

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 are going to hear *five* people speaking. **What are their jobs?**

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

| | a plumber | an accountant | a carpenter | an electrician | a dentist | a tour guide |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 story about "The bag of gold coins".

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

6. How much money was there in the bag?

7. What did the rich man say he had lost?

8. Whom did the rich man offer to give a reward?

9. What did the man and the beggar decide to do?

10. Who got the bag at last?

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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.

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 place where people can have food outside their houses

e.g. My father invited us to have lunch in a **restau** _ _ _ _.

2. (verb) to make something to be sold

e.g. There are a lot of factories in Japan that **prod** _ _ _ cars.

3. (adverb) in a happy way.

e.g. The girl smiles and looks at her cat **happ** _ _ _.

4. (adjective) able to cut.

e.g. Cut the apples using a **sha** _ _ knife.

5. (noun) a place where you can see planes.

e.g. I should go to the **air** _ _ _ _ early as I am going to fly to America.

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.)

A robot is a special kind of machine. It **(6)**and follows instructions **(7)** come from a computer. It **(8)** not make mistakes or get tired. It never complains. Robots are all around us. Some robots are **(9)** to make things. They can help make cars, explore dangerous places such as volcanoes. Some robots are used to clean things. Some robots can even recognize words. They can be used to help answer telephone calls. Some robots look like humans. But most robots do not. In the future, we **(10)**have even more robots. They will do things that we can't do things that we don't want to do. Or they will do things that are too dangerous for us.

| | used | move | which | is | moves | use | will | does | who | has |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 think it is very important to **(11) remem**_____ that art and symbols are a part of culture. In 1876, the people of France **(12) ga**_____ the Statue of Liberty to the people of the United States to **(13) celebr**_____ the USA’s one hundredth anniversary as an independent **(14) nat**_____. The statue is nearly one hundred metres tall and it is the first thing **(15) th**_____ many people go to see when they **(16) arri**_____ in New York. It became a symbol of hope for thousands of people **(17) wh**_____ travelled to America from **(18) Euro**_____ at the beginning of the nineteenth century. In 1984, the United Nations **(19) ma**_____ the Statue of Liberty a World Heritage Site. Today, the ideas of **(20) free**_____, hope and international friendship are identified with the Statue of Liberty. It’s great to visit it at any time of the year!





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.

| | | | |
|----|---|----|---|
| A. |  | B. |  |
| D. |  | E. |  |
| | | B. | |
| | | E. | |

| | | Pictures | | | | | |
|-------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Texts | | A | B | C | D | E | F |
| 1. | I'm going on holiday, so I will pack my suitcase. I'm going to take my penknife. It's useful for sharpening pencils, opening cans and cutting wood. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | I'm going to take my passport. I have to look after it carefully. It says who I'm. I need to show it when I leave Oman and when I enter other countries. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | I'm going to take a mobile phone. It is not mine, it is my brother's, but he said it would be useful if I get lost and it makes it easier to contact my family and my friends. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | I'm going to take a first aid kit. It has plasters for cuts and insect repellent to protect me against the bugs' bites. | <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 is very important for all countries. There are many types of tourism including mass tourism, high quality tourism, exploring tourism and the alternative tourism. Mass tourism means that large numbers of people usually travel or go on holiday. High quality tourism is the opposite of mass tourism. It means that small groups of people go on expensive holidays and stay in the best hotels in the world. Exploring tourism is means that someone decides to go on holiday on his own or with a friend. The alternative tourism includes echo-tourism, cultural tourism and historical tourism. Echo-tourism means that people travel to see animals in the rainforests, go bird watching, or go diving to look at coral reefs. Cultural tourism means that people travel to see how other people live, their customs and see how their arts and crafts are made. Historical tourism means that people go to see old buildings and museums.

I think the Sultanate of Oman is at the centre of the development of tourism in the Gulf region. At a meeting of the region's tourist industry, held at a major hotel in Muscat, Oman was congratulated on its wise policies in developing sustainable tourism.

Mohammed Hussein, a tour agent, said," sustainable tourism is all about the long-term development of tourist activities which benefit local people without destroying the local environment and the local culture. It means sharing the good things that Oman has to offer the world without spoiling the things which people come to see. He continued, "Oman is blessed with a beautiful environment, fantastic scenery, fabulous local culture, and generous people. The things people want to see are the true things that are not found in other countries. In Oman, we aim for quality, not quantity. "

Oman hopes that sustainable tourism will bring investment and job opportunities into the Sultanate, while helping to protect the things that make Oman the Pearl of Arabia. Tourists need quiet places. The main thing they want is to relax. They do not like the busy, expensive hotels. The noise and the crowds are too tiring for them. As we see, tourism is very important, so we must do our best to develop it for our economy.

READING 2 (continued)

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

| | | | | | | |
|------------|--|---------------------|-----------------------|---------------------|-----------------------|--------------------------|
| 5. | There are _____ main types of tourism mentioned in the text. | | | | | |
| | <input type="radio"/> | four | <input type="radio"/> | fourteen | <input type="radio"/> | forty |
| 6. | Mass tourism is where _____ numbers of people usually travel or go on holiday. | | | | | |
| | <input type="radio"/> | tiny | <input type="radio"/> | small | <input type="radio"/> | large |
| 7. | The alternative tourism includes _____ and historical tourism. | | | | | |
| | <input type="radio"/> | mass tourism | <input type="radio"/> | echo-tourism | <input type="radio"/> | exploring tourism |
| 8. | Oman sees the sustainable tourism is important because it will bring _____ into the Sultanate. | | | | | |
| | <input type="radio"/> | products | <input type="radio"/> | jobs | <input type="radio"/> | crowds |
| 9. | The sustainable tourism helps making Oman to be the _____ of Arabia. | | | | | |
| | <input type="radio"/> | Gold | <input type="radio"/> | Pearl | <input type="radio"/> | Silver |
| 10. | Oman was congratulated on its wise _____ in developing sustainable tourism. | | | | | |
| | <input type="radio"/> | policies | <input type="radio"/> | politicians | <input type="radio"/> | politics |

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**READING
SCORE**

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| |
| 10 |

ENGLISH LANGUAGE TEST

GRADE NINE

Semester Two - First Session

Listening Scripts

pages: one

LISTENING 1 (Items 1-5)

(5 marks)

You are going to hear **five** people speaking. "**What are their jobs?**"
Listen and for each item, **shade** in the bubble under the correct option.

- 1- I enjoy my job very much. The happiest time for me is when I help sick people with their bad teeth. I work in a big hospital with modern equipment.
- 2- I make furniture and things out of wood. I can make tables and chairs. This job helps me earn a lot of money. I like it very much.
- 3- I help people organize their money and make financial decisions. I hope to make my bank the best one in my country.
- 4- I am very good at repairing water pipes and putting in bathrooms. I can mend taps.
- 5- My job is to show people, who come from other countries, the historical places in my country. It is an enjoyable job.

LISTENING 2 (Items 6-10)

(5 marks)

You are going to hear **a story** about "**The bag of gold coins**".
Listen and for each item, write **a short** answer (**not more than FOUR WORDS**).

One day a beggar found a bag containing a hundred gold coins. Just as he found the bag, a rich man shouted out noisily that he had lost a bag of money and offered a reward to anyone who would find it. Being honest, the beggar carefully took the bag with all its money to the rich man and asked for his reward. The rich man rudely told the beggar that he wouldn't give him a reward, because the bag he had lost had two hundred gold coins in it. He told the beggar impolitely that he would report him to the police for stealing. The beggar insisted that he was honest and had returned all the money. He said that they should go to the king, who could decide what to do. The rich man agreed to do this. They went to the king and explained both their stories. The wise king said that the bag found by the beggar couldn't be the same bag the rich man had lost because they had different amounts of money in. the king decided to give all the money to the beggar.

LISTENING 1 (5 marks)

| | a plumber | an accountant | a carpenter | an electrician | a dentist | a tour guide |
|----|----------------------------------|----------------------------------|----------------------------------|-----------------------|----------------------------------|----------------------------------|
| 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 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 marks)

GRM/ VCB 1 (2.5 marks)

| | | | |
|-----|---|----|----------------------|
| 6. | a hundred gold coins | 1. | restaur <u>ant</u> . |
| 7. | a bag of money | 2. | Pro <u>duce</u> . |
| 8. | anyone finding (who would find) the bag | 3. | happ <u>ily</u> . |
| 9. | go to the king | 4. | shar <u>p</u> |
| 10. | The beggar. | 5. | air <u>port</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 marks)

| | used | move | which | is | moves | use | will | does | who | has |
|-----|----------------------------------|-----------------------|----------------------------------|-----------------------|----------------------------------|-----------------------|----------------------------------|----------------------------------|-----------------------|-----------------------|
| 6. | <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"/> |
| 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 checked="" 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 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"/> |

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

GRM/ VCB 3 (5 marks)

| | | | |
|-----|---------------------|-----|------------------|
| 11. | remember <u>ber</u> | 16. | arriv <u>e</u> |
| 12. | gav <u>e</u> | 17. | wh <u>o</u> |
| 13. | celebrat <u>e</u> | 18. | Europ <u>e</u> |
| 14. | nation <u>u</u> | 19. | mad <u>e</u> |
| 15. | th <u>a</u> t | 20. | freed <u>o</u> m |

Notes: Half-a-mark each. Spelling must be correct, including grammatical endings.

READING 1 (4 marks)

| | A | B | C | D | E | F |
|----|----------------------------------|-----------------------|----------------------------------|----------------------------------|-----------------------|----------------------------------|
| 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 checked="" 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 checked="" type="radio"/> |

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

READING 2 (6 marks)

| | | | | | | |
|-----|----------------------------------|--------------|----------------------------------|--------------|----------------------------------|-------------------|
| 5. | <input checked="" type="radio"/> | four | <input type="radio"/> | fourteen | <input type="radio"/> | forty |
| 6. | <input type="radio"/> | tiny | <input type="radio"/> | small | <input checked="" type="radio"/> | large |
| 7. | <input type="radio"/> | mass tourism | <input checked="" type="radio"/> | echo-tourism | <input type="radio"/> | exploring tourism |
| 8. | <input type="radio"/> | products | <input checked="" type="radio"/> | jobs | <input type="radio"/> | crowds |
| 9. | <input type="radio"/> | Gold | <input checked="" type="radio"/> | Pearl | <input type="radio"/> | Silver |
| 10. | <input checked="" type="radio"/> | policies | <input type="radio"/> | politicians | <input type="radio"/> | politics |

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

WRITING 1 (4 marks)

| | |
|---|--|
| 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><i>No attempt at the task:</i> <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> |

*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.