport	classroom	clinic	coffee shop	hotel	museum
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 text (biography)** about **a singer** called **John Lennon**.
Listen and for each item, write a short answer (**not more than FOUR WORDS**).

6. When was John Lennon born?

7. Who did Lennon write songs with?

8. What nationality was Lennon's wife?

9. Why did Lennon use his song "Imagine" in anti-war movements?

Because _____

10. Where was Lennon killed?

--

**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.

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

1. (adverb) feeling or showing anger.

e.g. The woman shouted ⁽¹⁾ **an** _____ at the children to stop teasing the dog.

2. (noun) a short period of rest.

e.g. We worked all day without a ⁽²⁾ **br** _____.

3. (adjective) rude.

e.g. Some people think it is ⁽³⁾ **imp** _____ to ask someone about his/her age.

4. (verb) to ask questions (to find out if he/she is suitable for a job)

e.g. Company boss will ⁽⁴⁾ **int** _____, so I have to be ready to her questions.

5. (noun) the act of travelling from one place to another.

e.g. The tour company organizes a good ⁽⁵⁾ **jou** _____ for tourists.



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.)

One ⁽⁶⁾ _____ my favourite vacation places is Mexico. I really like the weather there
⁽⁷⁾ _____ it never gets cold. The people ⁽⁸⁾ _____ very nice too. ⁽⁹⁾ _____
 never laugh at my bad Spanish. The food is really good. Mexico City is a very interesting
 place to visit. It has great museums ⁽¹⁰⁾ _____ lots of old buildings.

	about	and	are	because	for	if	my	of	on	They
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

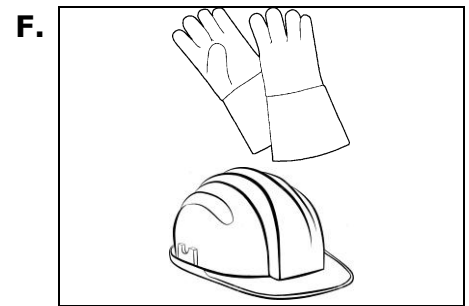
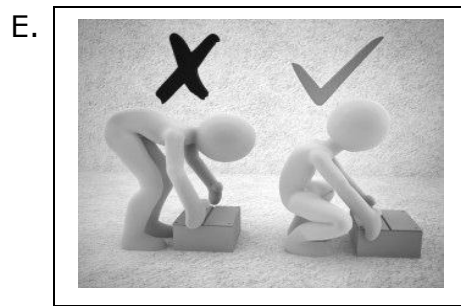
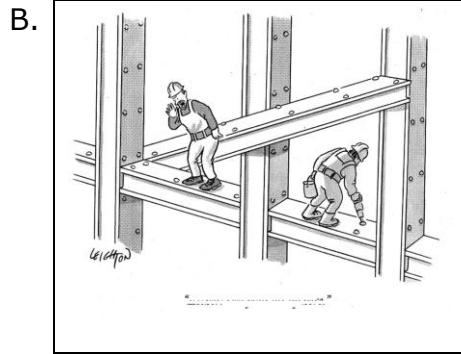
Quebec City ⁽¹¹⁾ i__ in Canada. It was ⁽¹²⁾ bu_____ in 1608 ⁽¹³⁾ b__ French explorer. The majority of Quebec City's people ⁽¹⁴⁾ sp_____ French. In 1985, the city ⁽¹⁵⁾ bec_____ a World Heritage Site. In the Quebec City, there ⁽¹⁶⁾ a_____ two popular festivals - the ⁽¹⁷⁾ Sum_____ Festival ⁽¹⁸⁾ a_____ the Winter Carnival. Both festivals attract ⁽¹⁹⁾ ma_____ tourists from ⁽²⁰⁾ dif_____ parts of Canada.

GRM/VCB SCORE	
	10

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
1.	Read the following to stay safe at work: Workplace can be dangerous if workers don't wear special uniforms. Wearing gloves and a helmet always prevent you from injuries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	If any risks are there, immediately call your bosses. That is important as your bosses can help to make work environment safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	In case of an emergency e.g. fire, you'll need quick, easy access to the exists. Make sure that exit doors are always work well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Number of workers get injured because they are tired. However, workers should sleep well to keep refreshed and focused.	<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.

I have always thinking of buying Karate kid DVD for my kids and watch together at home but I never got the chance to do so. Last Saturday, Karate Kid was shown on cinema, so I took my kids to watch it.

Karate Kid film is a Columbia Pictures film which was released in 2010. It is considered as the second version of the original version which was released in 1984. This comedy-drama film was shot in the USA and China and cost 40 million US dollars.

The plot is about 12-year-old Parker from the USA who moves to China with his mother (Henson) who got a job over there. Parker became scared as he couldn't fight Cheng the bad boy in his school. Mr. Han, a school worker who was Kung Fu coach decided to help Parker and teach him Karate to defend himself.

However, two things that I like most about Karate Kid; it has attracted young and adults which means that it is a suitable film for families. Then, the scene where Parker is fighting with his broken legs as it emotionally affected me.

Personally, I have seen Karate Kid twice and I would advise people to watch it up to three times even!

READING 2 (continued)

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

5.	The writer and his kids saw the film at the ...					
<input type="radio"/>	cinema	<input type="radio"/>	house	<input type="radio"/>	school	
6.	Karate Kid was first released in...					
<input type="radio"/>	1940	<input type="radio"/>	1984	<input type="radio"/>	2010	
7.	Parker's mother moved to China because she					
<input type="radio"/>	has got a job.	<input type="radio"/>	wants to learn Karate.	<input type="radio"/>	wants to study.	
8.	Parker was taught karate by...					
<input type="radio"/>	his mother	<input type="radio"/>	Cheng	<input type="radio"/>	Mr. Han	
9.	The movie can be watched by...					
<input type="radio"/>	kids only	<input type="radio"/>	adults only	<input type="radio"/>	both, kids and adults	
10.	The writer saw the film.....					
<input type="radio"/>	one time	<input type="radio"/>	two times	<input type="radio"/>	three times	

	<input type="text"/>
READING SCORE	<input type="text"/>
	10

WRITING 2

(6 marks)

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

Situation: imagine that you are Uncle Salim/Aunt Salmah. You have received this email from your nephew/niece:

Dear Uncle Rashid/Aunt Rasheeda,

I need your advice. I'm flying to London for a summer course but I don't know how to cope with "culture shock". What should I do? Please, help me.

Love, Bader / Badriya

Write a **reply** to this e-mail. Give Bader/Badriya your advice.

Your writing should be **friendly** and **helpful**.

Marker A	Marker B	Average

WRITING SCORE	
	10

To teachers,

Before do the listening, kindly follow these instructions:-

- A. Draw exam takers' attention to listening part in question paper.
 - B. Give students 5 minutes to study the questions.
 - C. Stop any noise (e.g. slow fans, ACs..etc)
 - D. Check that everyone can hear you well.
- Read each text **three times**. (1st listen, 2nd listen & answer and 3rd listen and check)

Listening 1: Listen and shade the correct option.

1. "Alright students! Now you're going to move to a new step. Can you please open your books on page 20?"
2. "Here are your boarding passes – your flight leaves from gate 15A and it'll begin boarding at 3:20. Your seat number is 26E."
3. "I'll just check.. I am sorry sir we have only one single room available on the ground floor. Would that be Ok?"
4. .""I see! Well..I'll give you some medicine. Take your medicine after food three times a day, please."
5. "May I have your Attention, please? These displays are from hundreds of years ago so taking photographs is not allowed."

Listening 2: listen to the text about a famous singer named John Lennon and write short answers.

John Lennon is one of the most famous English singers. He was born in Liverpool in 1940. When he was young, his mother bought him a musical instrument called Harmonica. His mother also played him Rock and Roll songs. Lennon told his mother that he would be a famous singer one day.

In 1957, Lennon met Paul McCartney and they became friends. They began writing songs together. They formed a band called "The Beatles". They became popular playing live at local clubs in Liverpool and Germany. "The Beatles" became the most successful band in music history.

In 1970, Lennon left "The Beatles" but he continued singing alone. Lennon and his Japanese wife Yoko Ono worked together to record songs. In 1971, he released his ever most famous song "Imagine". The song invited people to stop wars and live together.

Besides being a singer, Lennon was a peace activist. He led many anti-war movements. He used his song "Imagine" as an anthem of anti-war movements. On 8th December 1980, Lennon was walking outside his apartment when a fan came closer to him and shot him down. Lennon was killed in the city of New York.

LISTENING 1 (5 mks)						
	airport	classroom	clinic	coffee shop	hotel	museum
1.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>

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

LISTENING 2 (5 mks)		GRM/ VCB 1 (2.5 mks)	
6.	In 1940.	1.	<u>angrily</u>
7.	His friend / Paul McCartney / His friend Paul McCartney	2.	<u>break</u>
8.	Japanese	3.	<u>impolite</u>
9.	(Because) it asked for stopping wars/live together	4.	<u>interview</u>
10.	Outside his apartment / in New York City	5.	<u>journey</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 (2.5 mks)										
	about	and	are	because	for	if	my	of	on	They
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 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"/>
8.	<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"/>
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 checked="" 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 (5 mks)			
11.	<u>ls</u>	16.	<u>are</u>
12.	<u>Built</u>	17.	<u>Summer</u>
13.	<u>By</u>	18.	<u>and</u>
14.	<u>speak</u>	19.	<u>many</u>
15.	<u>became</u>	20.	<u>different</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 type="radio"/>	<input checked="" 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 checked="" 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 checked="" type="radio"/>	cinema	<input type="radio"/>	house	<input type="radio"/>	school
6.	<input type="radio"/>	1940	<input checked="" type="radio"/>	1984	<input type="radio"/>	2010
7.	<input checked="" type="radio"/>	has got a job.	<input type="radio"/>	wants to learn Karate.	<input type="radio"/>	wants to study.
8.	<input type="radio"/>	his mother	<input type="radio"/>	Cheng	<input checked="" type="radio"/>	Mr. Han
9.	<input type="radio"/>	kids only	<input type="radio"/>	adults only	<input checked="" type="radio"/>	both, kids and adults
10.	<input type="radio"/>	one time	<input checked="" type="radio"/>	two times	<input type="radio"/>	three times
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>						

WRITING 1 (4 mks)	
4	<ul style="list-style-type: none"> – Presents all the information, fully and clearly. – Writing is well-organised and coherent, with only minor language errors.
3	<ul style="list-style-type: none"> – Presents most of the information, clearly enough. – Writing contains some noticeable language errors and sometimes lacks coherence.
2	<ul style="list-style-type: none"> – Manages to present only some of the information; important points are missing or unclear. – Language contains frequent errors, some of which obscure meaning.
1	<ul style="list-style-type: none"> – A <u>very</u> feeble attempt at the task, presenting very little information. – Language used is extremely limited and/or seriously distorted.
0	<i>No attempt at the task: 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>

WRITING 2 (6 mks)	
6	<ul style="list-style-type: none"> – Impact on intended reader(s) is <u>very positive 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	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – Impact on intended reader(s) is <u>fairly 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	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – Impact on intended reader(s) is <u>rather 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	<ul style="list-style-type: none"> – Impact on intended readers(s) is <u>very 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	<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 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.</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>	