

**ENGLISH LANGUAGE TEST**

**GRADE NINE**

**Semester Two  
Second Session**

<b>Name</b>			
<b>School</b>		<b>Class</b>	

**Write your answers on the Test Paper**

**Time: 2 hours**

**Pages: 8**

<b>TEST SCORES</b>	<b>LISTENING</b>	<b>10</b>	
	<b>GRM/VCB</b>	<b>10</b>	
	<b>READING</b>	<b>10</b>	
	<b>WRITING</b>	<b>10</b>	
	<b>TOTAL</b>	<b>40</b>	

**LISTENING 1 (Items 1-5)**

**(5 marks)**

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

	school	hotel	post office	sound studio	museum	cinema
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** called "I got you back".  
 Listen and for each item, write a **short** answer (**not more than FOUR WORDS**).

- 6. Who is Sara's sister? \_\_\_\_\_
- 7. What was Sara's sister wearing? \_\_\_\_\_
- 8. What was the name of the movie? \_\_\_\_\_
- 9. Why did Sara miss some parts of the story? \_\_\_\_\_
- 10. What did Sara take to her sister's room? \_\_\_\_\_

**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.

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)**

e.g. We spent our summer **hol** \_ \_ \_ \_ in the UAE.

**2. (adjective)** containing strong flavour of spices.

e.g. My mother is cooking some food. It is so hot and **sp** \_ \_ \_ .

**3. (verb)** to do a job that you are paid for

e.g. I **wo** \_ \_ as a teacher in a school.

**4. (noun)** a story told using sound and moving pictures at a cinema or on TV

e.g. Would you like to go and see **a fi** \_ \_ tonight.

**5. (adverb)** in a happy way

e.g. She ran **hap** \_ \_ \_ \_ to greet her sister who has just arrived from London.



**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.)

Nasser told his father that he **(6)** \_\_\_\_\_ like to visit his friend **(7)** \_\_\_\_\_ weekend. "Sooner or later you will see your friends, but these days you have **(8)** \_\_\_\_\_ study **(9)** \_\_\_\_\_ the final exams will start next week. Once the exams are over you can go wherever you want." The father said. Nasser listened to his father politely and decided to study hard to please his father. "You **(10)** \_\_\_\_\_ a very good boy", the father said proudly.

	as	would	the	is	when	are	and	to	because	this
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**

Hormoz Grand is a 4-star **(11) hot**\_\_\_\_\_. It is **(12) loca**\_\_\_\_\_ in the city of Muscat. It is a 5-minute drive **(13) fr**\_\_\_\_\_ the stadium and Muscat Hills Golf Course. It offers **(14) fr**\_\_\_\_\_ Wi-Fi, and includes an outdoor **(15) swim**\_\_\_\_\_ pool and a **(16) restau**\_\_\_\_\_ with room service **(17) aro**\_\_\_\_\_ the clock. Muscat International Airport is about 5 minutes by car from Hormoz Grand. The hotel **(18) ha**\_\_\_\_\_ 231 rooms that **(19) a**\_\_\_\_\_ fitted with all the essentials to ensure an enjoyable stay. Each room offers free Wi-Fi, a flat-screen TV and air conditioning. The suite contains a **(20) liv**\_\_\_\_\_ room, a private bathroom, a hairdryer and bathrobes. On-site dining options include a restaurant, which is an ideal spot to enjoy a meal. Hormuz Grand provides easy access to Oman International Exhibition Centre.

**GRM/VCB  
SCORE**





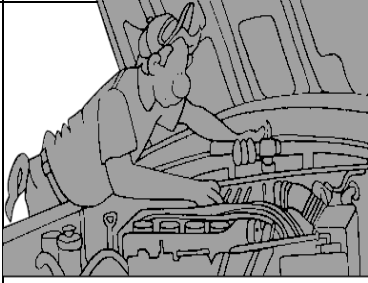
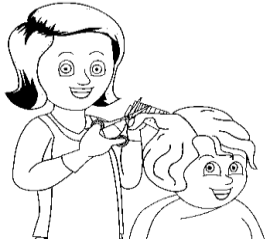
**10**

**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.		C.	
D.		E.		F.	

		Pictures					
		A	B	C	D	E	F
<b>1.</b>	I advice you all to clean your teeth at least twice a day. Don't eat lots of sweets in order to have healthier and whiter teeth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>2.</b>	I have skills to cut, fasten, carve and design objects made of wood. I make wonderful furniture designs out of Wood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>3.</b>	My job is dangerous. I studied everything about electricity. However, I have to be careful while working.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4.</b>	If your car doesn't work. I am ready to repair it. My job is a tiring one but I enjoy it.	<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.*

We need food to keep our bodies fit and healthy. But food can be good or bad for us. Good food helps our bodies to grow. It also gives us energy and helps our bodies to keep working. In my point of view, some food harm us and make us ill. Raw meat-meat that is not cooked-contain germs, so we should cook it carefully to make sure all the germs are killed. We should never eat food that has gone bad. When we buy food at the supermarkets, we should always check the expiry date to make sure the food is still alright to eat. In addition. We should always be careful about what we eat. You shouldn't eat too much junk food such as chips, sweets and crisps which is bad for you. Sometimes people are unhealthy because they eat too much. They sit in front of the television and eat junk food. Some people eat too much when they are sad. Eating makes them forget their problems for a short while. A lot of people don't get enough exercise and eat big unhealthy meals. Then, instead of walking, they go everywhere in cars and do not do exercise at all!! As a result, people can become overweight. This can cause physical health problems such as heart disease or diabetes.

**READING 2 (continued)**

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

5.	The meat that is not cooked is called.....					
	<input type="radio"/>	raw meat	<input type="radio"/>	fresh meat	<input type="radio"/>	barbecue
6.	When we buy any food item, we should check .....					
	<input type="radio"/>	where it is made	<input type="radio"/>	the expiry date	<input type="radio"/>	the ingredients
7.	Unhealthy people sit in front of television and eat .....					
	<input type="radio"/>	junk food	<input type="radio"/>	healthy food	<input type="radio"/>	cooked food
8.	People who don't get enough exercise can become .....					
	<input type="radio"/>	healthy	<input type="radio"/>	fit	<input type="radio"/>	overweight
9.	Diabetes is a .....health disease.					
	<input type="radio"/>	psychological	<input type="radio"/>	physical	<input type="radio"/>	mental

10.	Eating chips, sweets and crisps is .....for you.					
	<input type="radio"/>	good	<input type="radio"/>	exciting	<input type="radio"/>	bad

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**READING  
SCORE**

<b>10</b>
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**WRITING 1**

**(4 marks)**

Write a paragraph about a country called "**Tanzania**". Use **ALL** the information in the box. Your writing should be correct and well-organized.

Tanzania  
 Kilimanjaro/highest mountain/5895m high  
 The Masai/tallest people/north of Tanzania  
 language/English or Kiswahili                      population/35000000  
 animals/elephants/giraffes/lions  
 location/East Africa                      capital city/Dodoma

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Marker A	Marker B	Average





**ENGLISH LANGUAGE TEST**  
**GRADE NINE**  
Semester Two – Second Session

**Listening Scripts**

**LISTENING 1 (Items 1-5)****(5 marks)**

You are going to hear **five** people speaking. "**Where are they going?**"

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

- 1- I've just seen an advertisement of a scary film. It will be shown today. Let's have fun and watch it.
- 2- Salim has just arrived from a long journey. Now, he is going to book a room to rest for a while.
- 3- Please drive fast, it's half past seven. I am too late. The teacher will be angry with me.
- 4- Dear students, today's trip will be fantastic. You are going to see the process of recording and mixing sounds.
- 5- "Where are you going Mohammed?" I am going to pick up my letters. I received them last week.

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**LISTENING 2 (Items 6-10)****(5 marks)**

You are going to hear a **story** called "**I got you back**"

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

Sara's sister, Fatima was a large woman who wore butterfly shaped glasses. Fatima had a strange sense of humour. Once, Sara and Fatima were watching a late-night movie called "They came to look". Fatima was happy while watching the movie. Sara was tired and wanted to sleep so, she missed many scary parts from the movie. Sara asked her sister to wake her up after the movie was over so, she could go to bed. However, instead of waking Sara up, Fatima laughing under her breath, turned the TV and the lights off and went to bed. For a moment, Sara thought she was dead. Maybe something from the underworld had lifted her from her house. She blinked her sleepy eyes, looked around at the darkness and called "Fatima, where are you?" But there was no answer, just the sound of the fridge. Finally, Sara realized that her sister had gone to bed, leaving her on the sofa. "Another one of her little jokes!", said Sara. But she wasn't laughing. She walked slowly into her sister's bedroom with a glass of water and put it on the table next to the alarm clock. The next morning Sara woke to screams when her sister reached to turn off the alarm. She had overturned the glass of water. "Ha! Ha! , I got you back. Why did you leave me on the sofa when I told you to wake me up!", said Sara laughingly.

LISTENING 1 (5 marks)

	school	hotel	Post office	sound studio	museum	cinema
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 checked="" type="radio"/>	<input 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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<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.*

LISTENING 2 (5 marks)

GRM/ VCB 1 (2.5 marks)

6.	Fatima	1.	<u>holiday</u>
7.	Butterfly shaped glasses	2.	<u>spicy</u>
8.	"They came to look "	3.	<u>work</u>
9.	Because she slept	4.	<u>film</u>
10.	A glass of water	5.	<u>happily</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)

	as	would	the	is	when	are	and	to	because	that
6.	<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"/>
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 checked="" 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 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"/>
10.	<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"/>	<input type="radio"/>

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

## GRM/ VCB 3 (5 marks)

11.	hotel	16.	restaurant
12.	located	17.	around
13.	from	18.	has
14.	free	19.	are
15.	swimming	20.	living

*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 checked="" 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 checked="" type="radio"/>	<input type="radio"/>

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

READING 2 (6 marks)						
5.	<input checked="" type="radio"/>	raw meat	<input type="radio"/>	fresh meat	<input type="radio"/>	barbecue
6.	<input type="radio"/>	where <i>it is made</i>	<input checked="" type="radio"/>	the expiry date	<input type="radio"/>	the ingredients
7.	<input checked="" type="radio"/>	junk food	<input type="radio"/>	healthy food	<input type="radio"/>	cooked food
8.	<input type="radio"/>	healthy	<input type="radio"/>	fit	<input checked="" type="radio"/>	overweight
9.	<input type="radio"/>	psychological	<input checked="" type="radio"/>	physical	<input type="radio"/>	mental
10.	<input type="radio"/>	good	<input type="radio"/>	exciting	<input checked="" type="radio"/>	bad

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

WRITING 1 (4 marks)	
4	<ul style="list-style-type: none"> <li>– Presents all the information, fully and clearly.</li> <li>– Writing is well-organised and coherent, with only minor language errors.</li> </ul>
3	<ul style="list-style-type: none"> <li>– Presents most of the information, clearly enough.</li> <li>– Writing contains some noticeable language errors and sometimes lacks coherence.</li> </ul>
2	<ul style="list-style-type: none"> <li>– Manages to present only some of the information; important points are missing or unclear.</li> <li>– Language contains frequent errors, some of which obscure meaning.</li> </ul>
1	<ul style="list-style-type: none"> <li>– A <u>very</u> feeble attempt at the task, presenting very little information.</li> <li>– Language used is extremely limited and/or seriously distorted.</li> </ul>
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)**

<b>6</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader(s) is <u>very positive indeed</u>.</li> <li>– Writing clearly succeeds in achieving its purpose.</li> <li>– Uses language which is very appropriate to reader and context.</li> <li>– A good range of structures and vocabulary, with an excellent level of accuracy.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader(s) is <u>positive</u>.</li> <li>– Writing succeeds to a large extent in achieving its purpose.</li> <li>– Uses language which is appropriate to reader and context.</li> <li>– A fair range of structures and vocabulary, with a good level of accuracy.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader(s) is <u>fairly positive</u>.</li> <li>– Writing has reasonable success in achieving its purpose.</li> <li>– There are clear attempts to use language appropriate to reader and context.</li> <li>– Grammar and vocabulary are reasonably correct, though limited in range.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader(s) is <u>mixed</u>.</li> <li>– Writing has partially achieved its main purpose, <u>but</u>:</li> <li>– Some of the language used is inappropriate to reader and context.</li> <li>– There is a noticeable lack of accuracy in the use of grammar and vocabulary.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader(s) is <u>rather negative</u>.</li> <li>– Writing only has very limited success in achieving its purpose.</li> <li>– There is little evidence of attempts to use appropriate language.</li> <li>– Grammar/Vocabulary contain frequent serious errors.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>– Impact on intended readers(s) is <u>very negative</u>.</li> <li>– Writing clearly fails to achieve its intended purpose.</li> <li>– There is no evidence of any attempt to use appropriate language.</li> <li>– The language used is extremely limited and/or seriously distorted.</li> </ul>
<b>0</b>	<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.*