

**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: 10**

<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're going to hear five people speaking. Where are they talking?*

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

	At the cinema	In a clinic	In a classroom	In a restaurant	In a shop	In a zoo
<b>1.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>2.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>3.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>5.</b>	<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 **Khalid’s trip to Jamaica**.

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

**6.** When did Khalid go to Jamaica?

\_\_\_\_\_ (year)

**7.** Who went with Khalid to Jamaica?

\_\_\_\_\_.

**8.** How much did the hotel cost Khalid a day?

\_\_\_\_\_.

**9.** Where did Khalid go on the second day?

\_\_\_\_\_.

**10.** What did Khalid see in the forest?

\_\_\_\_\_.

<b>LISTENING SCORE</b>	
	<b>10</b>

**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 <b>kit c h e n</b>.</p>
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1. (adjective) rough , not polite.  
e.g. He got a **ru** \_ \_ reply from his manager.
2. (noun) a person who travels to a place for pleasure.  
e.g. What I want as a **tou** \_ \_ \_ \_ is peace wherever I go.
3. (verb) to prepare, plan or arrange.  
e.g. The workers have to **orga** \_ \_ \_ \_ the place for the meeting.
4. (adverb) feeling or showing annoyance or strong dislike.  
e.g. They shouted at the noisy boy **ang** \_ \_ \_ \_.
5. (adj) someone or something known or recognized by many people.  
e.g. Ali Al-Habsi is a **fam** \_ \_ \_ goalkeeper.



**GRAMMAR/VOCABULARY 2 (Items 6-10)**

**(2½ marks)**

Complete the text. For each item, shade in the bubble  under the correct option.  
(There are five extra words in the box.)

My teacher runs <sup>(6)</sup> \_\_\_\_\_ big competition every year. It usually contains grammar and vocabulary questions. Last year, I <sup>(7)</sup> \_\_\_\_\_ part, but I did not win. For this reason, I have studied a lot <sup>(8)</sup> \_\_\_\_\_ the beginning of the year. The competition <sup>(9)</sup> \_\_\_\_\_ start next week. I am going <sup>(10)</sup> \_\_\_\_\_ win this time.

a	for	on	since	take	the	to	took	will	would
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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**

Halwa is a **trad**\_\_\_\_\_ Omani sweet. Omanis **of**\_\_\_\_\_ it to visitors to show **th**\_\_\_\_\_ hospitality. It is made **o**\_\_\_\_\_ water, sugar, ghee, wheat starch **a**\_\_\_\_\_ nuts. Omanis eat halwa whenever there **a**\_\_\_\_\_ special events to celebrate. It **c**\_\_\_\_\_ be served with **cof**\_\_\_\_\_. It is a part of the Omani **cul**\_\_\_\_\_. That is why halwa is **impo**\_\_\_\_\_ in Oman.

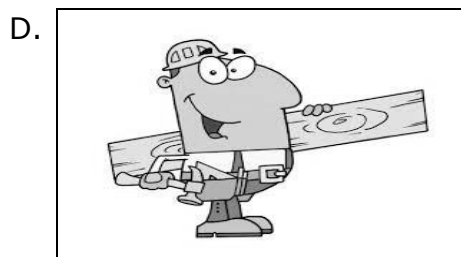
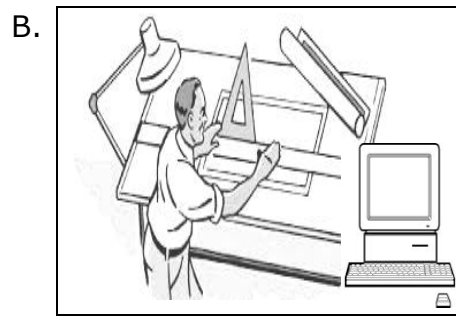
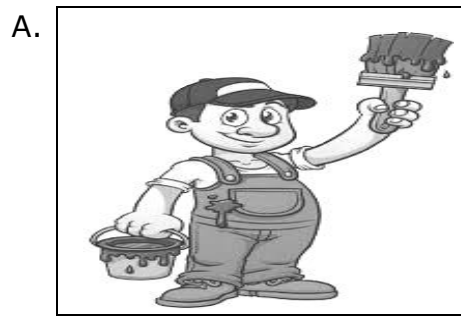
**GRM/VCB  
SCORE**

<b>10</b>

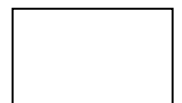
**READING 1 (Items 1-4)**

**(4 marks)**

Match the texts with the pictures. For each text, shade in the bubble  under the correct option.



<b>Texts</b>	<b>Pictures</b>					
	A	B	C	D	E	F
1. Cooking is not an easy job. It needs experience and confidence to make delicious meals. You can access the internet to get different recipes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I drive planes such as Airbus A 380 and Boing 747. Last week I flew to Paris and the passengers arrived at the airport on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I can paint your house with different colours. I can even draw beautiful pictures and different patterns. I use brushes and rollers to paint walls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I like fishing. The weather is nice. I take my little boat and go across the sea alone. I catch big fish.	<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.*

Some people like going to the theatre where others prefer going to the cinema. Of course both of them have their advantages and disadvantages. As we live in a huge city, we have five theatres. Three of our theatres open during the whole year. But two are open in winter only.

A great advantage of theatres is that the plays are live and the audience has the opportunity to interact with the actors and actresses. However, the main disadvantage of going to the theatres in our city is that it is necessary to buy tickets in advance. Another disadvantage of the theatre is that it is more expensive than the cinema.

Today, there is a cinema in almost every town. One of the reasons for the popularity of the cinema is that it entertains all types of people, young and old. Because it is so popular, my friends and I go there every week. We prefer to be there on Tuesday because at the weekend, the cinema is too much crowded. At the cinema we can watch a film on a big screen and sound system is clear. The films are completely new and it always takes a lot of time until you can watch them on TV.

In the past, I used to like going to the theatre ,but now I prefer going to the cinema as I can pay less and enjoy watching films with my family.



**READING 2 (cont'd)**

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

5. The writer is living in a \_\_\_\_\_ city.
- large                       medium                       small
6. All theatres open in \_\_\_\_\_.
- autumn                       summer                       winter
7. The sound in the cinema is \_\_\_\_\_.
- good                       low                       unclear
8. The writer goes to cinema on \_\_\_\_\_.
- Thursday                       Tuesday                       Wednesday
9. Now, the writer likes going to the \_\_\_\_\_.
- cinema and theatre       cinema                       theatre
10. According to the writer, the **main** disadvantage of going to the theatres is \_\_\_\_\_.
- buying tickets in advance       interacting with actors       paying much

READING  
SCORE

<b>10</b>

**WRITING 1**

**(4 marks)**

Write a paragraph about a singer called **Celine Dion**. Use **ALL** the information in the box. Your writing should be correct and well-organized.

**Celine Dion**

parents /like/ music

born/1968/ Quebec/ Canada

13 bothers/sisters/the youngest

first performance /age/ five

1994/married/ 3 children

English/French/songs

today /well-known/ win/prizes

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Marker A	Marker B	Average





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LISTENING 1 (5 mks)						
	At the cinema	In a clinic	In a classroom	In a restaurant	In a shop	In a zoo
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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5.	<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.*

LISTENING 2 (5 mks)	GRM/ VCB 1 (2.5 mks)
6. 2013 7. (his) brother 8. 20 (dollar) (\$) 9. (White) Beach 10. birds	1. <u>rude</u> 2. <u>tourist</u> 3. <u>organise</u> or <u>organize</u> 4. <u>angrily</u> 5. <u>famous</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)										
	a	for	on	since	take	the	to	took	will	would
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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	<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"/>
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 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 mks)	
11. <u>traditional</u>	16. <u>are</u>
12. <u>offer</u>	17. <u>can</u>
13. <u>their</u>	18. <u>coffee</u>
14. <u>of</u>	19. <u>culture</u>
15. <u>and</u>	20. <u>important</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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/> large                     | <input type="radio"/> medium                  | <input type="radio"/> small             |
| 6.  | <input type="radio"/> autumn                               | <input type="radio"/> summer                  | <input checked="" type="radio"/> winter |
| 7.  | <input checked="" type="radio"/> good                      | <input type="radio"/> low                     | <input type="radio"/> unclear           |
| 8.  | <input type="radio"/> Thursday                             | <input checked="" type="radio"/> Tuesday      | <input type="radio"/> Wednesday         |
| 9.  | <input type="radio"/> cinema and theatre                   | <input checked="" type="radio"/> cinema       | <input type="radio"/> theatre           |
| 10. | <input checked="" type="radio"/> buying tickets in advance | <input type="radio"/> interacting with actors | <input type="radio"/> paying much       |

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

## WRITING 1 (4 mks)

<b>4</b>	<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>
<b>3</b>	<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>
<b>2</b>	<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>
<b>1</b>	<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>
<b>0</b>	<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>

<b>WRITING 2 (6 mks)</b>	
<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>



GOVERNORATE: BATINAH NORTH 2015-2016

ENGLISH LANGUAGE TEST

GRADE NINE

Semester Two – Session Two

## LISTENING SCRIPT

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### Listening 1

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

***You will hear the texts 3 times. Listen, answer and check***

1. Let me feel your pulse and check your temperature.... Don't worry, there is nothing serious. Take this medicine and you will be fine.
2. Let me see the menu. What delicious food! ... Please bring me sea food and fruit salad. Bring also two orange juice please.
3. Good morning . Today we are going to read a story. Open your books page 32. Look at the pictures and try to understand the story.
4. Could you please give me two kilos of apples, one kilo of bananas, one kilo of cucumbers , a jar of honey and carton of milk.
5. How can I sleep tonight! I am scared! Why did you invite me to watch this horror film?! I really hate this type of movies.

## Listening Scripts

### LISTENING 2

You are going to hear a narrative about **Khalid's trip to Jamaica**. You are going to listen for **THREE** times. Listen and for each item, write a short answer (**not more than FOUR WORDS**).

Jamaica was my dream island. Whenever I hear its name, I remember my lovely trip there in 2013.

My brother and I flew to Kingston, the capital of Jamaica. On arrival there, I was excited to see green lands and white beaches. The best way to go around was by taxi.

We stayed at a lovely hotel which cost 20 dollar a day. The people were friendly and they could speak English fluently, so we faced no problem with communication.

We put a program with the guide's help. Our journey plan covered the three days we would stay there. On the first day, we went to the Blue Mountain. There we climbed the mountain and saw the lake.

The next day, we went to the White Beach. We swam in the sea and cooked seafood ourselves. Also, we saw the dolphins. On the third day, we entered the forest to discover the natural life. We saw fantastic birds. The guide told us that there were 3 thousand types of birds and the hunting time was in September.

The three places were great, but we liked the second day the most. I wish I could return to that wonderful country one day.

**End of the listening script**

**All the best to all**