

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. What are they doing?

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

Talking about work	Teaching	Playing football	Preparing to travel	Complaining about a hotel room	Making halwa
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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 **Britain**.*

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

6. What are the differences between people in Britain ?

7. Where can you experience the Caribbean culture in London ?

8. How many people from other countries are there in Britain?

9. What is the other name for Britain?

10. How many languages are spoken by London schoolchildren ?

**LISTENING
SCORE**

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10

GRAMMAR/VOCABULARY 1 (Items 1-5)**(2½ marks)**

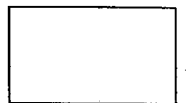
For each item, read the definition and the example.

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 c h e n**.

1. (noun) a belief or way of doing something which has existed for a long time
e.g. In Oman the **tra** _ _ _ _ _ is to shake hands when we meet.
2. (adjective) having a strong, pleasant taste
e.g. The food was **sp** _ _ _ and hot.
3. (adverb) in a way that does not make much noise
e.g. She is shy. She always speaks **qui** _ _ _ _ .
4. (verb) the growth of something
e.g. My students always **dev** _ _ _ _ their ability in writing e-mails.
5. (noun) the person who help sick people in hospital
e.g. The **doc** _ _ _ examined the patient who injured in the accident.



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.)

Last Summer, I travelled with ⁽⁶⁾ _____ family to Muscat. It was wonderful. We
⁽⁷⁾ _____ at the hotel on the morning. We went to the beach and we
⁽⁸⁾ _____ an enjoyable time there. My parents sat on the beach talking
⁽⁹⁾ _____ some friends. Then they took very funny photos for us. We left Muscat
 happy, because we ⁽¹⁰⁾ _____ many gifts.

with bought me my spent sail their arrived took cook

- | | | | | | | | | | | |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 schoolool in Muscat. I'm in Grade Six. My favourite subject is Maths."

TEXT 1:

Paris is a fantastic ⁽¹¹⁾ ci _____. It has lots of places to ⁽¹²⁾ vi _____ and delicious ⁽¹³⁾ f _____ to eat. However, some people ⁽¹⁴⁾ d _____ like it ⁽¹⁵⁾ bec _____ its people aren't friendly.

TEXT 2:

Ahmed is a doctor . He ⁽¹⁶⁾ wo _____ in Sultan Qaboos hospital. He helps ⁽¹⁷⁾ si _____ people and treats ⁽¹⁸⁾ th _____. He usually goes to work at ten o'clock in the evening. At six fifteen in the ⁽¹⁹⁾ morn _____, Ahmed leaves work. In his free time, he usually listen to music or ⁽²⁰⁾ watc _____ television. Sometimes he goes for a walk.

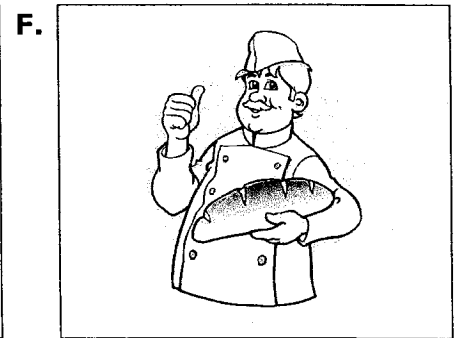
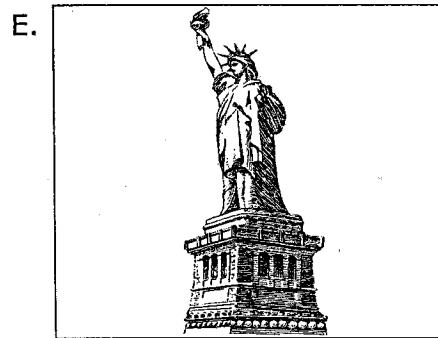
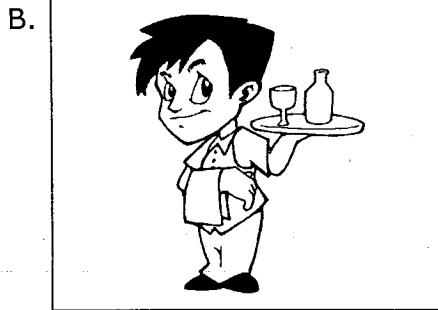
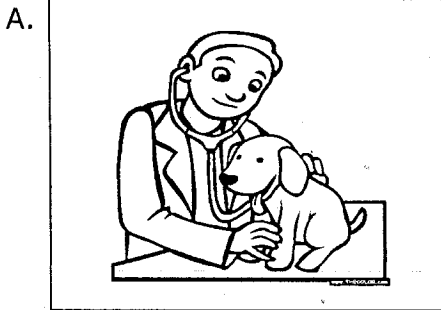
GRM/VCB SCORE
10

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

1. I make the best bread in the town. People always stand in long queues at my shop. That's why I have to start work early.
2. The statue of liberty is the symbol of hope for thousands of people in the USA. It is nearly 100m tall.
3. It is important to prepare everything you need for your journey before travelling to anywhere.
4. I love animals. My job is to help sick animals and take care of them. Sometimes I make surgeries for them, too.

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.*

As life has improved day by day, people tend to travel more frequently now than in the past. Some people think that visitors to other countries should follow the host countries' traditions and behaviour. However, there is an opposite idea saying that the host country should welcome culture differences. Nowadays, people don't only consider travelling as a chance to relax but they also think it is a way to self-improve. It will be a great chance to try new things such as traditional cuisine, music, custom. In my country, I have seen many visitors being very excited and surprised when they tasted our food or when they wore traditional dresses. If you travel to other countries just to view landscapes, you will obviously waste a perfect chance for learning new things. However, some people think that it is really hard for travellers to follow local customs and behaviours because they are totally different and they may not be able to adapt to the traditions. If visitors are welcomed despite all the differences, they will feel comfortable and may travel to that country again. Besides, it is also very beneficial for the local people to experience new culture in their home countries.

READING 2 (continued)

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

5. Most people consider travelling as a way of _____
 self-improving relaxing both of them
6. People tend to travel more _____
 now in the past in the future
7. People learn better about a country when they _____
 view its landscapes try its traditions read books
8. In the writer's country, travelers feel _____ to try the traditions.
 happy worried afraid
9. Local people _____ experience new cultures in their countries.
 have to should shouldn't
10. It's hard for travelers to follow the customs because they are _____
 different local uncomfortable

**READING
SCORE**

10

Grade nine listening Script

Semester Tow 2015-2016

Listening 1:

You will hear five people speaking. What are they doing? For each speaker, choose ONE of the items in the box. You will hear it three times. The first time listen only. The second time, answer. The third time, check your answers.

- 1- I'm going to take my passport and I have to look after it very carefully. It says who I am and I need to show it when I leave Oman and when I enter other countries.
- 2- I'm the team leader for system support and business controls. One of the main thing I have to do is to plan the IT requirements for the company.
- 3- I'm using water, sugar, ghee, wheat, starch, rose water, cardamom, saffron and nuts. It is a delicious sweet.
- 4- hello, would you please help me? The telephone in my room is broken, there is no water in the bathroom and I have been waiting for the lunch for more than 2 hours.
- 5- lovely students, today we are going to discuss some points about the next test .

Listening 2:

You will hear a text about Britain . Listen and answer the wh questions with short answers. You will hear it three times. The first time listen only. The second time, answer. The third time, check your answers.

Britain is a multicultural society. It is amazing to think that about 4.6 million people in Britain today are from other cultures. If you decide to walk down a city street in Britain, you will meet people with different hair, skin and eye color and speaking different languages.

People moving to Britain have brought their own cultures and try to keep the two cultures alive. For example, if you want to experience Caribbean culture, you can visit the Notting Hill Carnival which is now an important celebration in London.

More than three million people living in the united kingdom were born in countries where English is not the national language. Over 300 different languages are spoken by London schoolchildren.

LISTENING 1 (5 mks)						
	Talking about work	Teaching	Playing football	Preparing to travel	Complaining about a hotel room	Making halwa
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input checked="" 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. Hair/ skin/ eye colour/ languages	1. tradition
7. Notting Hill Carnival	2. spicy
8. 3 million/ three million	3. quietly
9. United Kingdom	4. develop
10. 300 languages	5. doctor
<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)										
	with	bought	me	my	spent	sail	their	arrived	took	cook
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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	<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"/>
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 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. city 12. visit 13. food 14. don't 15. because	16. works 17. sick 18. them 19. morning 20. watches

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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input checked="" 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"/> self-improving	<input type="radio"/> relaxing	<input checked="" type="radio"/> both of them
6. <input checked="" type="radio"/> now	<input type="radio"/> in the past	<input type="radio"/> in the future
7. <input type="radio"/> view its landscapes	<input checked="" type="radio"/> try its traditions	<input type="radio"/> read books
8. <input checked="" type="radio"/> happy	<input type="radio"/> worried	<input type="radio"/> afraid
9. <input type="radio"/> have to	<input checked="" type="radio"/> should	<input type="radio"/> shouldn't
10. <input checked="" type="radio"/> different	<input type="radio"/> local	<input type="radio"/> uncomfortable
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

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	<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

نموذج إجابة

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>

Note 1: The task is to write a **letter/ an e-mail**, so students must include a greeting at the start and a closing at the end. If they do not, they will lose marks. **PROCEDURE:** Each marker marks the content of the e-mail according to the Rating Scale — then, if either the greeting or the closing are missing, **deduct one mark** from the content-score.

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