

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.

bus driver	neighbour	reporter	photographer	pilot	patient
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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 about **A person's first opera experience.**

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

6. When did the writer go to see the opera?

7. How did he learn the complete story of the real opera?

8. Who wrote the orchestra of the opera?

9. What is the name of the prince in the opera ?

_____.

10. What is the name of the writer's favorite opera?

_____.

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**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 period of time when you don't work or study

e.g. We spent the summer **hol** _ _ _ _ in Qatar.

2. (verb) to have a very high opinion of someone

e.g. I **res**_ _ _ _ all who can teach me good things.

3. (noun) something you wear on your face to hide your identity

e.g. I couldn't find out my friends in the party as everyone was wearing a **ma** _ _ .

4. (adverb) in a quiet way

e.g. He told the police **cal** _ _ _ about what he had seen.

5. (adjective) worried or afraid

e.g. Children usually feel **ner** _ _ _ _ on the first day of school.

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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.)

Omar and Kamel like travelling ⁽⁶⁾ _____ explore different places. This type
⁽⁷⁾ _____ tourism is very cheap. Also, you ⁽⁸⁾ _____ decide where to go
 and where to stay. You'll only need ⁽⁹⁾ _____ bag to put all your things in. Omar
 and Kamel are students and they don't have much money. ⁽¹⁰⁾ _____ of that,
 exploring tourism is suitable for them.

are can on of is he to Because the a

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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

Alwisal is an Omani ⁽¹¹⁾ **ra**_____ station. It ⁽¹²⁾ **sta**_____ to broadcast in 2008 in Muscat, but now you can listen and ⁽¹³⁾ **enj**_____ it all over Oman. This channel ⁽¹⁴⁾ **h**____ a big audience now. It broadcasts ⁽¹⁵⁾ **ma**_____ types of programmes related to health, ⁽¹⁶⁾ **sp**_____ and entertainment. It also does interviews ⁽¹⁷⁾ **wi**_____ people to talk ⁽¹⁸⁾ **ab**_____ different topics in Oman. ⁽¹⁹⁾ **List**_____ can also call and participate in ⁽²⁰⁾ **th**_____ discussions.

**GRM/VCB
SCORE**

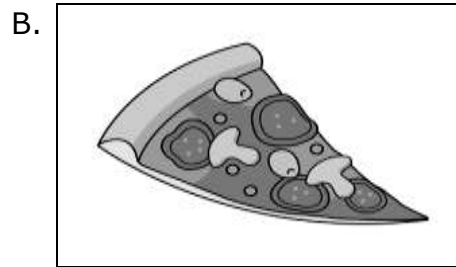
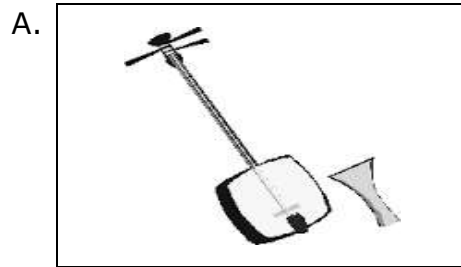
10

READING 1 (Items 1-4)

(4 marks)

Match the texts with the pictures.

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



Texts

Pictures

A	B	C	D	E	F
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1. It's a very popular food. You can make it at home or order it from restaurants. It's originally from Italy.
2. Kathak is an Indian traditional dance. It is performed in villages and temples. This dance is to tell stories using hands and facial expressions.
3. Shamisen is an Asian traditional musical instrument. It has only three strings made of silk. It's played in Chinese theatre.
4. These Russian matryoshka dolls are not real dolls. They are storage containers to store things inside. But now, they are used for decoration.

<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.

The low price of airline tickets made international travel easier and many countries have increased their economies. Although tourism has many advantages there are also some disadvantages as well.

Tourism brings money to countries. This means building more hotels, transport, restaurants, and entertainment. This results in a big number of jobs for people who don't have a high education. Moreover, tourism is a "green" industry that, unlike factories, don't make any pollution. In fact, because beautiful natural landscapes are often places that tourists come to see, a country will make sure to maintain them in order to keep it attractive for tourists.

There are some disadvantages of tourism too. For example, a country may lose their traditional culture. This is because people in a country change their lifestyle, customs, and language to communicate with tourists. This can cause problems in a traditional society. Also, because tourists often carry expensive things like cameras and watches they might get stolen. So the crime increases.

I think, a country should develop its tourism industry because it can bring steady jobs to many people without the need for a higher education and without the risk of environmental damages. Also, these countries should be proud of their traditions and culture and never change them.

READING 2 (continued)

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

5. Travelling has become easier because of _____ airline tickets
 expensive cheap rare
6. Tourism can provide _____ for people who couldn't go to school.
 jobs education food
7. Countries should keep _____ attractive for tourists.
 shopping malls hotels landscapes
8. Tourism might make a country lose its _____ culture.
 traditional modern educational
9. Tourists' valuable things might get _____.
 lost stolen spoilt
10. Countries shouldn't allow tourism to change their _____.
 lives economies traditions

READING SCORE

10

Listening Scripts

Listening 1:

1. The doctor said you should take your medicine on time. So here you are. This is for your own good.
2. This article is full of mistakes. It can't be published. Go and revise your work before handing it over.
3. Excuse me, could you stop at the next bus stop. I need to get down there. Thank you very much.
4. Hello! I'm Jane, I live next door and I want to welcome you to our neighbourhood. I can show you around if you want.
5. These photos are really marvellous. You could win a prize for them. Especially this one. The girl looks very innocent.

Listening 2:

My memory of the first time I ever saw a live opera was an experience I will always remember. It was in 1998, I had just become eleven years old. I went with my mom and a friend of the family. I was very excited.

The company responsible for the opera was the Los Angeles Opera, and the performance was *The Magic Flute*. I had first become familiar with the magic *Flute* several years ago. It was an English version for kids called *Mozart's Magic Fantasy*. Later I had learned the complete story of the real opera from a storybook.

It was first performed in Italy on September 30, 1791. Mozart wrote and lead the orchestra by himself. There weren't many reviews of the first performances, but just a little over a year later, the opera had been performed 100 times to crowds of great numbers of audience.

It talks about a prince called Tomino who was asked to rescue a girl. But he had to go through tests. He was given a magic flute and succeeded to save the girl.

The costumes, the sceneries, the orchestra and the performers they were all sensational. I've seen three operas later but until now it is my favorite.

LISTENING 1 (5 mks)						
	bus driver	neighbour	reporter	photographer	pilot	patient
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 checked="" 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 checked="" 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 checked="" 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. In 1998 / When he was eleven 7. From a storybook 8. Mozart 9. Tomino 10. The Magic Flute	1. hol <u>iday</u> 2. res <u>pect</u> 3. mas <u>k</u> 4. cal <u>mly</u> 5. ner <u>vous</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)										
	are	can	on	of	is	he	to	Because	the	a
6.	<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"/>	<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 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"/>
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 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"/>

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

GRM/ VCB 3 (5 mks)	
11. <u>radio</u>	16. <u>sport</u>
12. <u>started</u>	17. <u>with</u>
13. <u>enjoy</u>	18. <u>about</u>
14. <u>has</u>	19. <u>Listeners</u>
15. <u>many</u>	20. <u>these</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 checked="" 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 checked="" 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 checked="" 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"/> expensive	<input checked="" type="radio"/> cheap	<input type="radio"/> rare
6.	<input checked="" type="radio"/> jobs	<input type="radio"/> education	<input type="radio"/> food
7.	<input type="radio"/> shopping malls	<input type="radio"/> hotels	<input checked="" type="radio"/> landscapes
8.	<input checked="" type="radio"/> traditional	<input type="radio"/> modern	<input type="radio"/> educational
9.	<input type="radio"/> lost	<input checked="" type="radio"/> stolen	<input type="radio"/> spoilt
10.	<input type="radio"/> lives	<input type="radio"/> economies	<input checked="" type="radio"/> traditions
<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	<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

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