

**ENGLISH LANGUAGE TEST****GRADE NINE****Semester Two****First Session**

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

**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. **Where are they watching films?**

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

cinema	desert	school's theatre	friend's house	house	plane
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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 story about **Nasir bin Said**.

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

6. Where does Nasir bin Said live?

\_\_\_\_\_

7 . How many hours did he spend in fishing?

\_\_\_\_\_

8 . What did Nasir see round the whale's body?

\_\_\_\_\_

9 . When did the divers arrive from Muscat?

\_\_\_\_\_

10. Why did the whale swim round Nasir's boat?

\_\_\_\_\_

**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) travelling from one place to another.  
e.g. The **jou** \_ \_ \_ \_ from Oman to India takes four hours by a plane.
2. (adjective) not polite.  
e.g. He was **ru** \_ \_ because he stopped me while I was speaking.
3. (verb) to grow.  
e.g. Oman is planning to **dev** \_ \_ \_ \_ tourism in Salalah.
4. (noun) A reward given for winning a competition.  
e.g. Salwa won the first **pr** \_ \_ \_ for her wonderful painting.
5. (adverb) behaving in a kind and pleasant way.  
e.g. Everyone in this village likes Omer because he is **frie** \_ \_ \_ \_.

**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.)

Alexander Fleming was born in <sup>(6)</sup> \_\_\_\_\_ small village in Britain in 1881. He grew in a poor family. In 1895, Alexander went to live with <sup>(7)</sup> \_\_\_\_\_ brother in London. <sup>(8)</sup> \_\_\_\_\_ he was twenty, he started <sup>(9)</sup> \_\_\_\_\_ study at a medical school. In 1927, he became a well-known doctor <sup>(10)</sup> \_\_\_\_\_ he discovered penicillin. Alexander Fleming died at the age of 74.

a      because      her      his      in      so      the      to      when      whenever

- |     |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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**

Al Jebal Al-Akhdar is a <sup>(11)</sup> **fam**\_\_\_\_\_ mountain in Oman. It <sup>(12)</sup> **i**\_\_\_\_\_ located in Al-Dakhaliya region. Many <sup>(13)</sup> **tour**\_\_\_\_\_ travel <sup>(14)</sup> **t**\_\_\_\_\_ Al Jebal Al-Akhdar in summer because it provides them <sup>(15)</sup> **wi**\_\_\_\_\_ fresh air. Al Jebal Al-Akhdar <sup>(16)</sup> **h**\_\_\_\_\_ small villages which have gardens and <sup>(17)</sup> **tr**\_\_\_\_\_. <sup>(18)</sup> **Far**\_\_\_\_\_ grow peaches, grapes and pomegranates. <sup>(19)</sup> **Th**\_\_\_\_\_ also make <sup>(20)</sup> **tradi**\_\_\_\_\_ rose water.

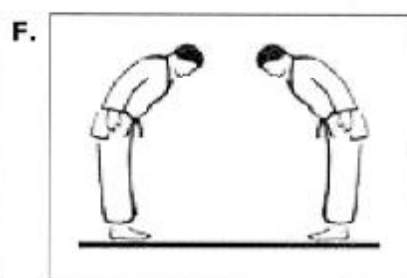
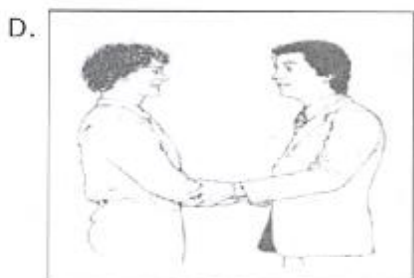
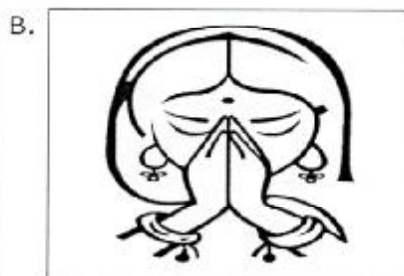
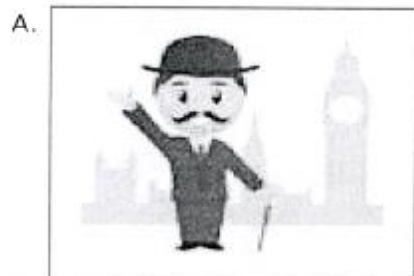
GRM/VCB  
SCORE

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. It is common that, the standard greeting is usually accompanied by a hand shake. It can be expected for male to male and female to female.
2. It is their way in this culture to rub noses when they are greeting each other. It is a unique way of greeting, showing friendship and deep respect.
3. Bringing the hands together with palms touching in front of the chest is one form to greet people.
4. Bowing, moving the body to front, is used for casual greetings. Men usually keep their hands at their sides while bending forward their friends.

	A	B	C	D	E	F
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"/>

**READING 2 (Items 5–10)****(6 marks)**

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

Are you looking for a place to visit which combines both history and nature? I am advising you to visit Turkey. Turkey is the sixth most visited country in the world. The total number of visitors doubled between 2004 and 2011 because of many reasons.

First, Turkey has many historical sites. This includes mosques, palaces and ancient ruins places. For example, Ayasofya is the most attractive place in Turkey and the best preserved ancient building in the world. It was built in the 6th century by Byzantine Emperor Justinian. Then, it became a mosque. Nowadays, it is a museum. The Blue mosque is another attractive building in Turkey. It was built by the young sultan Ahmed. The interior of the mosque is just a grand and includes swathes of blue tiles, which give the name of this mosque.

Turkey is also a good place for those who like nature because it has different natural features. For example, it is the richest country in wetlands. It has more than 300 wetlands areas. Waterfalls are the most glorious and attractive natural aspect in Turkey. Turkey also has 40 national parks that represent the culture and the architect as well as the nature. Turkey is also a rich country for its refresh water sources. There are many rivers, lakes and lagoons around the country.

I advise you to take your holiday and visit Turkey. It is an attractive country where you can learn from the history and enjoy the nature.



**READING 2 (cont'd)**

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

5. Turkey is the -----country in the world that is visited by many people.  
☐ 4th                      ☐ 6th                      ☐ 8th
6. The number of visitors of Turkey ----- between 2004 and 2011.  
☐ decreased              ☐ increased              ☐ remained
7. Ayasofya was built by a ----- Emperor.  
☐ Byzantine              ☐ Greek                      ☐ Muslim
8. It is called the Blue mosque because of its blue -----  
☐ sands                      ☐ stones                      ☐ tiles
9. Turkey is a rich country for its ----- sources.  
☐ energy                      ☐ food                      ☐ water
10. Glorious history and beautiful nature make Turkey famous in -----.  
☐ green lands              ☐ historical sites              ☐ tourism

READING  
SCORE

10

**WRITING 1****(4 marks)**

Write a paragraph about a film called ***Night at the Museum***. Use **ALL** the information in the box. Your writing should be correct and well organized.

**Night at the Museum**

Type\ Comedy film

22<sup>nd</sup> December 2006

Director\Shawn Levy

writer\David Guion

actors/Ben Stiller, Robin Williams, Owen Wilson

idea\all animals \in museum \alive at night

Won/ ASCAP Award, Artios (2007)

Marker A	Marker B	Average

## WRITING 2

(6 marks)

Complete the following task. Write at least **75 words**.

Situation: Your Kuwaiti ITC friend Khalid/Muzna has a school project in how other countries celebrate Eids. He/She wants you to tell him/her some information about how do Omani people celebrate Eids.

Write a **letter/email** describing **the Eid celebration including food and dress**

Your writing should be **clear** and **well organized**.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

Marker A	Marker B	Average

**WRITING  
SCORE**

	10

\*\*\*\*\*

LISTENING 1 (5 mks)						
	cinema	desert	school's theatre	friend's house	house	plane
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input 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 type="radio"/>	<input type="radio"/>	<input checked="" 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 <u>clearly</u> .						

LISTENING 2 (5 mks)	GRAM/ VCB 1 (2.5 mks)
6. Masirah island 7. four hours 8. ropes and fishing nets 9. three o'clock 10. To thank him\ It was happy	1. <u>journey</u> 2. <u>rude</u> 3. <u>develop</u> 4. <u>prize</u> 5. <u>friendly</u>
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.	Notes: Half-a-mark each. Spelling <u>must</u> be correct.

GRM/ VCB 2 (2.5 mks)										
	a	because	her	his	in	so	the	to	when	whenever
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 checked="" 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 checked="" 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 checked="" 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. fam <u>ous</u>	16. <u>has</u>
12. <u>is</u>	17. <u>trees</u>
13. tour <u>ists</u>	18. farm <u>ers</u>
14. <u>to</u>	19. <u>they</u>
15. <u>with</u>	20. tradit <u>ional</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 checked="" type="radio"/>	<input 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 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 mks)			
5.	<input type="radio"/> 4th	<input checked="" type="radio"/> 6th	<input type="radio"/> 8th
6.	<input type="radio"/> decreased	<input checked="" type="radio"/> increased	<input type="radio"/> remained
7.	<input checked="" type="radio"/> Byzantine	<input type="radio"/> Greek	<input type="radio"/> Muslim
8.	<input type="radio"/> sands	<input type="radio"/> stones	<input checked="" type="radio"/> tiles
9.	<input type="radio"/> energy	<input type="radio"/> food	<input checked="" type="radio"/> water
10.	<input type="radio"/> green lands	<input type="radio"/> historical sites	<input checked="" type="radio"/> tourism

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

WRITING 1 (4 mks)	
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	<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



WRITING 2 (6 mks)	
6	<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>
5	<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>
4	<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>
3	<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>
2	<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>
1	<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>
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><b>Note 1:</b> The task is to write a <b>letter/ an e-mail</b>, 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. <b>PROCEDURE:</b> 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>, <b>deduct one mark</b> from the content-score.</p> <p><b>Note 2:</b> No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	