

ENGLISH LANGUAGE TEST

GRADE NINE

Semester Two

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. **Who** are they talking **(to)**?
 Listen and for each item, shade in the bubble under the correct option.

manager	hotel receptionist	waiter	movie star	teacher	shopkeeper
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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 text about a **visit** to **Finland**.

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

6. When did Salim visit Finland?

_____.

7. Who did he visit there?

_____.

8. How long did he stay in Finland?

_____.

9. How did he describe the people there?

_____.

10. Why didn't he go for a long walk?

Because _____.

**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. (noun) a journey

e.g. We are going on a **to** _ _ to the mountains next week.

2. (adjective) not fast

e.g. The traffic is often **sl** _ _ in the city center.

3. (verb) speak or write

4. e.g. She didn't **exp**_ _ _ herself very well in that article.

5. (noun) a person whose job is to repair and work with machines

e.g. I had to take my car to the **mec**_ _ _ _ today. It needs service.

6. (verb) to ask somebody to come somewhere

e.g. Shall we **inv**_ _ _ Jack for a meal next Friday?

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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.)

Marcia ⁽⁶⁾ _____ a sales representative. She likes her job very much. She works in ⁽⁷⁾ _____ office. She ⁽⁸⁾ _____ worked there for seven years. She sells watches to boutiques ⁽⁹⁾ _____ department stores. Sometimes her throat is sore ⁽¹⁰⁾ _____ she has to talk a lot and highly to customers.

and the an is but its would in has because

- | | | | | | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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

My daily routine depends on the ⁽¹¹⁾ **wea**_____. If it is ⁽¹²⁾ **co**_____, I would go for a walk in the ⁽¹³⁾ **mor**_____. Usually I would run for ⁽¹⁴⁾ **ab**_____ half an hour ⁽¹⁵⁾ **wi**_____ my friend, Jack. However, if it is ⁽¹⁶⁾ **h**_____ and sunny, I prefer enjoying ⁽¹⁷⁾ **m**_____ breakfast in the backyard. I ⁽¹⁸⁾ **fe**_____ it keeps me strong ⁽¹⁹⁾ **eno**_____ until 2 o'clock in the ⁽²⁰⁾ **afte**_____.

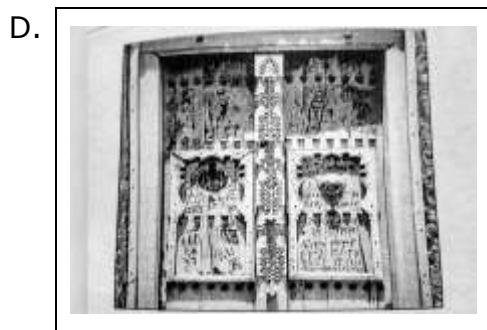
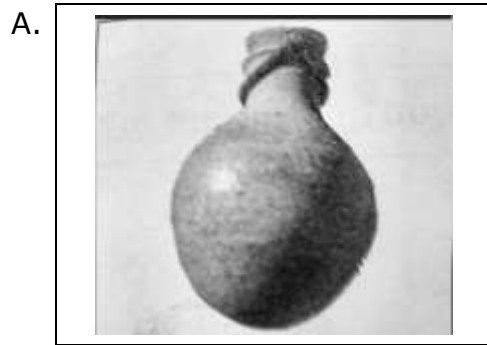
GRM/VCB SCORE
10

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

1. This is a traditional handmade piece of jewelry. Omani women especially in Al Sharqiya Region still wear those beautiful bracelets.
2. The Omani Khanajr is made of silver. It is worn by men during special occasions such as Eids and weddings.
3. This is a traditional incense burner that is made of clay. Such traditional burners have different beautiful colours and decorations.
4. The is a handmade pot that was used in the past to keep water cool. People didn't have fridges at that time.

A	B	C	D	E	F
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<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"/>	<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"/>	<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.

Tourism in Oman is growing rapidly. In 2012, Muscat was named the Second Best City to visit in the world. Nizwa was the Capital of Islamic Culture in 2015. Over 29000 tourists visited Salalah in the Khareef Season of 2015. This is all great news but let's not forget that with advantages, tourism brings many disadvantages as well.

Tourism has many advantages such as the development of economy of a country. The tourists spend a lot of money during holidays. The local people involved in assisting the tourists earn a good income as well. Tourism also provides employment opportunities. In India, tourism industry is employing millions of people. Another important advantage is that it helps the local people to get in touch with people from different countries and cultures.

Although tourism can bring extra money to our country, the natural attractions such as beaches and landscapes can be damaged and polluted by careless tourists. The increasing traffic jam is another disadvantage. Since the beginning of 2016, over 60 million tourists have visited Spain. You can imagine how this can increase the traffic and the pressure on other services. Tourism can also affect the natural habitats. In order to attract more tourists and earn more profits, resorts are built by cutting down thousands of trees beside sea beaches around the world.

In the end, authorities should think of laws to organize the tourism to control the disadvantages. That is because tourism is very important and the advantages are too great to lose compared to disadvantages.

READING 2 (continued)

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

5. _____ was named the Second Best City to visit in 2012.
 Salalah Nizwa Muscat
6. The local people who help the tourists _____ money.
 earn lose steal
7. _____ local people are employed in India due to tourism.
 A lot of Few Some
8. Over 60 million tourists have visited _____ since the beginning of 2016.
 France UK Spain
9. A lot of _____ are removed to build resorts for tourists.
 beaches streets trees
10. The advantages of tourism are _____ the disadvantages.
 more than the same as less than

READING SCORE
10

WRITING 1

(4 marks)

Write a paragraph about a film called **Al Resalah**. Use **ALL** the information in the box. Your writing should be correct and well-organized.

Al Resalah
Life/ Mohammed/ messenger of God
produced/ 1976 Mustafa Akkad/director
historical drama 3 hours & 27 minutes long
stars/Abdullah Gaith/ Muna Wasif
cost/ 10 million USD

Marker A	Marker B	Average

Grade Nine Listening Scripts (Items 1-10)

Listening 1: (Items 1-5)

1. "I'm your biggest fan! I'm glad I could finally meet you. You look the same as on TV, unbelievable! Could you please answer some questions?"
2. "Excuse me, please take this order back. This is not my order. I didn't order chicken soup. I ordered fried rice and chips."
3. "Good morning. I would like to book a suite for two adults and two children. Is there a vacancy on the 24th of June?"
4. "I'm sorry sir for the delay. I couldn't finish the work you gave me yesterday though I stayed in the office for a long time."
5. "Are you sure this shirt is my size? It looks small for me. I'm wondering if you have bigger sizes? How about that one?"

Listening 2: (Items 6-10)

Have you ever been to a European country? Well, I did. My name is Salim. In 2009, I travelled to Finland with my brother. We basically went there to visit my aunt who had been there with her husband and son for a few weeks to treat an eye infection. The one thing I remember most was how cold I felt once we arrived at the airport. It was in April, so it was supposed to be the beginning of summer, but for me it was the coldest winter. We stayed in the capital city, Helsinki for one week. Every morning, we would go to the hospital near the hotel to check on my aunt. She was doing better. Once we felt our aunt was improving, we decided to go back home. So as I said, I remember feeling so cold and one other thing was the people there. They don't talk to strangers. So, if you ask somebody in the street about something, they probably won't respond to you. Thus we had to have the map with us the whole time. However, I liked the nature there. I loved the port in Helsinki. But because it was too cold for us, we couldn't had one long walk. In general, it was a short trip, but we learned many things out of it.

LISTENING 1 (5 mks)						
	manager	hotel receptionist	Waiter	movie star	teacher	shopkeeper
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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input checked="" type="radio"/>	<input 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"/>
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)
<p>6. In 2009</p> <p>7. His aunt</p> <p>8. One week/ Seven/7 days</p> <p>9. Unfriendly/ don't like strangers/ don't talk to strangers</p> <p>10. Because it was too cold</p>	<p>1. to<u>ur</u></p> <p>2. <u>slow</u></p> <p>3. exp<u>ress</u></p> <p>4. mec<u>hanic</u></p> <p>5. Inv<u>ite</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)										
	and	the	an	is	But	its	would	in	has	because
6.	<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"/>
7.	<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"/>
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 checked="" 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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

GRM/ VCB 3 (5 mks)	
11. wea <u>ther</u> 12. col <u>d</u> 13. mor <u>ning</u> 14. ab <u>out</u> 15. w <u>ith</u>	16. h <u>ot</u> 17. m <u>y</u> 18. fee <u>l</u> 19. eno <u>ugh</u> 20. after <u>noon</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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3.	<input type="radio"/>	<input checked="" type="radio"/>	<input 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"/> Salalah | <input type="radio"/> Nizwa | <input checked="" type="radio"/> Muscat |
| 6. | <input checked="" type="radio"/> earn | <input type="radio"/> lose | <input type="radio"/> steal |
| 7. | <input checked="" type="radio"/> A lot of | <input type="radio"/> Few | <input type="radio"/> Some |
| 8. | <input type="radio"/> France | <input type="radio"/> UK | <input checked="" type="radio"/> Spain |
| 9. | <input type="radio"/> beaches | <input type="radio"/> streets | <input checked="" type="radio"/> trees |
| 10. | <input checked="" type="radio"/> more than | <input type="radio"/> the same as | <input type="radio"/> less than |

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

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	<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>

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>	