

ENGLISH LANGUAGE TEST

GRADE NINE

Semester Two

First 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're going to hear five people speaking. Where are they?

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

in a news studio	in a hospital	in the airport	at a ticket office	in a museum	in a garage
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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're going to hear **a text** about the **Globe Theatre**

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

6. Where was the Globe Theatre built ?

7. What was the kind of lightning used in the Globe?

_____.

8. What happened to the theatre in 1613 ?

_____.

9. When was the old building removed ?

_____.

10. How far was the new theatre from the old site ?

_____ (meters).

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10

**LISTENING
SCORE**

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 type of clothes that women wear.

e.g. Omani girls wear traditional **dr** _ _ _ _ _ at Eid.

2. (adjective) belonging to a particular place.

e.g. Halwa is a **lo** _ _ _ sweet dish in Oman.

3. (noun) some people who work on a plane or a ship.

e.g. During our flight to Dudaï, the captain and the **cr** _ _ were helpful.

4. (adverb) the opposite of quietly.

e.g. Don't speak **lo** _ _ _ _ in the class .

5. (verb) to come back.

e.g. I usually **ret** _ _ _ home at 2 o'clock.



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.)

Next summer, we are going to spend our holiday in Salalah. My uncle ⁽⁶⁾ _____
 join us too. I am so excited because it is time⁽⁷⁾ _____ see something new. In
 Salalah, there are many places ⁽⁸⁾ _____ you can explore and do many things.
 Natural places in Salalah make you feel ⁽⁹⁾ _____ happy. You should really visit
 Salalah. It is one of the ⁽¹⁰⁾ _____ beautiful cities in Oman .

will as very did most is to have an where

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

I always hope to meet people **w**____ (11) care about the **envir**____(12) like me. However, I **mu**____(13) say, it doesn't happen very often. Take my own **fam**____(14) as an example. My daughter looks for the latest **fas**____(15) in clothes and shoes. My son spends **h**____(16) pocket money on computers, video **ga**____ (17) and mobile phones. My wife **usu**____(18) wants to get new things for the kitchen. They don't **unde**____(19) that the more they buy, the more they will throw away and the more our place will **b**____(20) polluted.

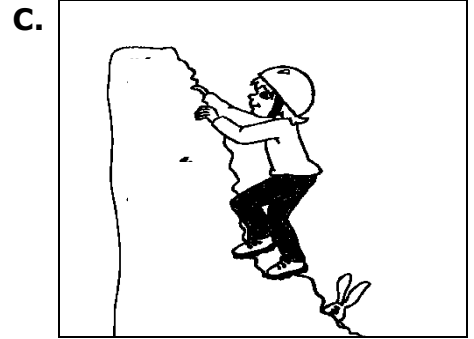
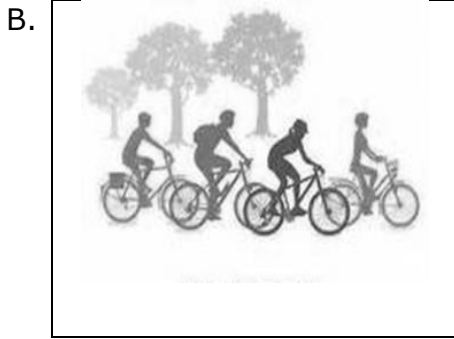
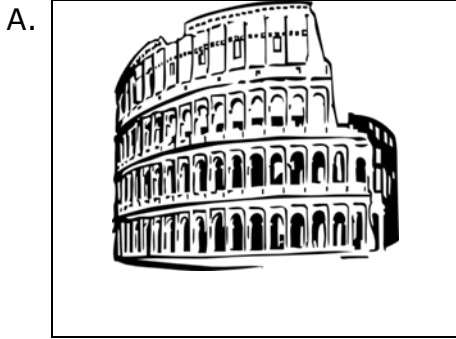
**GRM/VCB
SCORE**

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.



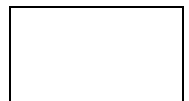
Pictures

Texts

A	B	C	D	E	F
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1. Climbing mountains is an appealing destination for tourists to explore the surrounding sites without ropes or technical equipment.
2. A famous building that tourists like to see when they visit Italy. They enjoy their time in this historical place.
3. As a tourist, I have to record every single moment of my travels by taking photos of ancient places and sights.
4. A good way to get around on a green holiday is to walk, ride bicycles or take buses.

<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.

I have been to different festivals in the world but the best one is in Korea. South Korea has interesting and funny holidays much like we have. The harvest festival is a famous one that people like because they see different and exciting activities. This festival starts in September.

The Korean people give thanks for a big harvest but they don't have visitors. They might go around the table and say what they are thankful for. They can also take one step farther, the foods are put on a table and offered with prayers to those who came before them. It is a show of respect for their grandparents. They also serve noodles with vegetables and meat. there might be fresh fruit like apples and pears. It really depends on what the family likes to eat. Poor families only serve a rice cake filled with sweet bean paste. It is a traditional dessert with other kinds of rice cakes which are very delicious.

During this festival, they wear Korean traditional clothing called HanPok. The men wear colorful trousers and light colored long sleeve shirts. The governor usually goes over them and shake their hands. He sometimes offers them some simple gifts such as knives made of silver. Women and girls wear large skirts often red in color and striped blouses with many colors. Not everyone still wears these traditional clothes but they are very pretty to see.

This festival is an experience that I will never forget. I wish I could attend it again.

READING 2 (cont'd)

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

5. The Koreans have their Harvest Festival in _____.
- April May September
6. During this festival, the Koreans celebrate _____ the crops.
- growing collecting burning
7. They show respect for their _____.
- grandparents children visitors
8. People wear _____ clothes.
- colorful cheap modern
9. The _____ shake the men's hands.
- police officer governor clothes designer
10. The audience are given _____.
- money noodles gifts

**READING
SCORE**

10

WRITING 1

(4 marks)

Write a paragraph about a **ship** called **The Lexicon**. Use **ALL** the information in the box. Your writing should be correct and well-organized.

The Lexicon
 built /USA /1914
 largest /floating bookshop
 carry/1000 tons/books 320 /work/ ship
 sell/raise money/charity
 visit/Oman/last May carry /400 people

Marker A	Marker B	Average

WRITING 2

(6 marks)

Complete the following task. Write at least 75 words.

Situation: Imagine that you are Nasir/Nasra. You went on a holiday to a foreign country with your family. Unfortunately everything went wrong. Write a **letter/email** to your friend Salim/ Salma telling him/her about the problems and how you faced them.

Your writing should be interesting and organized.

Marker A	Marker B	Average

WRITING SCORE	
	10

LISTENING 1 (5 mks)						
	in a news studio	in a hospital	in the airport	at a ticket office	in a museum	in a garage
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 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"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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

LISTENING 2 (5 mks)	GRM/ VCB 1 (2.5 mks)
<p>6. in london</p> <p>7. Natural/ natural lightening</p> <p>8. destroyed (by fire)/ burned/ damaged/ fire</p> <p>9. 1644</p> <p>10. 100 meters/ one hundred /a hundred</p>	<p>1. <u>dresses</u></p> <p>2. <u>local</u></p> <p>3. <u>crew</u></p> <p>4. <u>loudly</u></p> <p>5. <u>return</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)										
	will	as	very	did	most	is	to	have	an	where
6.	<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"/>
7.	<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"/>
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 checked="" type="radio"/>
9.	<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"/>
10.	<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"/>

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

GRM/ VCB 3 (5 mks)	
<p>11. <u>Who</u></p> <p>12. <u>environment</u></p> <p>13. <u>must</u></p> <p>14. <u>family</u></p> <p>15. <u>fashion</u></p>	<p>16. <u>his</u></p> <p>17. <u>games</u></p> <p>18. <u>usually</u></p> <p>19. <u>understand</u></p> <p>20. <u>be</u></p>

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 checked="" 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 checked="" 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"/>

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

READING 2 (6 mks)		
5.	<input type="radio"/> April	<input type="radio"/> May <input checked="" type="radio"/> September
6.	<input type="radio"/> growing	<input checked="" type="radio"/> collecting <input type="radio"/> burning
7.	<input checked="" type="radio"/> grandparents	<input type="radio"/> children <input type="radio"/> visitors
8.	<input checked="" type="radio"/> colorful	<input type="radio"/> cheap <input type="radio"/> modern
9.	<input type="radio"/> police officer	<input checked="" type="radio"/> governor <input type="radio"/> clothes designer
10.	<input type="radio"/> money	<input type="radio"/> noodles <input checked="" type="radio"/> gifts
<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>	