



ENGLISH LANGUAGE TEST

GRADE NINE

Semester Two
Second 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. Who are they talking to?
Listen and for each item, shade in the bubble under the correct option.

A waiter	Tourists	A hotel receptionist	A plumber	A carpenter	A tour guide
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|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
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LISTENING 2 (Items 6-10)**(5 marks)**

You are going to hear a story about **Ahmed's journey**.

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

6. Who travelled with Ahmed in his journey?

7. Which country did they travel to?

8. Where did they buy their tickets?

9. How long did they stay at the airport?

10. How was their journey?

**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) It is made of clothes and used for camping.

e.g. The scouts learn how to set up a **te** _ _ .

2. (adjective) having or showing good manners.

e.g. Children should be **pol** _ _ _ when they speak to their parents .

3. (verb) to keep someone or something safe.

e.g. In summer, many people wear sunglasses to **pro** _ _ _ _ their eyes.

4. (adverb) at a low speed.

e.g. He drives his car **slo** _ _ _ .

5. (noun) a person who takes care of animals' health.

e.g. I took my cat to the **v** _ _ yesterday.

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.)

France **(6)** _____ many World Heritage sites. One of them is the Vezere Valley, which became a world Heritage Site **(7)** _____ 1979. The Valley has 25 caves. Many of these caves contain ancient paintings **(8)** _____ are over 20, 000 years old. The most famous paintings **(9)** _____ in the Lascaux Cave. Nowadays, the site is closed **(10)** _____ save the paintings.

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| 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"/> |
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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

Puppets are not just **(11) f**____ children. **(12) Th**_____are used all around the **(13) wo**_____ in celebrations, **(14) fest**_____ and plays. Water puppets, which are **(15) ve**_____ popular in Vietnam, **(16) ha**_____ entertained a lot of people for **(17) ma**_____ years. They include making dance **(18) o**____ water. Puppeteers hide **(19) beh**_____ a screen to move the puppets. People feel very **(20) exc**_____.

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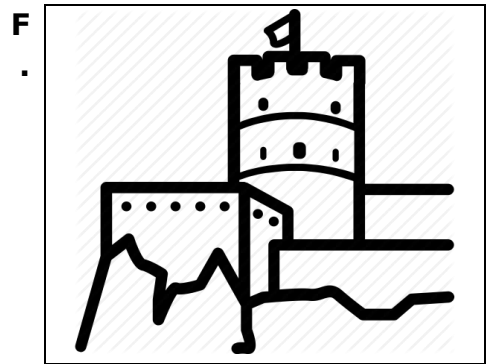
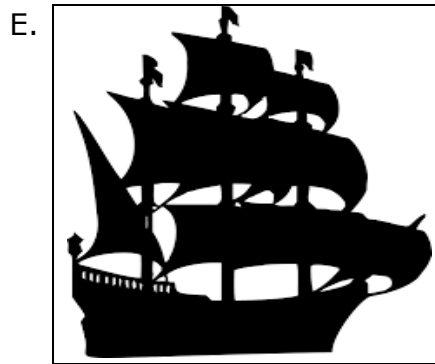
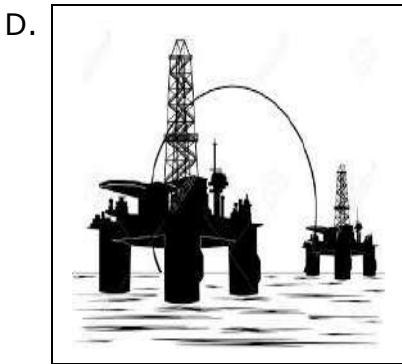
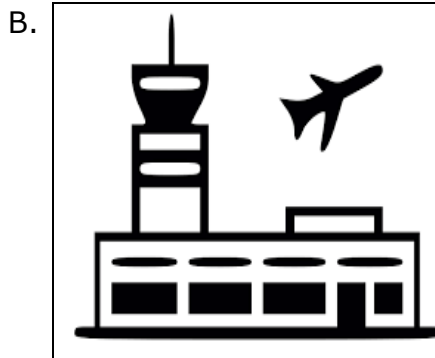
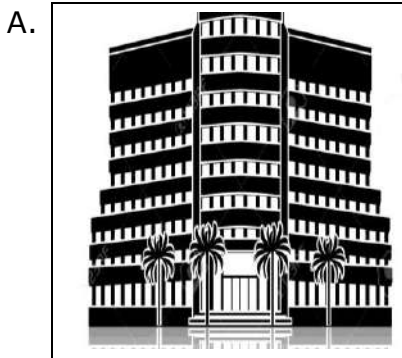
**GRM/VCB
SCORE**

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 This statue is considered as a symbol of hope and freedom. The UNESCO made it an important Heritage Site.
- 2 Some tourists enjoy historical tourism because they like to see old buildings and museums to learn about the past.
- 3 Businessmen like to stay in five star hotels. These hotels provide excellent services, delicious food and comfortable rooms.
- 4 It's one of the largest seafaring ship which sailed to many countries to reflect the unique Omani heritage and culture.

A	B	C	D	E	F
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<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. For each question, write a short answer (**not more than FOUR WORDS**).

I have been to many different countries around the world. Some of these countries were really exciting and beautiful. My last trip was to Jordan. It is a wonderful country where you can enjoy the traditional Arabic life and customs. Amman is the capital city of Jordan. Although it is very modern, it still keeps and preserves its traditional culture. Jordanians are very warm, friendly and generous people. They invite their visitors for a cup of tea or coffee and it's perfectly acceptable to refuse. You should do that by placing your right hand over your heart and politely make your excuses.

When people visit families and friends in Jordan, tea, Arabic coffee, or fruit juice is served with sweets, especially on holidays. The national main dish is Mansaf, which consists of lamb cooked in dried yogurt and served with rice on flat bread. Mansaf is always served on holidays and special family occasions such as engagements and weddings.

Moreover, there are many beautiful places in Jordan where you can have a wonderful time such as Al Petra. It is a city carved in a mountain. The rocks are colourful, mostly pink and the entrance to the city is about 1.25 kilometres.

Another place which attracts thousands of tourists is The Dead Sea. It is considered as a big salt lake and it is nine times salty than the ocean. Therefore, no fish or plants can live there. It is the lowest point on earth and becomes 1 metre lower each year.

To conclude, I think Jordan is a wonderful Arab country and if you are planning to travel abroad for a holiday, it is a good destination.

READING 2 (cont'd)

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

5. Jordanians are very _____ people.

impolite

well-mannered

unfair

6. In Jordan, putting your right hand on your heart is a way to _____ politely.

refuse

ask

complain

7. Al Mansaf is a famous Jordanian _____

juice

sweet

meal

8. Al Petra is a city carved in a _____

mountain

cave

wadi

9. No life exists in The Dead Sea because it is very _____

deep

salty

hot

10. Every year The Dead Sea is getting _____.

wider

higher

lower

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**READING
SCORE**

10

ENGLISH LANGUAGE TEST

GRADE NINE

Semester Two
Second Session
2017/2018

Listening Scripts

IMPORTANT!

Notes for the Teacher:

You should read each text **two** times, giving an adequate pause after each reading. Make sure that your voice is clear and loud enough for all the students to hear. Choose a good place to stand in. Make sure that the students are looking at the right question before you read the texts.

LISTENING 1 (Items 1-5)

(5 marks)

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

1. Good afternoon! What do you have for lunch today? Can I have a look at the menu, please? I want to try something spicy.
2. Hello and welcome to The Sultanate of Oman. Today I'm going to show you some beautiful places around Muscat .
3. I want you to make classic, wooden furniture with a good quality. I want something comfortable and attractive at the same time.
4. Hi! Could you please come to my house to fix the water pipes in the bathroom? There is a problem in the water heater pipe.
5. Good morning! I would like to book a single room with a sea view please. How much is it if I stay for two nights.

LISTENING 2 (Items 6-10)

(5 marks)

You are going to hear a story about **Ahmed's journey**.

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

Hello! My name is Ahmed. I live in Barka and I am in my fourth year at The Sultan Qaboos University. I would like to tell you about a journey which I will never forget. Last year, my friend and I decided to travel to a country, which we never visited before. So we chose to travel to Ethiopia. We heard that it is a wonderful country. We were really excited and bought our tickets from a website. The price was cheaper than many travel agents in Barka and they sent us a free guidebook as well. At the beginning, everything was fine and going well. We caught the bus to the airport in the morning and the plane took off on time. However, when we arrived to Addis Ababa, the capital city of Ethiopia, we were not allowed to enter the country! Two police officers, who were there, explained that we didn't have a certificate to show that we had been vaccinated against yellow fever! We got shocked and we tried to convince them to give us permission to enter the country but they strongly refused.

We spent the weekend at the airport waiting for a flight home. The whole journey was bad because we lost our money without enjoying our journey.

End of Listening Scripts

LISTENING 1 (5 mks)

	A waiter	Tourists	A hotel receptionist	A plumber	A carpenter	A tour guide
1.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 mks)

6. His friend/ a friend
7. Ethiopia
8. From a website
9. Weekend/two days
10. It was bad.

Notes: One mark each. Complete accuracy in grammar and spelling is not required, but answers must be clearly and convincingly correct.

GRM/ VCB 1 (2.5 mks)

1. tent
2. polite
3. protect
4. slowly
5. vet

Notes: Half-a-mark each. Spelling must be correct.

GRM/ VCB 2 (2.5 mks)										
	are	have	on	who	at	in	has	is	to	which
6.	<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"/>
7.	<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"/>
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"/>
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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 checked="" type="radio"/>	<input type="radio"/>

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

GRM/ VCB 3 (5 mks)	
11. <u>for</u>	16. <u>have</u>
12. <u>They</u>	17. <u>many</u>
13. <u>world</u>	18. <u>on</u>
14. <u>festivals</u>	19. <u>behind</u>
15. <u>very</u>	20. <u>excited</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 checked="" 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 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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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

READING 2 (6 mks)						
5.	<input type="radio"/>	impolite	<input checked="" type="radio"/>	well-mannered	<input type="radio"/>	unfair
6.	<input checked="" type="radio"/>	refuse	<input type="radio"/>	ask	<input type="radio"/>	complain
7.	<input type="radio"/>	juice	<input type="radio"/>	sweet	<input checked="" type="radio"/>	meal
8.	<input checked="" type="radio"/>	mountain	<input type="radio"/>	cave	<input type="radio"/>	wadi
9.	<input type="radio"/>	deep	<input checked="" type="radio"/>	salty	<input type="radio"/>	hot
10.	<input type="radio"/>	wider	<input type="radio"/>	higher	<input checked="" type="radio"/>	lower

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

WRITING 1 (4 mks)	
4	<ul style="list-style-type: none"> – Presents all the information, fully and clearly. – Writing is well organized 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><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)	
6	<ul style="list-style-type: none"> – Message to the intended reader(s) is <u>very clear</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"> – Message to the intended reader(s) is <u>fairly clear</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"> – Message to the intended reader(s) is <u>partially clear</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"> – Message to the intended reader(s) is <u>mixed</u>. – Writing has partially achieved its main purpose. – 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"> – Message to the intended reader(s) is <u>mostly unclear</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"> – Message to the intended readers(s) is <u>unclear</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/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 two marks** from the content-score.

Note 2: No marks should be awarded or deducted for the address. Any addresses should be ignored.

SULTANATE OF OMAN
Ministry of Education

2017/2018



ENGLISH LANGUAGE TEST

GRADE NINE

Semester Two
First Session

Name			
School		Class	

Write your answers on the Test Paper

Time: 2 hours

Pages: 10

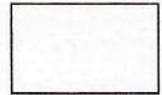
TEST SCORES	LISTENING	10	
	GRM/VCB	10	
	READING	10	
	WRITING	10	
	TOTAL	40	

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

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

A hotel receptionist	A dentist	A doctor	A tour guide	A waiter	A mechanic
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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 an interesting story about a creative man.

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

6. What was John's job?

7. Which island does the bridge connect New York with?

8. When did John and his son start building the bridge?

9. What was John's feeling when he was at the hospital?

10. How many years did the bridge take to finish?

**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) a time when you do not have to go to work or school.
e.g. We are going to spend our summer **hol_ _ _ _** in Salalah.
2. (verb) to ask someone politely to come to your house or to a party.
e.g. I usually **inv_ _ _** all my friends to my birthday parties.
3. (noun) someone who performs in plays, movies, or on television.
e.g. Sharo Khan is a famous Indian **ac_ _ _**.
4. (adjective) To behave in a nice and pleasant way with someone.
e.g. She speaks in a **frie_ _ _ _** way to everyone.
5. (adverb) with great attention .
e.g. He drives his car **care_ _ _ _ _**.



GRAMMAR/VOCABULARY 2 (Items 6-10)

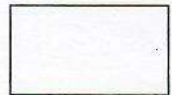
(2½ marks)

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

Hamlet is considered one of _____(6)_____ greatest plays in the history of art. It _____(7)_____ written by William Shakespeare. This play is one of _____(8)_____ famous work. It talks about a greedy man _____(9)_____ killed his brother to be the king of Denmark. Then, the son decided _____(10)_____ take revenge of his uncle.

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| 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 schoolool in Muscat. I'm in Grade Six. My favourite subject is Maths."

TEXT

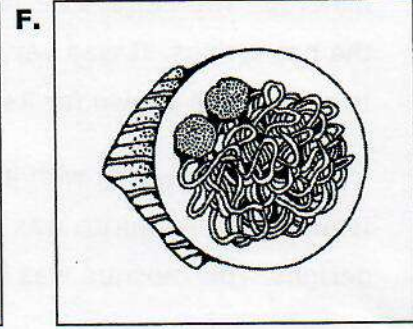
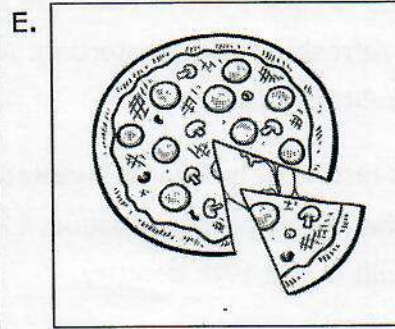
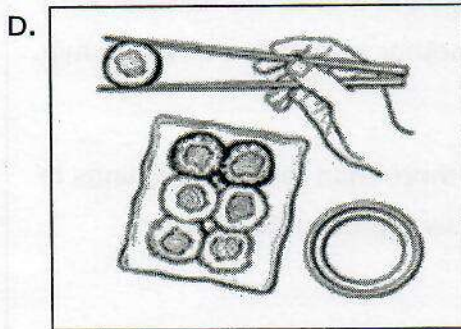
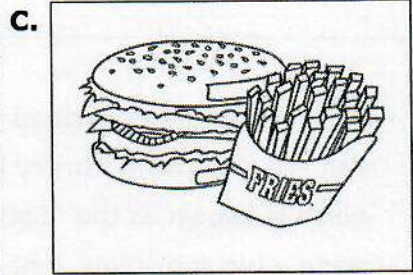
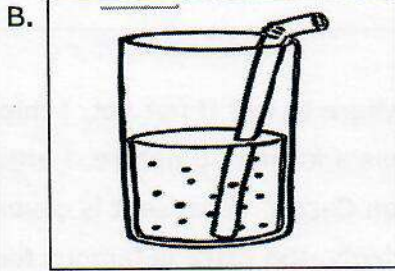
Shangrila is among the (11) **be**_____ known international resorts. It is 30 minutes from Muscat International (12) **Airp**_____. The resort consists of two (13) **ho**_____. Each one provides guests with luxurious (14) **ro**_____ and comfortable beds. Also, (15) **th**_____ offer attractive views of the (16) **bl**_____ sea. The resort (17) **h**_____ restaurants that serve international (18) **fo**_____. People from all (19) **ov**_____ the world (20) **a**____ welcomed.

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
1.	Sushi is a famous traditional Japanese dish. It is prepared with rice and raw seafood. It is eaten with chopsticks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	British people are considered the biggest consumer of tea. They usually start their day with a cup of tea and a lemon or some mints.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	If you are fond of delicious food, you should try the Italian pizza. It is made of fresh ingredients like cheese and vegetables.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	People in America are addicted to fast food such as fried chips and burgers. As a result, many people are fat.	<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 question, write a short answer (**not more than FOUR WORDS**).

Have you decided where to go? If not yet, I think Turkey is the perfect place to visit. To start with, Turkey has a fascinating nature. I enjoyed my stay in Pamukkale, which is known as the "Cotton Castle" because it is covered with snow. I went skiing and made a big snowman. Amazingly, the place is famous for hot water springs that have rich minerals. Therefore, I decided to take a warm bath and relax in one of the baths next to the hot springs. It was very refreshing and comforting. Another fascinating city is Konya. It is very well known for its religious sites.

Turkey is rich with its historical buildings. I visited more than four old buildings in Istanbul. My favourite was the historical Blue Mosque. I saw the beautiful Islamic designs. This mosque was built in the 17th century.

Finally, I was lucky to have a wonderful shopping experience in its traditional markets. As a first-time visitor, I went to the Old Grand Bazaar, which is the largest and oldest market in the country. It consists of about 61 covered streets and more than 3000 shops. I was surprised with the variety of products like souvenirs, rugs, tea and clothes. I liked the traditional Turkish dresses so I bought one for my mother. More than 250,000 people pass through its doors daily.

In brief, if you are looking for an interesting place with beautiful nature and attractive culture, Turkey is the country that you are looking for.

READING 2 (cont'd)

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

5. The city which is known as the Cotton Castle is _____ .
 Pamukkale Istanbul Konya
6. The hot water springs are good for relaxing because they have _____ .
 cotton minerals snow
7. The Blue Mosque was built in the _____ century.
 seventeenth seventieth seventh
8. If you want to see the Islamic designs in Turkey, you should visit _____ .
 The Cotton Castle The Old Grand Bazaar The Blue Mosque
9. The writer bought a _____ for his mother.
 souvenir dress rug
10. Thousands of people visit the Old Grand Bazaar every _____ .
 day month year

**READING
SCORE**

10

WRITING 1

(4 marks)

Write a paragraph about a famous singer called **Camila Cabello**. Use **ALL** the information in the box. Your writing should be clear and well organized.

Camila Cabello

born/March/1997/ Cuba

Nationality/Cuban-American

small family

moved/America/age 5 job /singer & songwriter

performed/20 shows

awards/MTV Europe Music Award
& Billboard Women in Music

Marker A	Marker B	Average

WRITING 2

(6 marks)

Complete the following task. Write at least 75 words.

Situation:

Task: You have read an advertisement for the job of a photographer. Write a letter of application to the manager of AL UFUQ magazine .Tell them why you are interested in this job and what courses and certificates you have.

Your writing should be clear and well organized.

Marker A	Marker B	Average

WRITING SCORE	
	10

ENGLISH LANGUAGE TEST

GRADE NINE

Semester Two

First Session

2017/2018

Listening Scripts

IMPORTANT!

Notes for the Teacher:

You should read each text **two** times, giving an adequate pause after each reading. Make sure that your voice is clear and loud enough for all the students to hear. Choose a good place to stand in. Make sure that the students are looking at the right question before you read the text.

LISTENING 1 (Items 1-5)

(5 marks)

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

1. Excuse me! I have booked three single rooms from your hotel website two days ago. Could you please check my reservation?
2. There is a problem in my car. It makes a loud noise. Could you fix it today, please? I need it urgently.
3. My baby has a high temperature. I gave her medicine, but she is still sick. I am worried. Could you please examine her?
4. Where are you planning to take us today? My daughter wants to take some photos of some historical buildings and handicrafts.
5. Excuse me! I want to try spicy Indian food. Can I have Chicken Biryani with some salad, please? I need a small bottle of water.

LISTENING 2 (Items 6–10)

(5 marks)

You are going to hear an interesting story about a creative man.

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

John Roebling was a creative man. He worked as an engineer. He had an idea of building a bridge connecting New York with the Long Island. He told his friends and other engineers but they laughed at him and thought it was an impossible thing to do. They asked him to forget the idea. He couldn't stop himself from thinking about the bridge. He decided to tell his son, Washington, about the bridge and after a long discussion, he succeeded to convince him. The father and the son planned and designed the bridge. Then, in 1870, they started building the bridge. Everything was going well until one day an accident happened in the construction site. Unfortunately, John died and his son was seriously injured. Washington was taken to the hospital where he had to stay there for months. He couldn't walk or talk. He was very sad because he couldn't complete his father's dream. Washington's wife was very sad to see her husband in that condition so she decided to help him. Washington could move his finger and he touched his wife's shoulder. He asked her to call the engineers to continue the process of building the bridge. It took 13 years to complete the project.

End of Listening Scripts

LISTENING 1 (5 mks)						
	A hotel receptionist	A dentist	A doctor	A Tour guide	A waiter	A mechanic
1.	<input checked="" 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 checked="" 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 checked="" 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. An engineer</p> <p>7. The Long Island</p> <p>8. 1870</p> <p>9. He was sad.</p> <p>10. 13 / Thirteen (years)</p>	<p>1. <u>holiday</u></p> <p>2. <u>invite</u></p> <p>3. <u>actor</u></p> <p>4. <u>friendly</u></p> <p>5. <u>carefully</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)										
	his	an	was	which	who	their	of	the	were	to
6.	<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"/>
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 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"/>
9.	<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"/>
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 checked="" type="radio"/>

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

GRM/ VCB 3 (5 mks)	
11. <u>best</u>	16. <u>blue</u>
12. <u>Airport</u>	17. <u>has</u>
13. <u>hotels</u>	18. <u>food</u>
14. <u>rooms</u>	19. <u>over</u>
15. <u>they</u>	20. <u>are</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 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 type="radio"/>	<input checked="" 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"/> Pamukkale	<input type="radio"/> Istanbul	<input type="radio"/> Konya
6.	<input type="radio"/> cotton	<input checked="" type="radio"/> minerals	<input type="radio"/> snow
7.	<input checked="" type="radio"/> seventeenth	<input type="radio"/> seventieth	<input type="radio"/> seventh
8.	<input type="radio"/> The Cotton Castle	<input type="radio"/> The Grand Bazaar	<input checked="" type="radio"/> The Blue Mosque
9.	<input type="radio"/> souvenir	<input checked="" type="radio"/> dress	<input type="radio"/> rug
10.	<input checked="" type="radio"/> day	<input type="radio"/> month	<input type="radio"/> year
<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	<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)	
6	<ul style="list-style-type: none"> – Message to the intended reader(s) is <u>very clear</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"> – Message to the intended reader(s) is <u>fairly clear</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"> – Message to the intended reader(s) is <u>partially clear</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"> – Message to the intended reader(s) is <u>mixed</u>. – Writing has partially achieved its main purpose. – 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"> – Message to the intended reader(s) is <u>mostly unclear</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"> – Message to the intended readers(s) is <u>unclear</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>Note 1: The task is to write a letter/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. PROCEDURE: 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 two marks from the content-score.</p> <p>Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	

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. Who are they talking to?
Listen and for each item, shade in the bubble under the correct option.

patient	mechanic	passenger	child	tourists	pupils
---------	----------	-----------	-------	----------	--------

- | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 about **sailors**.

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

6. Which country did the early Arabs travel to?

7. When did the Omani sailor write his book?

8. What instrument did Arab sailors use for measuring their position?

9. What was the name of the ship built in 1980?

_____.

10. How long is it from Muscat to Canton?

_____.

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. (adjective) attractive with many colours

She had dressed in **colo** _ _ _ _ _ clothes.

2. (noun) means of communication

In big cities, usually people speak different **lang** _ _ _ _ .

3. (adverb) not sad

The children were playing in the garden **hap** _ _ _ _ .

4. (verb) to go to see places or people

Ali and Ameer **vi** _ _ _ their grandparents every month.

5. (noun) the place where planes land or take off

We arrived at the **air** _ _ _ _ at 8 a.m. and our flight was two hours later.



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.)

Seafood is a healthy food; (6)_____ annual production of (7)_____ 150 million tons of important resources feed the world's growing population: providing the primary protein source (8)_____ over a billion people. About half of all the fish and seafood we eat (9)_____ caught in the seas or oceans, and the other half is coming (10)_____ open fish farms in Asian rivers and coastal areas.

is an food on from about a how for or

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

Trees **pro**_____ oxygen for us to breathe and absorb the carbon dioxide **w**____ exhale, purifying our **a**____. A single tree supplies **en**_____ oxygen for four people in **o**____ day and stores 13 pounds of carbon dioxide a year; an acre **o**____ trees removes 2.6 tons of carbon dioxide **i**__ a year. Trees **al**____ absorb other **har**_____ pollutants such **a**_____ carbon monoxide and sulfur dioxide.

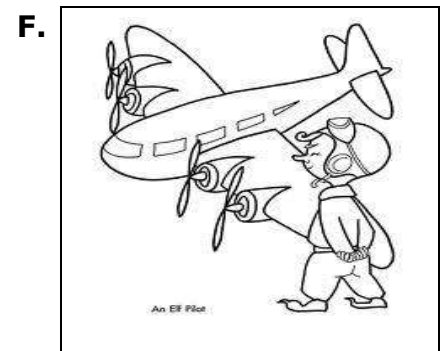
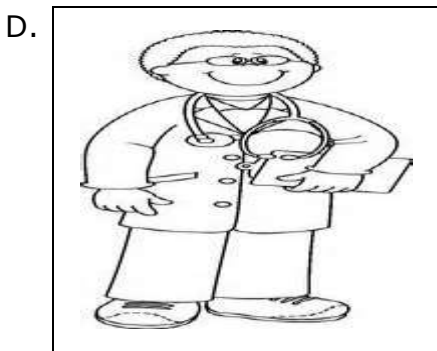
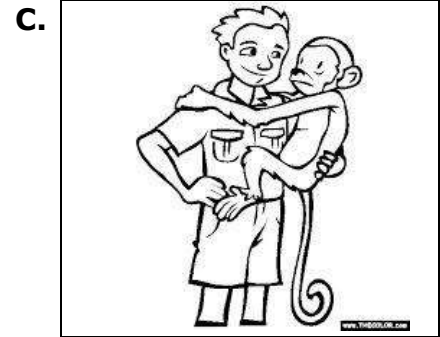
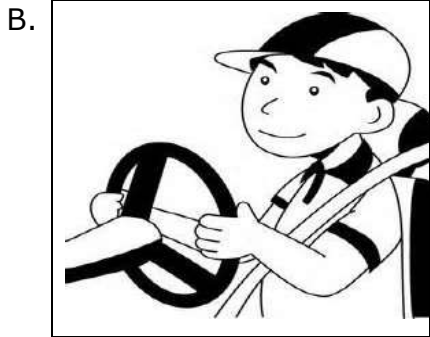
**GRM/VCB
SCORE**

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. My car had a problem a week ago. It stopped suddenly on my way to work. He came with his tools and fixed it.
2. He plans houses, bridges, and roads. He helps us to construct various useful buildings and structures.
3. He visits different countries very often. He travels very fast and spends many hours in the sky because he loves flying.
4. Ahmed loves his job. He takes his passengers to many different places in his town. He follows the traffic rules properly.

A	B	C	D	E	F
---	---	---	---	---	---

<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. For each question, write a short answer (**not more than FIVE WORDS**).

We listen to the news reports about food shortages in many parts of the world. Millions of people find it difficult to have a full meal a day. Including children suffer because of this situation in many countries. Don't we produce enough food grains in the world? Why people suffer without food? In fact, we produce a lot food grains. In my opinion, we do not use them properly. This causes the problem. Millions of people throw away a lot of food. If we avoid wasting food, many need not to suffer without food.

Within the European Union people throw away on average 179 kg of food per person per year. If nothing is done, the trend will increase. In Sweden alone, we throw away a million tons of food waste per year. The EU Parliament has set a target to halve food waste by 2025. According to Sweden's Environmental Protection Agency savings of SEK 18-28 billion could be achieved if food waste could be reduced by 20% by 2015 (the Swedish currency is the Kronor, SEK).

Every third bag of items used in cooking is thrown away because of past expiry dates. This is poor management of natural resources, a waste of money and bad for the environment. Now researchers are trying to find out ways of avoiding this waste. They are planning to use new technology using mobile phones to find out if a food item is safe or not.

READING 2 (cont'd)

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

5. How do we come to know about the food shortages of the world?

- From school From office From news

6. How many people waste their food in the world?

- thousands millions hundreds

7. How much food is thrown away by a person on average in the European Union per year?

- 179kg 100kg 200kg

8. What amount of food waste does the European Union want to achieve by 2025?

- 10% half 30%

9. How much SEK can they save by reducing 20% of food waste?

- 10 billion 20-25 billion 18-25billion

10. What are the researchers trying to find out now?

- To buy more food To avoid food waste To stop food production

**READING
SCORE**

10

WRITING 1

(4 marks)

Write a paragraph about **bee-keeping**. Use **ALL** the information in the box. Your writing should be correct and well-organized.

Bee keeping in Oman

Bee keepers/Oman/over 2000 years

Two kinds/bees/big and little

Big bees/Dhofar and Rostaq

little bees/northern Oman

40,000 bees/one colony

Queen bee/2000 eggs/a day healthy food/honey

Marker A	Marker B	Average

LISTENING 1 (5 mks)						
	passenger	patient	pupils	mechanic	tourists	child
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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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"/>
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 mks)	GRM/ VCB 1 (2.5 mks)
<p>6. China</p> <p>7. 15 th century</p> <p>8. A wooden tablet/ instrument</p> <p>9. Sohar</p> <p>10. 6000 miles</p>	<p>1. colourful</p> <p>2. language</p> <p>3. happily</p> <p>4. visit</p> <p>5. airport</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)										
	is	an	food	on	from	about	a	how	for	or
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 checked="" 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 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 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. Produce</p> <p>12. We</p> <p>13. air</p> <p>14. enough</p> <p>15. one</p>	<p>16. of</p> <p>17. in</p> <p>18. also</p> <p>19. harmful</p> <p>20. as</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 type="radio"/>	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input type="radio"/>	<input checked="" 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"/> From school	<input type="radio"/> From office	<input checked="" type="radio"/> From news
6.	<input type="radio"/> thousands	<input checked="" type="radio"/> millions	<input type="radio"/> hundreds
7.	<input checked="" type="radio"/> 179kg	<input type="radio"/> 100kg	<input type="radio"/> 200kg
8.	<input type="radio"/> 10%	<input checked="" type="radio"/> half	<input type="radio"/> 30%
9.	<input type="radio"/> 10 billion	<input type="radio"/> 20-25 billion	<input checked="" type="radio"/> 18-25 billion
10.	<input type="radio"/> To buy more food	<input checked="" type="radio"/> To avoid food waste	<input type="radio"/> To stop food production
<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	<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)	
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>

Listening Script

Listening 1

1. Welcome to this wonderful country. Today I am going to take you to two interesting historical places: a fort and a beautiful palace.
2. Please write these sentences in your exercise books now. Then bring them to me. I want to correct them.
3. The village is about 20 km from here. I can take you there in 15 minutes. I take OR 1 as fare for each person.
4. Take this medicine for four days. You will be alright. If there is any problem, please come to me again. I will give you another medicine.
5. Come on, it's time to get up. You'll be late to school. Your breakfast is ready. Please get up. It's already 7 o'clock.

Listening 2

The early Arab sailors found their way to China. They could sail a quarter of the way round the world, when European sailors could only sail a few miles. No one knew how they did it.

Ahmed Ibn Majid was an Omani sailor. He was from Sur. He was one of the most famous sailors of his time. He wrote a book on navigation in the 15th century.

Arab sailors used a simple wooden instrument to measure their position in the sea. The wooden tablet was about three inches wide with a hole in the middle. There was a piece of string with a knot in it through the hole. They used this wooden tablet along with stars in the sky to measure their position in the sea.

In 1980, a copy of an old sailing ship was built in Sur. The ship was named Sohar. With an Irish captain called Tim Severin and an Omani crew, this ship sailed 6000 miles from Muscat to Canton in China. Although they had a compass and a radio with them, they also used the stars to navigate, like the Omani sailors of a thousand years ago. This trip to China was called "The Sindbad Voyage" and the story was described by Tim Severin in a book in 1982.

REGION: MUSCAT

2014/2015

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. Who are they talking to?
Listen and for each item, shade in the bubble under the correct option.

an electrician	a receptionist	a teacher	a taxi driver	a carpenter	a dentist
----------------	----------------	-----------	---------------	-------------	-----------

- | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 some facts about **The Great Wall of China**

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

6. When was the wall built for the first time?

7. What destroyed the wall made by Qin emperor?

8. When did the Ming emperor start to rebuild the wall?

9. Who joined the soldiers to build the wall?

10. How long is the Great Wall of China?

**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. (adjective) to be famous

e.g. Sami Yousuf is a **pop** _ _ _ _ Arab singer.

2. (adjective) to be happy

e.g. Zainab is always very **chee** _ _ _ _ .

3. (noun) dress

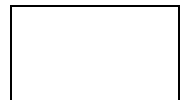
e.g. The girl appeared in traditional Omani **cost** _ _ _ .

4. (verb) to call someone to attend an event

e.g. Ali **inv** _ _ _ _ his friends for the birthday party.

5. (noun) people who listen

e.g. The hall was crowded with **audi** _ _ _ _ .



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.)

Onam is a national festival of Kerala. It is celebrated (6)_____ the people to welcome the harvesting season. People make floral carpets (7)_____ are beautiful designs arranged with flowers. It is a time of great happiness, (8)_____ people exchange greetings and play games. Snake boat race and tug-of-war are popular sports of (9)_____ season. A delicious vegetarian meal and sweets (10)_____ always a part of Onam.

are by small an is which might have the any

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

In 1940, William Hanna and Joseph Barbera (11)ma___ Tom and Jerry characters. It is the (12)mo___ famous cartoon show of all times. It (13)te___ us the interesting (14)sto___ of a cat and mouse. Tom, the cat makes (15)ide___ to trap Jerry, the mouse but Tom fails. It entertains (16)chi___ and adults (17)bec___ there is genuine comedy in it. Though it (18)ha___ been made many years (19)ag___, television viewers still enjoy the show. Walt Disney is the producer of (20)th___ show.

**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. Muscat festival, 2015 was a grand event. Omani traditional values were clearly portrayed. The camel and bedwin music attracted tourists.
2. Laurel and Hardy were very famous comic actors. Laurel was thin and Hardy was fat. Their acting raised laughter in cinema halls.
3. There is a lady passenger waiting in the lobby of the airport. She is flying to Frankfurt.
4. Istanbul is a fabulous city in Turkey. The famous Suleimaniya Mosque was designed by Mimar Sinan who was an architect.

	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. Then complete the task.

Tourism in Oman is increasing day by day. Oman's mountains, deserts, sea and its coastline are attracting tourists from all over the world. In 2010, the second Asian Beach Games were held in Oman from 8th December to 16th December. It was an opportunity for Oman to promote its tourism on a grand scale. 43 out of 45 Asian countries participated in the events. North Korea and Macau were the only countries which didn't participate.

Oman finished third in the medal tally behind Thailand and China. There were many beach sporting activities in which the participating nations competed. Competitions were held in fourteen different sporting events. This was the first International event of this scale in Oman.

Oman has a long coast line of two thousand and ninety two kilometres in length. Moreover, its sandy beaches are beautiful. Ministry of Tourism offers beach sporting activities for Tourists. Visitors can choose sunning, swimming, kitesurfing, diving, boating, surfing, beach combing and shell collecting. Cruises offer sight-seeing to enjoy the beautiful coastlines of Oman.

There are many beach side hotels where visitors can enjoy their stay. Qurum beach is famous with families, walkers, and joggers. The beach is lined with restaurants, snack bars and cafes. At Qantab beach local fishermen offer fishing, tours and boat rides.

READING 2 (cont'd)

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

5. When was the Asian Beach Games held in Oman?
 2008 2010 2014
6. Which country didn't participate in the competition?
 Thailand Macau South Korea
7. What was Oman's position in the medal tally?
 First Second third
8. How long is Oman's coast line?
 2,092km 3,000km 2,095km
9. Which beach is most famous among families and joggers?
 Seeb Qurum Qantab
10. How many sporting events were there in the Asian beach games, Muscat?
 10 13 14

**READING
SCORE**

10

WRITING 1**(4 marks)**

Write a paragraph about **Muscat Festival**. Use **ALL** the information in the box. Your writing should be correct and well-organized.

<p style="text-align: center;"><u>Muscat Festival</u></p> <p style="text-align: center;">in January to February/one month/every year</p> <p style="text-align: center;">sponsor/ Muscat Municipality</p> <p style="text-align: center;">first started in 1998/ showcase Oman's culture and art</p> <p style="text-align: center;">performers/exhibitions/ from Oman and abroad</p> <p style="text-align: center;">public entertainment</p> <p style="text-align: center;">sports/children's activities</p> <p style="text-align: center;">tourists/ locals visit</p>

Marker A	Marker B	Average

WRITING 2**(6 marks)**

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

Situation: Imagine your friend Paul/Sara from the US wants to do a school project about the **traditional dress** and **food** of Oman. He/She needs some information about the topic. Write an **email** about the Omani culture in wearing traditional dresses and food preparation. (What dress do men and women wear? How do they wear them? What food do they make on special days? Etc.)

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

Marker A	Marker B	Average

**WRITING
SCORE**

10

GRADE NINE — ENGLISH LANGUAGE
SEMESTER TWO, 2014/2015, FIRST SESSION
REGION: MUSCAT

MARKING GUIDE
TOTAL MARKS: 40
page 1 of 4

LISTENING 1 (5 mks)						
	electrician	a receptionist	a teacher	a taxi driver	a carpenter	a dentist
1.	<input type="radio"/>	<input checked="" type="radio"/>	<input 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 checked="" 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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

LISTENING 2 (5 mks)	GRM/ VCB 1 (2.5 mks)
6. Over 2000 years ago	1. <u>popular</u>
7. the rain and wind	2. <u>cheerful</u>
8. 1368	3. <u>costume</u>
9. prisoners and local people	4. <u>invited</u>
10. About 6,400 km long	5. <u>audience</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)										
	are	by	small	an	is	which	might	have	the	any
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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	<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"/>
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 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"/>

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

GRM/ VCB 3 (5 mks)	
11. <u>made</u>	16. <u>children</u>
12. <u>most</u>	17. <u>because</u>
13. <u>tells</u>	18. <u>has</u>
14. <u>story</u>	19. <u>ago</u>
15. <u>ideas</u>	20. <u>this</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 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"/>

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

READING 2 (6 mks)			
5.	<input type="radio"/> 2008	<input checked="" type="radio"/> 2010	<input type="radio"/> 2014
6.	<input type="radio"/> Thailand	<input checked="" type="radio"/> Macau	<input type="radio"/> South Korea
7.	<input type="radio"/> First	<input type="radio"/> Second	<input checked="" type="radio"/> Third
8.	<input checked="" type="radio"/> 2,092km	<input type="radio"/> 3,000km	<input type="radio"/> 2,095km
9.	<input type="radio"/> Seeb	<input checked="" type="radio"/> Qurum	<input type="radio"/> Qantab
10.	<input type="radio"/> 10	<input type="radio"/> 13.	<input checked="" type="radio"/> 14

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

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	<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)	
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>: EITHER Irrelevant (Completely unrelated to the task/ instructions) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR Complete nonsense</p>
<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 <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.</p>	
<p>Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	

Grade 9 sem 2 session 1 2014-2015

LISTENING SCRIPT(1)

You're going to hear five people speaking. Who are they talking to?

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

1. Yes, I need a single room not a suit. I will stay in the hotel for two days. I will reach there by mid night. Please get the room ready for me.
2. My fans and lights are working. There is power supply but my TV set is not working. May be there a problem with the switch. Would you please fix it for me?
3. Would you please repeat? Which exercises should we do for the homework tomorrow? And should we write the dictations words and keep it in our file.
4. Please take me to Carl Ritz hotel. How much time will we take from the airport to reach the hotel? Can you please tell me the fare?
5. Ouch! I have a severe tooth pain in the lower jaw. It started since yesterday. I tried some medicine but the pain didn't subside. I need an injection, please.

LISTENING SCRIPT(2)

*You're going to hear some facts about **The Great Wall of China***

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

The Great Wall of China is one of the wonders of the world. It was built over 2000 years ago to defend from people in the North. It was built by several emperors at different times in the Chinese history. The first wall was built by the emperor of Qin Dynasty. The emperors that followed made the wall longer and thicker. Most of have been destroyed by the rain and wind.

The Great Wall which stands today was built during the Ming Dynasty, starting from the year 1368 till the year 1640. This new wall was built with stronger materials than any wall built before. The main reason for building the wall was to make it difficult for people to enter China on their horses, steal property and escape.

Thousands of soldiers, prisoners and local people built the wall. It was called 'The long Graveyard' because around one million workers died building the wall. The wall is about 6,400 km long and 4.5 to 9 metres wide and about 7.5 metres tall. However, in 2002, scientists showed that less than 30% of the wall remains in good condition and some of the wall sections are now in ruins or even entirely disappeared.

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

Name			
School		Class	

Write your answers on the Test Paper**Time: ٢ hours****Pages: ١٠**

TEST SCORES	LISTENING	١٠	
	GRM/VCB	١٠	
	READING	١٠	
	WRITING	١٠	
	TOTAL	٤٠	

LISTENING ١ (Items ١-٥)**(٥ marks)**

You're going to hear five people speaking. Who are they talking to?

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

manager	tourist	musician	tour guide	dentist	film maker
---------	---------	----------	---------------	---------	---------------

١.

٢.

٣.

٤.

٥.

LISTENING ٢ (Items ٦-١٠)

(٥ marks)

You're going to hear text about an old town called Craco.

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

٦. Where is Craco?

٧. How far is Craco from the coast?

٨. What was the main job for people in Craco?

٩. What kinds of crops were grown in Craco town?

_____.

١٠. What is Craco now?

_____.

**LISTENING
SCORE**

--

--

١٠

GRAMMAR/VOCABULARY ١ (Items ١-٥)**(٢½ 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**.

١. (noun) A building where people go to watch a performance.
e.g. Yesterday, we watched a funny play in the town **the** _ _ _ _ .
٢. (verb) to go or visit a place especially by plane
e.g. You should know about the country before you **tra** _ _ _ to it
٣. (adjective) having a strong pleasant taste
e.g. I find Indian food delicious because it is very **sp** _ _ _
٤. (adverb) not quickly
e.g. He walked **slo** _ _ _ along the street.
٥. (noun) A covering for part or all of the face for protecting or hiding
e.g. I like the **m** _ _ _ of lion that was used in the last show.



GRAMMAR/VOCABULARY ٢ (Items ٦-١٠)

(٢ ½ marks)

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

Rome is the capital ^(٦) _____ Italy. It is a very old and beautiful city near the coast. There are ^(٧) _____ old and famous buildings in Rome. The population of Rome is ^(٨) _____ ٤ million. In Italy, people ^(٩) _____ Italian language. Rome is a city ^(١٠) _____ you can enjoy yourself.

in where of are many live the about speak from

٦.	<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"/>
٧.	<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"/>
٨.	<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"/>
٩.	<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"/>
١٠.	<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 ٣ (Items ١١-٢٠)**(٥ 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

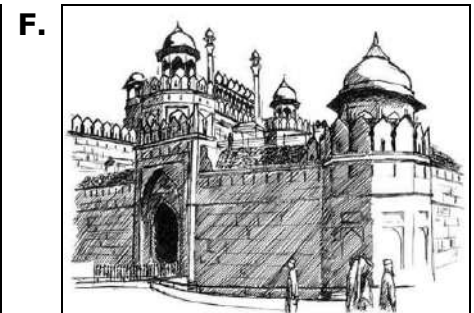
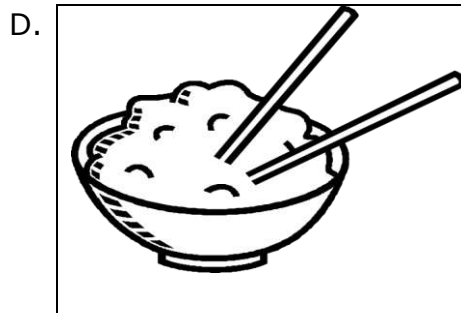
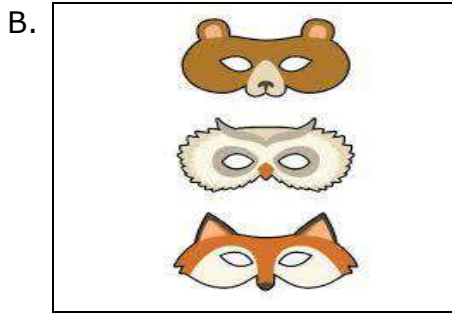
Like Shabab Oman, another great **sh**_____ which helps training young **pe**_____ to build peace **a**_____ understanding between nations is the Lexicon. The Lexicon **w**_____ built in ١٩١٤ in the USA. This vessel **c**_____ carry ٤٠٠ **pass**_____ and a cargo of over ١٠٠٠٠ m^٣. The cargo is actually books. The Lexicon is visiting Sultan Qaboos port in Muttrah. The crew **w**_____ have volunteered **t**_____ run this ship, come from ٤٠ **diff**_____ countries .In addition, they perform music, **dra**_____, and dances from their countries.

**GRM/VCB
SCORE**

READING ١ (Items ١-٤)

(٤ marks)

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



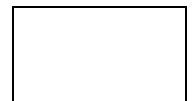
Pictures

Texts

A	B	C	D	E	F
---	---	---	---	---	---

١. These days, it is the time for our town festival. My sister and brother went yesterday. It has many interesting events, food and balloons.
٢. Last year, my cousin travelled to India. He took many photographs. It is amazing place where you can see the circle traditional dancing.
٣. Food is a part of any culture. For example, Chinese are famous for their noodles . They use chopsticks to pick up their food.
٤. Old buildings such as forts and towers show the history and creativity of the country. They reflect the life style that was there.

<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 ٢ (Items ٥-١٠)**(٦ marks)**

Read the text. Then complete the task.

Who do not hear or watch Charlie Chaplin films? There are many reasons why he became popular during his life. To start, I think this man was one of the most pivotal stars of the early days of Hollywood, lived an interesting life both in his films and behind the camera. I certainly agree that he was an icon of the silent film era, often associated with his popular "Little Tramp" character; the man with the toothbrush moustache, bowler hat, bamboo cane, and a funny walk.

His profession, as I suppose, started when he was born in London, England on April ١٦th, ١٨٨٩, for parents who were both music hall performers. So I mainly suggest that his parent's job inspired him to be an actor. He started early, at the age of ١٠ when he left school and joined the stage where he became famous as a mime actor. This taught him how to express himself and show his feelings by using facial expression and no props. In my opinion, it is clear that America gave him the big chance to start his real work as an actor. So in ١٩١٠, he went to America for the first time to start working in the early silent movies. By ١٩١٦ he was earning ١٠٠٠٠٠ \$ a week and was probably the highest paid actor, if not the highest paid person, in the world. Absolutely, he deserved the vote as the greatest actor in film history in ١٩٩٥. Chaplin died on December ٢٥, ١٩٧٧ at his home in Switzerland.

To conclude, personally, I think Charlie Chaplin was one of the greatest filmmakers in the history of American cinema, whose movies were and still are popular throughout the world, and have even gained notoriety as time progresses. It is obvious that his films show, through the Little Tramp's positive outlook on life in a world full of chaos, that the human spirit has and always will remain the same.

READING ٢ (cont'd)

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

٥. Charlie Chaplin was famous in _____ films.
 action natural silent
٦. He was very famous for the character of _____.
 Music performer Little tramp filmmaker
٧. _____ of his parents were music performers.
 None Both One
٨. He left school to work as a mime actor when he was _____.
 ٥ ١٠ ١٥
٩. He got a chance to work in silent movies and became famous in _____.
 ١٨٨٩ ١٩١٠ ١٩١٦
١٠. He died in ١٩٧٧ in _____.
 England America Switzerland

**READING
SCORE**

١٠

WRITING ١

(٤ marks)

Write a paragraph about a building called **Abbot House**. Use **ALL** the information in the box. Your writing should be correct and well-organized.

Abbot House

open/visitors/summer

south/Scotland

built /١٩th century gift shops/souvenirs

walk/beautiful garden

١٠,٠٠٠ visitors/year collection of weapons

Marker A	Marker B	Average

WRITING ٢

(٦ marks)

Complete the following task. Write at least ٧٥ **words**.

Situation: Your friend is doing a project about dream jobs for students in grade nine. Write a **letter/email** to Nasir/Nasra. Telling him/her your dream job in the future and why you like this job.

Your writing should be clear and interesting.

Marker A	Marker B	Average

**WRITING
SCORE**

١٠

ENGLISH LANGUAGE**Listening ١**

١. It is one of the hardest journeys I've ever been to. So, how much time do we still need to reach the mountain? I feel little tired.
٢. Excuse me sir, this is the report that you asked for last week. I mentioned all numbers and schedules about our company.
٣. Hello all, before we arrive to Madrid, I would like to give some information about its beautiful buildings and streets.
٤. Good morning, I would like to ask you about the film if it's ready to show it at the weekend at the town cinema.
٥. I've had a horrible pain since yesterday. Now I have a headache because of my tooth. It's harmful.

Listening ٢

Most visitors to Italy only go to the great cities in the north of the country---Venice, Milan, Florence and, of course, the capital city, Rome. But there is also a lot to see in the south. For example, one place there that I really love is called Craco. It's a beautiful old town up in the hills, about ٤٠ kilometres from the coast in the region of Basilicata. It sits on a ٤٠٠-metre-high cliff overlooking a deep river valley.

Craco is an ancient place with a long history. It was built ١٥٠٠ years ago, and its people lived mainly from farming- raising goats and growing crops such as olives and grapes. But it was never an easy place to live. The soil was poor and the climate was hard- very little rain, very hot in the summer and very cold in the winter.

So now the beautiful old town of Craco is just a museum. The only people who go there are historians and tourists, who walk around the quiet, empty streets enjoying the 'old world' atmosphere and taking photos of the beautiful scenery. It's rather sad, but it's a unique experience- it's well worth a visit.

LISTENING ١ (٥ mks)						
	manager	tourist	musician	tour guide	dentist	film maker
١.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
٢.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
٣.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
٤.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
٥.	<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 ٢ (٥ mks)	GRM/ VCB ١ (٢.٥ mks)
٦. Italy	١. the <u>atre</u>
٧. ٤٠ kilometers	٢. <u>travel</u>
٨. farmers	٣. <u>spicy</u>
٩. Olives and grapes	٤. <u>slowly</u>
١٠. A museum	٥. <u>mask</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 ٢ (٢,٥ mks)										
	in	where	of	are	many	live	the	about	speak	from
٦.	<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"/>
٧.	<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"/>
٨.	<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"/>
٩.	<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"/>
١٠.	<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 ٣ (٥ mks)	
<p>١١. <u>ship</u></p> <p>١٢. <u>people</u></p> <p>١٣. <u>and</u></p> <p>١٤. <u>was</u></p> <p>١٥. <u>can</u></p>	<p>١٦. pass<u>engers</u></p> <p>١٧. <u>who</u></p> <p>١٨. <u>to</u></p> <p>١٩. diff<u>erent</u></p> <p>٢٠. drama<u></u></p>

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

READING ١ (٤ mks)						
	A	B	C	D	E	F
١.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
٢.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
٣.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
٤.	<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 ٢ (٦ mks)		
٥. <input type="radio"/> action	<input type="radio"/> natural	<input checked="" type="radio"/> silent
٦. <input type="radio"/> Music performer	<input checked="" type="radio"/> Little tramp	<input type="radio"/> filmmaker
٧. <input checked="" type="radio"/> Both	<input type="radio"/> One	<input type="radio"/> None
٨. <input type="radio"/> ٥	<input checked="" type="radio"/> ١٠	<input type="radio"/> ١٥
٩. <input checked="" type="radio"/> ١٩١٠	<input type="radio"/> ١٨٨٩	<input type="radio"/> ١٩١٦
١٠. <input type="radio"/> England	<input type="radio"/> America	<input checked="" type="radio"/> Switzerland
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

WRITING ١ (٤ mks)	
٤	– Presents all the information, fully and clearly. – Writing is well-organised and coherent, with only minor language errors.
٣	– Presents most of the information, clearly enough. – Writing contains some noticeable language errors and sometimes lacks coherence.
٢	– Manages to present only some of the information; important points are missing or unclear. – Language contains frequent errors, some of which obscure meaning.
١	– A <u>very</u> feeble attempt at the task, presenting very little information. – Language used is extremely limited and/or seriously distorted.
٠	<u>No attempt at the task: 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 ٢ (٦ mks)	
٦	<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.
٥	<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.
٤	<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.
٣	<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.
٢	<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.
١	<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.
٠	<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 ١: 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 ٢: No marks should be awarded or deducted for the address. Any addresses should be ignored.

ENGLISH LANGUAGE TEST**GRADE NINE****Semester Two
Second 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. Who are they talking to?
Listen and for each item, shade in the bubble under the correct option.

an architect	student	actor	tennis player	audience	A lawyer
--------------	---------	-------	---------------	----------	----------

- | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 text about **a novel**.

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

6. Where was Mary Shelly born?

7. When was the book published?

8. Was the book successful?

9. What type of novel was the book?

_____.

10. What was Lord Byron's job ?

?

--

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 place where old things are put and preserved

e.g. we went to Muscat and visited Natural History **Mu s e u m**.

1. ((adjective) very steep and covered in rough rocks.

e.g. The road was very **c** _ _ _ _ .

2. (adjective) showing that you are thinking about others' feelings.

e.g. Be **p** _ _ _ _ when you talk with your parents.

3. (noun) the act that actors make in front of audience

e.g. Charlie Chaplin's **P e r** _ _ _ _ _ in films is very interesting.

4. (verb) to say or show your feelings or opinions.

e.g. The debate is a chance for you to **e x** _ _ _ _ your ideas.

5. (noun) someone who uses wood to make doors , chairs and other furniture

e.g. I asked the **c a** _ _ _ _ _ to make a new table for my office.



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.)

A German painter called Franz Marc ⁽⁶⁾ _____ interested in shapes and colours . He had ⁽⁷⁾ _____ painting all his life. In 1914, he painted a picture of an elephant, a horse, and a cow. Their colours are not realistic. He said ⁽⁸⁾ _____ if you want to make beautiful paintings , you ⁽⁹⁾ _____ enjoy painting. People ⁽¹⁰⁾ _____ liked Franz's paintings tried to imitate him.

what who that was been and are should never have

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

Omani Culture is deeply rooted in its Arab trad_____ and Islamic reli_____. The Omani people are well known for their hospitality for their gue_____. If someone inv_____ you to his house he will usually serve cof_____, a strong, bitter drink flavoured with cardamom, and da_____ or halwa, a deli_____ sweet. Oman cele_____ different occasions such as Eid Al Fitre , Eid Al Adha and Nat_____ day which is on the 18 of Nov_____.

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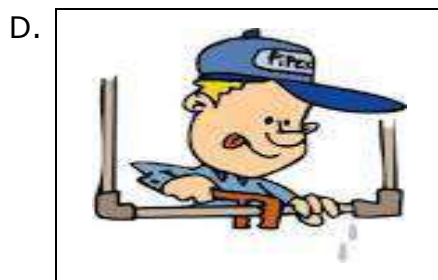
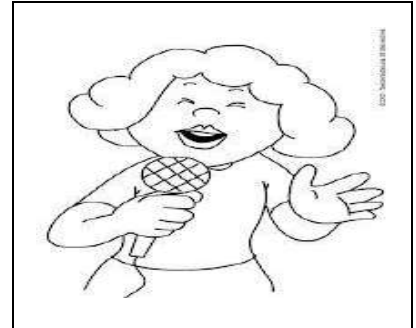
**GRM/VCB
SCORE**

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. Since she was a child, Maria liked singing. At first she was worried to stand in front of audience but after some time she got used to that.
2. Tour guides help tourists in visiting famous places. They provide them with information about each place.
3. David graduated from Cambridge University last year. He started to work as a lawyer.
4. Tom works as a plumber. He fixes water pipes and puts in bathrooms.

	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 question, write a short answer (**not more than FOUR WORDS**).

Anne Frank was born in Frankfurt am Main, Germany as the second child of Otto and Edith Frank. Anne's sister, Margot Frank, was three years older.

The Franks were a middle-class family whose grandparents had lived in Germany for centuries. The Franks considered Germany their home; therefore it was a very difficult decision for them to leave Germany in 1933 and start a new life in the Netherlands.

The Franks quickly settled into life in Amsterdam. While Otto Frank focused on building up his business, Anne and Margot started at their new schools and made a large circle of friends.

On May 10, 1940, Germany attacked the Netherlands. Five days later, the Netherlands officially surrendered. In addition to no longer being able to sit on park benches, go to public swimming pools, or take public transportation, Anne could not go to school. In September 1941, Anne had to leave her school.

The Franks realized they needed to find a way to escape. Unable to leave from the Netherlands because the borders were closed, the Franks decided the only way to escape was to go into hiding. Therefore, the Franks had begun organizing a hiding place. Their hiding place was located in Otto Frank's business

For Anne's 13th birthday, she received a red-and-white-checkered autograph album that she decided to use as a diary. Much of the diary is about her fears, her hopes, and her character.

The Franks had planned on moving to their hiding place on July 16, 1942, but their plans changed when Margot received a call-up notice on July 5, 1942. After packing their final items, the Franks left their apartment the following day.

In 1944, Anne and all those who had been hiding in the Secret Annex were shipped to Auschwitz . At Auschwitz, the group was separated and several were soon transported to other camps. In late February or early March of 1945, Margot died of typhus, followed just a few days later by Anne, also from the same disease.

READING 2 (cont'd)

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

5. When Anne was 13 years, her sister Margot was:
- 3 10 16
6. At the beginning of their life, the Franks lived in:
- Netherlands Germany Amsterdam
7. Netherlands officially surrendered on _____ March 1940:
- 10 15 20
8. The Franks decided to escape by:
- Hiding in Otto Frank's business Leaving Netherlands Travelling back to Germany
9. Much of Anne's diary is about:
- her country her family herself
10. In 1945, Anne died because :
- of a dangerous disease she was killed soldiers attacked her

10

WRITING 1

(4 marks)

Write a paragraph about a tourist attraction called **Great Wall of China**. Use **ALL** the information in the box. Your writing should be correct and well-organized.

Great Wall of China

longest wall/great tourist attraction

built/2,000 years/Qin Shi Huang

northern China/mountains stone/brick

protect/Chinese Empire/enemies

length/5,000 Km thickness/4-9 metres

Marker A	Marker B	Average

WRITING 2

(6 marks)

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

Situation: Your friend Fahad / Farah sent you an email asking you about the work you would like to start after school . Write a **letter/email** to him/her describing the job you like to have and why you chose this job.

Your writing should be **clear** and **interesting**.

Marker A	Marker B	Average

WRITING SCORE	
	10

LISTENING 1 (5 mks)						
	an architect	student	actor	tennis player	audience	A lawyer
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 checked="" 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 mks)	GRM/ VCB 1 (2.5 mks)
6. London (England) 7. 1818 8. yes 9. science fiction 10. A poet	1. craggy 2. polite 3. performance 4. express 5. carpenter
<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)										
	what	who	that	was	been	and	are	should	never	have
6.	<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"/>
7.	<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"/>
8.	<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"/>
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. traditional 12. religion 13. guests 14. invites 15. coffee	16. dates 17. delicious 18. celebrates 19. National 20. November

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 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"/>

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

READING 2 (6 mks)			
5.	<input type="radio"/> 3	<input type="radio"/> 10	<input type="radio"/> 16
6.	<input type="radio"/> Netherlands	<input type="radio"/> Germany	<input type="radio"/> Amsterdam
7.	<input type="radio"/> 10	<input type="radio"/> 15	<input type="radio"/> 20
8.	<input type="radio"/> Hiding in Otto Frank's business	<input type="radio"/> Leaving Netherlands	<input type="radio"/> Travelling back to Germany
9.	<input type="radio"/> her country	<input type="radio"/> her family	<input type="radio"/> herself
10.	<input type="radio"/> of a dangerous disease	<input type="radio"/> she was Killed	<input type="radio"/> soldiers attacked her
<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	<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)	
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>

Listening 1

1. You play very well. You can join a club and enjoy playing with others. At what age did you start this sport?
2. This activity is homework. You should do it by yourselves and bring it to class tomorrow. You shouldn't copy from colleagues.
3. I want you to design a house for me. It should contain three sleeping rooms, a kitchen and a sitting room.
4. Hi everybody. Hope you'll enjoy our program. Today we are going to talk about the biography of a famous Arab Explorer called Ibn Battuta.
5. You are great Mike. Your performance is interesting. I really like your comedies. Please accept our invitation for dinner tomorrow in our restaurant.

Listening 2

Frankenstein is a novel written by Mary Shelley, who was born in 1767 in London, England. She wrote it when she was very young, but her name wasn't on it when the book was published in 1818. Critics did not like the novel at first, and there was a lot of guessing about who wrote it. Despite what the critics said, the book became very successful, and many editions have been published since then. The novel is often considered the first science fiction novel.

One summer, Shelley visited Lord Byron, a poet, at his home in Switzerland. While she and other guests were there, cool and rainy weather kept everyone in the house. To pass the time, they read ghost stories. Byron asked all the guests to write their own scary stories. Many sources say that Shelley remembered a dream she had and that inspired her to write Frankenstein during that dreary summer at Lord Byron's house in Geneva.

She wrote the novel during the Industrial Revolution when science and technology were developing rapidly. Some people believe that the monster represents bad things happening when science grows too quickly. In the original novel, the monster does not have a name, while Frankenstein is the name of the scientist who created him.

REGION:

2015/2016

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
---------------------	---------------	-------------------	-----------------------	----------------	-------------

- | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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).

--

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 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.

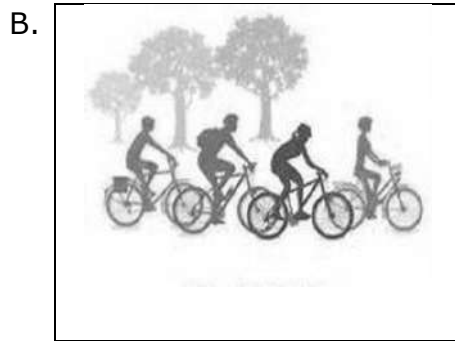
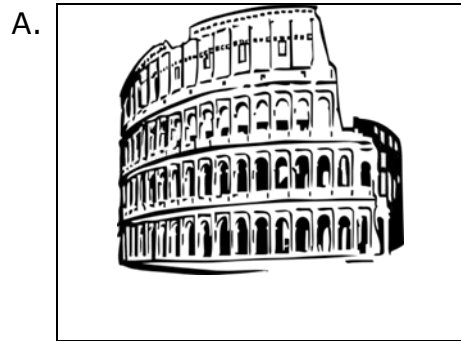
**GRM/VCB
SCORE**

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

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.

A	B	C	D	E	F
---	---	---	---	---	---

<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 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)
6. in london	1. <u>resses</u>
7. Natural/ natural lightening	2. <u>local</u>
8. destroyed (by fire)/ burned/ damaged/ fire	3. <u>crew</u>
9. 1644	4. <u>loudly</u>
10. 100 meters/ one hundred /a hundred	5. <u>return</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 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)	
11. <u>Who</u>	16. <u>his</u>
12. <u>environment</u>	17. <u>games</u>
13. <u>must</u>	18. <u>usually</u>
14. <u>family</u>	19. <u>understand</u>
15. <u>fashion</u>	20. <u>be</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 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 |

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

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	<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)	
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>	

GOVERNORATE: AL-SHARQIA NORTH

2015/2016

ENGLISH LANGUAGE TEST

GRADE NINE

Semester Two
Second 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. Who are they talking to?
Listen and for each item, shade in the bubble under the correct option.

tour guide

bee keeper

waiter

teacher

actor

poet

1.

2.

3.

4.

5.

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

You are going to hear a short text about **Titanic Movie**.

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

6. Who was the director of the movie?

7. What was the movie about ?

8. When was it presented?

9. How much did it cost?

10. How many awards did it win?

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) traveling from one place to another.
e.g. It would be a long **jou** _ _ _ _ .

2. (adj) attractive and impressive.
e.g. Sara gave her mother a **stun** _ _ _ _ gift.

3. (verb) to show that a day or event is important by doing something enjoyable on it.
e.g. When do people **celeb** _ _ _ _ _ the new year?

4. (verb)to make or become better.
e.g. The low student should **imp** _ _ _ _ his level to pass.

5. (adv) doing something in good manners.
e.g. She asked her father for a permission **pol** _ _ _ _ _ .



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.)

Last weekend, my friends and I decided ⁽⁶⁾ _____ go to the cinema (7) _____ we can see the 3D version of a new film. When we arrived, we chose (8) _____ action film. The film was so interesting, you feel⁽⁹⁾ _____ you were with them. In fact, we spent enjoyable time and we agreed that we(10) _____ go again next week.

b Going to wherever as if where to an and will a

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

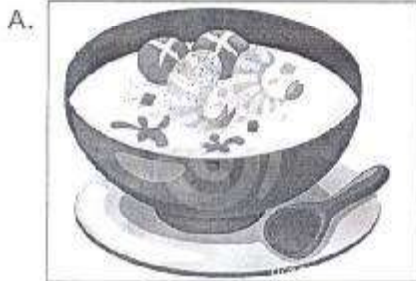
Every country has its own culture and (11) **heri**_____ which they try to (12) **ke**_____. Culture has many aspects like food, (13) **tradi**_____, jobs and clothing. Oman(14) **i**____ one of them that has valuable(15) **cust**_____ which(16) a_____ preserved (17) **i**____ many ways such(18) **a**____ encouraging the Omani people to be proud of them and(19) **teac**_____ them to (20) **th**_____ young.

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

1. Japanese people wear it in special occasions. It is a traditional one called(Kimono). They wrapped it around the body.
2. Food is a part of culture. (Bouillabisse) is a French soup includes seafood, tomatoes, onion and garlic.
3. It is an ancient dance in India. It's performed by women who are making special actions using their hands and feet.
4. Omani bracelets are always worn in pairs. Omani women wear them at Eids and weddings. They are made of silver or gold.

Pictures

A	B	C	D	E	F
---	---	---	---	---	---



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

Read the text. For each question, write a short answer (**not more than FOUR WORDS**).

Bilingual education is the process of teaching students using two languages. This type of education is designed to help students learn a new foreign language beside students' mother language . This second language could be English, French or any other foreign language. In the Arab countries, bilingual schools teach math, science and social studies in English but they teach Arabic and religion subjects in Arabic. Students begin receiving instruction in their native language and finally they communicate with each other and with their teachers entirely in English. Teachers use the second language to communicate with students but are able to understand students when they must ask questions in their native languages. However, teachers respond to questions in the language students are learning.

Parents who send their children to bilingual schools pay more money for some reasons. Once a person has opened his mind to take in a second language, it becomes easier for him to learn a third foreign language. Also the person who speaks other languages seems to be more confident and can easily make friends and is open to other cultures. Moreover , the bilingual student has more chances to get a good job either in the national or international companies.

However, bilingual education faces some challenges. For example, students who learn in their native language will learn faster than bilingual ones.. This is because they focus on the subject instead of trying to understand what is being said as it happens with bilingual students who are still learning a foreign.

READING 2 (cont'd)

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

5. Bilingual schools introduce _____ to students.
 one foreign language two foreign languages three foreign languages
6. In bilingual schools, students study social studies subject in _____.
 Arabic English English and Arabic
7. First, students are given the instructions in _____.
 English English and Arabic Arabic
8. Those who speak foreign languages find it ____ to learn other foreign languages.
 easy difficult boring
9. Bilingual students have _____ job opportunities in the national companies.
 fewer no more
10. Students who learn using the _____ learn faster.
 native language multi languages foreign languages

READING SCORE	10

WRITING 2

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

(6marks)

Situation: your friend Salma/Salim is doing a school project about what her/his friends want to be in the future. Help her by writing an e-mail telling her what your dream is and what you want to be.

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

Marker A	Marker B	Average

WRITING
SCORE

10

GRADE NINE — ENGLISH LANGUAGE
SEMESTER TWO, 2015/2016, SECOND SESSION
GOVERNORATE: Sharqia North

MARKING GUIDE
TOTAL MARKS: 40
page 1 of 4

LISTENING 1 (5 mks)

	tour guide	bee keeper	waiter	teacher	actor	poet
1.	<input type="radio"/>	<input checked="" type="radio"/>	<input 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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input checked="" 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)

6. James Cameron	1. <u>journey</u>
7. Sinking ship	2. <u>stunning</u>
8. December 19, 1997	3. <u>celebrate</u>
9. \$ 200,000,000 (two hundred million dollar)	4. <u>improve</u>
10. 11 academy awards	5. <u>politely</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 mks)										
	if	Going to	wherever	as if	where	to	an	and	will	a
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 checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	<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"/>
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 checked="" type="radio"/>	<input type="radio"/>

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

GRM/ VCB 3 (5 mks)	
11. <u>heritage</u>	16. <u>are</u>
S1 2. <u>keep</u>	17. <u>in</u>
13. <u>traditions</u>	18. <u>as</u>
14. <u>is</u>	19. <u>teaching</u>
15. <u>customs</u>	20. <u>the</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 checked="" 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 type="radio"/>	<input type="radio"/>	<input checked="" 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"/> One foreign language	<input type="radio"/> two foreign languages <input type="radio"/> three foreign languages
6.	<input type="radio"/> Arabic	<input checked="" type="radio"/> English <input type="radio"/> Arabic and English
7.	<input type="radio"/> English	<input type="radio"/> English and Arabic <input checked="" type="radio"/> Arabic
8.	<input checked="" type="radio"/> easy	<input type="radio"/> difficult <input type="radio"/> boring
9.	<input type="radio"/> fewer	<input type="radio"/> no <input checked="" type="radio"/> more
10.	<input checked="" type="radio"/> Native language	<input type="radio"/> Multi languages <input type="radio"/> bilanguages

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

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	<p><u>No attempt at the task</u>: 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</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>: EITHER Irrelevant (Completely unrelated to the task/ instructions) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR 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.

Listening scripts

Task 1: You are going to hear five people speaking. Who are they talking to?
Listen and for each item, shade in the bubble under the correct option

- 1- How are you sir? Could you please tell me how to make honey by this traditional way? It is really amazing.
- 2- Excuse me, I like this museum . Are we allowed to take pictures for those old objects and dresses?
- 3- I really like your poems. All of them are talking about life and humans. They give the reader a lot of advices.
- 4- Can I have the menu ? ok please, we want salmon and chips. Oh wait, Is the fish fresh?
- 5- Thank you for taking some time off from your busy schedule and ask you a question. Which scene you are acting now?

Task2: You are going to hear a short text about Titanic Movie.

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

Titanic is an American romantic disaster movie. It was directed, produced and written by James Cameron. Its two stars are Leonrdo DiCaprio and Kate Winslet. It is about a story of sinking ship called Titanic which was sailing from England to New York and carried about 2,340 passengers and crew. In 1912, it unfortunately hit an iceberg before midnight in the Atlantic Ocean even though it was the largest ship of its time and people didn't believe that it may sink.

The production of the movie began in 1995 and it took about two years to finish because of the huge work to reconstruct the ship which took place in California. To create the sinking of the ship , scale models and computer imagery were used. It was presented on 19 December 1997. At the time when the movie was released , it was the most expensive movie ever made. It cost about 200 million dollar.

It won 11 academy awards and was nominated for fourteen other academy awards.

A 3D version of the movie was released in a theater on 4th April 2012 to mark the 100th anniversary of the sinking of the ship. It earned about 343.6 million dollar.

REGION: Al Wusta

2013/2014

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 they taking about?

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

	Handcrafts Hall	Different kinds of puppets	Mass tourism	Some tips for learning English	Youth working during holidays	The importance of keeping languages alive
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 named "**An honest man.**"

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

6. Where did this story happen?

7. What did the beggar find ?

8. What did the rich man offer?

9. Where did the beggar and the rich man go?

_____.

10. What did the Kind decide to do?

_____.

--

--

**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) A building where people go to watch a performance.
e.g. last week, I went to the **the** _ _ _ _ to see a play.
2. _____ (adjective) frightened of sb or sth.
e.g. She is **sca** _ _ _ of walking home alone in the dark.
3. _____ (preposition) showing purpose or use.
e.g. Let's go **f**_ _ a walk.
4. _____ (verb) to close.
e.g. He **s** _ _ _ his eyes and tried to go to sleep.
5. _____ (adverb) when you are pleased about something.
e.g. They all lived **happ** _ _ _ together.



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.)

Tawfik el Hakim is thought to be one of the best 20th Century Arab Playwrights. He **(6)** _____ born in Alexandria, Egypt in 1898 and died in 1987. He went to school in Cairo and in Paris. When he returned **(7)** _____ France, he worked for the Egyptian government in the city and the regions. This helped him find out a lot about people in his country, which he used as ideas for some of his plays. He wrote his first play in French. One of his most popular plays **(8)** _____ called " The Fate of Cockroach", which he wrote in 1967. This play tells the story of the King of Cockroaches, **(9)** _____ falls into a lake which is sometimes full and sometimes empty. While the other Cockroaches try to work out what to do, some humans are looking at **(10)** _____ bathtub which has a Cockroach in it and are deciding what to do as well.

	most	who	from	them	there	for	is	when	was	their
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

Britain is a multicultural society. It is amazing to think that about 4.6 million **(11) peo_ _ _** in Britain today are from other**(12) cult _ _ _ _**. If you decide to walk**(13) do _ _** a city street in Britain, you will meet people with **(14)diff _ _ _ _ _** hair, skin and eye colour and speaking different languages.

People moving to Britain have brought their own cultures and try to keep the two cultures alive. For **(15) exa _ _ _ _**, if you want to experience Caribbean culture, you can visit the Notting Hill Carnival **(16) wh _ _ _** is now an important celebration in London. More **(17) t _ _ _** three million people living in the United kingdom were born in countries where English is not the **(18) nati _ _ _ _** language. One teacher said, "It's wonderful to work in London. Over 300 different languages are **(19) spo _ _ _** by London schoolchildren! Many of the children in my class **(20) a _ _** learning to speak English as a third or fourth language."

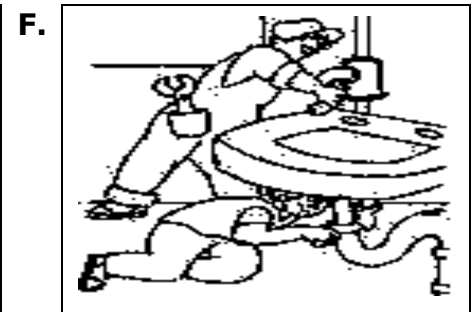
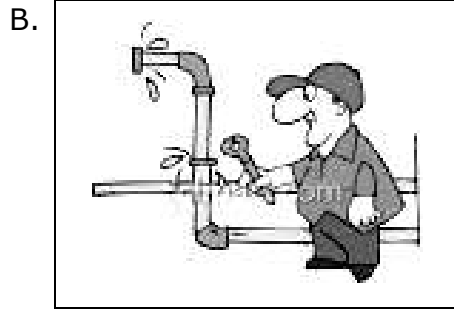
**GRM/VCB
SCORE**

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
1.	Ahmed is 45 years old. He has a big workshop. He makes furniture and things out of wood. He likes his job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Sheika is 35 years old. She is married and has a small family. She helps people with legal problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Hamad is 30 years old. He works for a big company in Nizwa. He plans the building of roads, bridges and machines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Khalid is a very active man. He lives in Salalah with his parents. He spends his time repairing water pipes and putting in bathrooms.	<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.

We all love being on our laptop, smart phones and ipads, the internet is the big reason behind us spending so much time on these gadgets. The internet is probably one of the greatest inventions of the century. Before this invention we had to go to the library to do our researches but now, all we have to do is go to Google and do our researches. We can do many things with the internet; we can shop, chat with our friends in Facebook or Skype, watch videos in YouTube, earn money from blogging, and many more!

The internet is really useful and has a lot of advantages. Now, you can communicate in a fraction of second with a person who is sitting in the other part of the world. With the help of such services, it has become very easy to establish a kind of global friendship where you can share your thoughts and explore other cultures. Information is probably the biggest advantage that Internet offers. Internet is a treasure of information. Any kind of information on any topic under the sun is available on the Internet. Entertainment is another popular reason why many people prefer to surf the Internet. One cannot imagine an online life without Facebook or Twitter.

Social networking became so popular amongst youth. One of the most disadvantages of internet is "Theft of Personal Information" . If you use the Internet for online banking, social networking or other services, you may risk a theft to your personal information such as name, address, credit card number etc. so one need to be very alert when using the internet. Another disadvantage is " Social Disconnect". Thanks to the Internet, people now only meet on social networks. More and more people are getting apart from their friends and family. Even children prefer to play online games rather than going out and playing with other kids.

READING 2 (cont'd)

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

5.	People spend too _____ time on the internet.							
<input type="radio"/>	much		<input type="radio"/>	little		<input type="radio"/>	many	
6.	Internet made life _____							
<input type="radio"/>	more difficult		<input type="radio"/>	easier		<input type="radio"/>	less interesting	
7.	By using the internet, you can _____							
<input type="radio"/>	have a lot of friends		<input type="radio"/>	build a new house		<input type="radio"/>	Plant a lot of trees	
8.	You can _____ any kind of information on any topic under the sun on the Internet.							
<input type="radio"/>	spend		<input type="radio"/>	invent		<input type="radio"/>	find	
9.	People need to be very _____ when using the internet.							
<input type="radio"/>	strong		<input type="radio"/>	careful		<input type="radio"/>	interesting	
10.	Theft of Personal Information is one of the internet _____.							
<input type="radio"/>	advantages		<input type="radio"/>	social networking		<input type="radio"/>	disadvantages	

**READING
SCORE**

10

WRITING 1**(4 marks)**

Write a paragraph about **Food is a very important part of culture** Use **ALL** the information in the box. Your writing should be correct and well-organized.

Different people – different things/Omani Halwa
 Offer visitors/show hospitality/special events/delicious
 sweet/made with-water-sugar-wheat starch
 Put in-cooked over /symbol of.

Marker A	Marker B	Average

WRITING 2

(6 marks)

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

Situation: Imagine that you have recently moved to a new city, or a new part of the city where you live now. Write a **letter** to a friend from your old neighbourhood, telling him about : buildings, parks, sports facilities, entertainment, other things to do, public transport, traffic and your journey to work, shopping, safety etc.

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

Marker A	Marker B	Average

WRITING SCORE	
	10

GRADE NINE — ENGLISH LANGUAGE
SEMESTER TWO, 2013/2014, FIRST SESSION
REGION: Al Wusta

MARKING GUIDE
TOTAL MARKS: 40
page 1 of 4

LISTENING 1 (5 mks)						
	Handcrafts Hall	Different kinds of puppets	Mass tourism	Some tips for learning English	Youth working during holidays	The importance of keeping languages alive
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 type="radio"/>	<input checked="" 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"/>
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 mks)		GRM/ VCB 1 (2.5 mks)	
6.	In the Middle East.	1.	<u>Theatre</u>
7.	A bag (containing a hundred of gold coins.).	2.	<u>Scared</u>
8.	A reward(to anyone who found the bag).	3.	<u>For</u>
9.	To the King.	4.	<u>Shut</u>
10.	To give all the money to the beggar.	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 mks)										
	most	who	from	them	There	for	is	When	was	their
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 checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	<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"/>
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 checked="" type="radio"/>

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

GRM/ VCB 3 (5 mks)	
11. <u>people</u>	16. <u>Which</u>
12. <u>cultures</u>	17. <u>Than</u>
13. <u>down</u>	18. <u>National</u>
14. <u>different</u>	19. <u>Spoken</u>
15. <u>example</u>	20. <u>Are</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 checked="" 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"/>

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

READING 2 (6 mks)

5.	<input checked="" type="radio"/>	much	<input type="radio"/>	little	<input type="radio"/>	many
6.	<input type="radio"/>	more difficult	<input checked="" type="radio"/>	easier	<input type="radio"/>	less interesting
7.	<input checked="" type="radio"/>	have a lot of friends	<input type="radio"/>	build a new house	<input type="radio"/>	Plant a lot of trees
8.	<input type="radio"/>	spend	<input type="radio"/>	invent	<input checked="" type="radio"/>	find
9.	<input type="radio"/>	strong	<input checked="" type="radio"/>	careful	<input type="radio"/>	interesting
10.	<input type="radio"/>	advantages	<input type="radio"/>	social networking	<input checked="" type="radio"/>	disadvantages

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

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	<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)

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>

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

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

- 1- It is where large numbers of people usually travel or go on holiday. Usually large tour companies sell cheap holidays to popular destinations where people stay in large hotels and resorts to relax and enjoy.
- 2- Come and see people from around the country demonstrating their skills- pottery making from Bahla, copper bowls from Batinah, weaving from Sharqiya, silver work from Dakhliyah and more. Here you can try to make things yourself.
- 3- We asked 60 German university students about the best holidays jobs they had ever done. During the interviews, they claimed that study and work did mix. They said having jobs made them more responsible and helped them develop respect for money.
- 4- These are not just for children! They are used all around the world in celebrations, festivals, performances and plays. Giant dragon ones in China which are used to celebrate the new year, can be 5 meters long.
- 5- Languages reflects the ideas and values of any nation culture.
It is not just details and words which are lost if a language dies out. That's why we should do our best to keep our language alive.

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

You are going to hear a story named "**An honest man.**"

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

This tale is from the Middle East. It's about a beggar who found a bag containing a hundred of 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 found it. Being honest, the beggar took the bag with its all money to the rich man and asked him 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 he had returned all the money. He said that they should go to the King, who could decide what to do. The rich man cautiously agreed to 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 amount of money. Confidently, he decided to give all the money to the beggar.

ENGLISH LANGUAGE TEST**GRADE NINE****Semester Two****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. **Who** are they talking **(to)**?
Listen and for each item, shade in the bubble under the correct option.

manager	hotel receptionist	waiter	movie star	teacher	shopkeeper
---------	-----------------------	--------	------------	---------	------------

- | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 text about a **visit** to **Finland**.

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

6. When did Salim visit Finland?

_____.

7. Who did he visit there?

_____.

8. How long did he stay in Finland?

_____.

9. How did he describe the people there?

_____.

10. Why didn't he go for a long walk?

Because _____.

--

--

**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) a journey

e.g. We are going on a **to** _ _ to the mountains next week.

2. (adjective) not fast

e.g. The traffic is often **sl** _ _ in the city center.

3. (verb) speak or write

4. e.g. She didn't **exp**_ _ _ herself very well in that article.

5. (noun) a person whose job is to repair and work with machines

e.g. I had to take my car to the **mec**_ _ _ _ today. It needs service.

6. (verb) to ask somebody to come somewhere

e.g. Shall we **inv**_ _ _ Jack for a meal next Friday?



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.)

Marcia ⁽⁶⁾ _____ a sales representative. She likes her job very much. She works in ⁽⁷⁾ _____ office. She ⁽⁸⁾ _____ worked there for seven years. She sells watches to boutiques ⁽⁹⁾ _____ department stores. Sometimes her throat is sore ⁽¹⁰⁾ _____ she has to talk a lot and highly to customers.

and the an is but its would in has because

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

My daily routine depends on the ⁽¹¹⁾ **wea**_____. If it is ⁽¹²⁾ **co**_____, I would go for a walk in the ⁽¹³⁾ **mor**_____. Usually I would run for ⁽¹⁴⁾ **ab**_____ half an hour ⁽¹⁵⁾ **wi**_____ my friend, Jack. However, if it is ⁽¹⁶⁾ **h**_____ and sunny, I prefer enjoying ⁽¹⁷⁾ **m**_____ breakfast in the backyard. I ⁽¹⁸⁾ **fe**_____ it keeps me strong ⁽¹⁹⁾ **eno**_____ until 2 o'clock in the ⁽²⁰⁾ **afte**_____.

GRM/VCB
SCORE

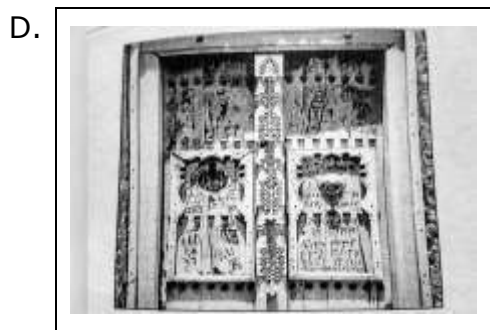
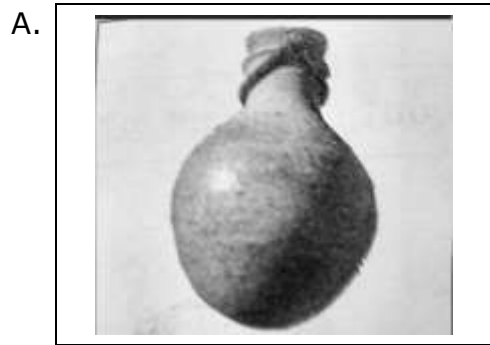
10

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

1. This is a traditional handmade piece of jewelry. Omani women especially in Al Sharqiya Region still wear those beautiful bracelets.
2. The Omani Khanajr is made of silver. It is worn by men during special occasions such as Eids and weddings.
3. This is a traditional incense burner that is made of clay. Such traditional burners have different beautiful colours and decorations.
4. The is a handmade pot that was used in the past to keep water cool. People didn't have fridges at that time.

A	B	C	D	E	F
---	---	---	---	---	---

<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.

Tourism in Oman is growing rapidly. In 2012, Muscat was named the Second Best City to visit in the world. Nizwa was the Capital of Islamic Culture in 2015. Over 29000 tourists visited Salalah in the Khareef Season of 2015. This is all great news but let's not forget that with advantages, tourism brings many disadvantages as well.

Tourism has many advantages such as the development of economy of a country. The tourists spend a lot of money during holidays. The local people involved in assisting the tourists earn a good income as well. Tourism also provides employment opportunities. In India, tourism industry is employing millions of people. Another important advantage is that it helps the local people to get in touch with people from different countries and cultures.

Although tourism can bring extra money to our country, the natural attractions such as beaches and landscapes can be damaged and polluted by careless tourists. The increasing traffic jam is another disadvantage. Since the beginning of 2016, over 60 million tourists have visited Spain. You can imagine how this can increase the traffic and the pressure on other services. Tourism can also affect the natural habitats. In order to attract more tourists and earn more profits, resorts are built by cutting down thousands of trees beside sea beaches around the world.

In the end, authorities should think of laws to organize the tourism to control the disadvantages. That is because tourism is very important and the advantages are too great to lose compared to disadvantages.

READING 2 (continued)

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

5. _____ was named the Second Best City to visit in 2012.
 Salalah Nizwa Muscat
6. The local people who help the tourists _____ money.
 earn lose steal
7. _____ local people are employed in India due to tourism.
 A lot of Few Some
8. Over 60 million tourists have visited _____ since the beginning of 2016.
 France UK Spain
9. A lot of _____ are removed to build resorts for tourists.
 beaches streets trees
10. The advantages of tourism are _____ the disadvantages.
 more than the same as less than

READING SCORE
10

WRITING 1

(4 marks)

Write a paragraph about a film called **Al Resalah**. Use **ALL** the information in the box. Your writing should be correct and well-organized.

Al Resalah

Life/ Mohammed/ messenger of God

produced/ 1976 Mustafa Akkad/director

historical drama 3 hours & 27 minutes long

stars/Abdullah Gaith/ Muna Wasif

cost/ 10 million USD

Marker A	Marker B	Average

Grade Nine Listening Scripts (Items 1-10)

Listening 1: (Items 1-5)

1. "I'm your biggest fan! I'm glad I could finally meet you. You look the same as on TV, unbelievable! Could you please answer some questions?"
2. "Excuse me, please take this order back. This is not my order. I didn't order chicken soup. I ordered fried rice and chips."
3. "Good morning. I would like to book a suite for two adults and two children. Is there a vacancy on the 24th of June?"
4. "I'm sorry sir for the delay. I couldn't finish the work you gave me yesterday though I stayed in the office for a long time."
5. "Are you sure this shirt is my size? It looks small for me. I'm wondering if you have bigger sizes? How about that one?"

Listening 2: (Items 6-10)

Have you ever been to a European country? Well, I did. My name is Salim. In 2009, I travelled to Finland with my brother. We basically went there to visit my aunt who had been there with her husband and son for a few weeks to treat an eye infection. The one thing I remember most was how cold I felt once we arrived at the airport. It was in April, so it was supposed to be the beginning of summer, but for me it was the coldest winter. We stayed in the capital city, Helsinki for one week. Every morning, we would go to the hospital near the hotel to check on my aunt. She was doing better. Once we felt our aunt was improving, we decided to go back home. So as I said, I remember feeling so cold and one other thing was the people there. They don't talk to strangers. So, if you ask somebody in the street about something, they probably won't respond to you. Thus we had to have the map with us the whole time. However, I liked the nature there. I loved the port in Helsinki. But because it was too cold for us, we couldn't had one long walk. In general, it was a short trip, but we learned many things out of it.

LISTENING 1 (5 mks)						
	manager	hotel receptionist	Waiter	movie star	teacher	shopkeeper
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 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 mks)	GRM/ VCB 1 (2.5 mks)
<p>6. In 2009</p> <p>7. His aunt</p> <p>8. One week/ Seven/7 days</p> <p>9. Unfriendly/ don't like strangers/ don't talk to strangers</p> <p>10. Because it was too cold</p>	<p>1. to<u>ur</u></p> <p>2. <u>slow</u></p> <p>3. exp<u>ress</u></p> <p>4. mec<u>hanic</u></p> <p>5. Inv<u>ite</u></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>	<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i>

GRM/ VCB 2 (2.5 mks)										
	and	the	an	is	But	its	would	in	has	because
6.	<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"/>
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 type="radio"/>	<input checked="" 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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

GRM/ VCB 3 (5 mks)	
11. wea <u>ther</u>	16. h <u>ot</u>
12. col <u>d</u>	17. m <u>y</u>
13. mor <u>ning</u>	18. fee <u>l</u>
14. ab <u>out</u>	19. eno <u>ugh</u>
15. w <u>ith</u>	20. after <u>noon</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 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"/>

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

READING 2 (6 mks)		
5.	<input type="radio"/> Salalah	<input type="radio"/> Nizwa <input checked="" type="radio"/> Muscat
6.	<input checked="" type="radio"/> earn	<input type="radio"/> lose <input type="radio"/> steal
7.	<input checked="" type="radio"/> A lot of	<input type="radio"/> Few <input type="radio"/> Some
8.	<input type="radio"/> France	<input type="radio"/> UK <input checked="" type="radio"/> Spain
9.	<input type="radio"/> beaches	<input type="radio"/> streets <input checked="" type="radio"/> trees
10.	<input checked="" type="radio"/> more than	<input type="radio"/> the same as <input type="radio"/> less than
<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>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. PROCEDURE: 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.</p> <p>Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	

GOVERNORATE: SHARQIYAH SOUTH

2015/2016

ENGLISH LANGUAGE TEST

GRADE NINE

**Semester Two
second 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. **Where are they?**

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

	airport	classroom	clinic	coffee shop	hotel	museum
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 text (biography)** about **a singer** called **John Lennon**.
Listen and for each item, write a short answer (**not more than FOUR WORDS**).

6. When was John Lennon born?

7. Who did Lennon write songs with?

8. What nationality was Lennon's wife?

9. Why did Lennon use his song "Imagine" in anti-war movements?

Because _____

10. Where was Lennon killed?

--

**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. (adverb) feeling or showing anger.

e.g. The woman shouted ⁽¹⁾ **an** _____ at the children to stop teasing the dog.

2. (noun) a short period of rest.

e.g. We worked all day without a ⁽²⁾ **br** _____.

3. (adjective) rude.

e.g. Some people think it is ⁽³⁾ **imp** _____ to ask someone about his/her age.

4. (verb) to ask questions (to find out if he/she is suitable for a job)

e.g. Company boss will ⁽⁴⁾ **int** _____ , so I have to be ready to her questions.

5. (noun) the act of travelling from one place to another.

e.g. The tour company organizes a good ⁽⁵⁾ **jou** _____ for tourists.



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.)

One ⁽⁶⁾ _____ my favourite vacation places is Mexico. I really like the weather there
⁽⁷⁾ _____ it never gets cold. The people ⁽⁸⁾ _____ very nice too. ⁽⁹⁾ _____
never laugh at my bad Spanish. The food is really good. Mexico City is a very interesting
place to visit. It has great museums ⁽¹⁰⁾ _____ lots of old buildings.

	about	and	are	because	for	if	my	of	on	They
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

Quebec City ⁽¹¹⁾ i__ in Canada. It was ⁽¹²⁾ bu_____ in 1608 ⁽¹³⁾ b__ French explorer. The majority of Quebec City's people ⁽¹⁴⁾ sp_____ French. In 1985, the city ⁽¹⁵⁾ bec_____ a World Heritage Site. In the Quebec City, there ⁽¹⁶⁾ a_____ two popular festivals - the ⁽¹⁷⁾ Sum_____ Festival ⁽¹⁸⁾ a_____ the Winter Carnival. Both festivals attract ⁽¹⁹⁾ ma_____ tourists from ⁽²⁰⁾ dif_____ parts of Canada.

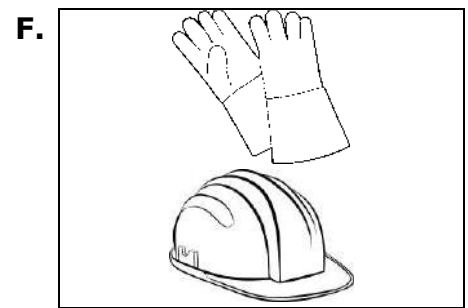
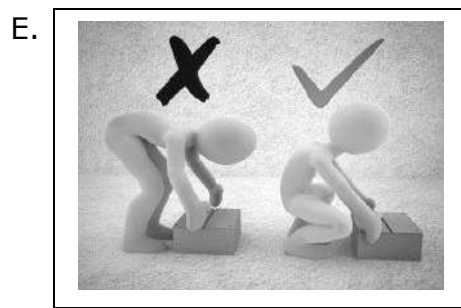
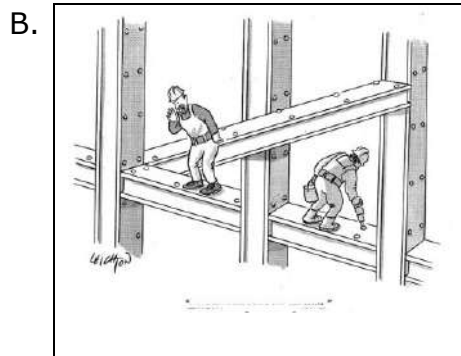
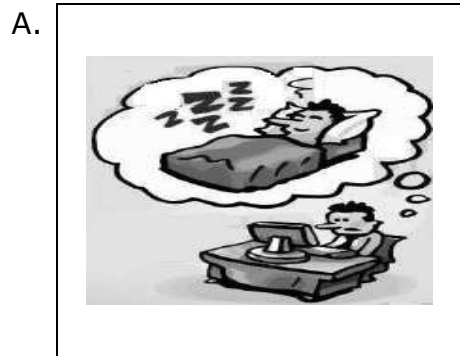
**GRM/VCB
SCORE**

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
1.	Read the following to stay safe at work: Workplace can be dangerous if workers don't wear special uniforms. Wearing gloves and a helmet always prevent you from injuries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	If any risks are there, immediately call your bosses. That is important as your bosses can help to make work environment safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	In case of an emergency e.g. fire, you'll need quick, easy access to the exists. Make sure that exit doors are always work well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Number of workers get injured because they are tired. However, workers should sleep well to keep refreshed and focused.	<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 always thinking of buying Karate kid DVD for my kids and watch together at home but I never got the chance to do so. Last Saturday, Karate Kid was shown on cinema, so I took my kids to watch it.

Karate Kid film is a Columbia Pictures film which was released in 2010. It is considered as the second version of the original version which was released in 1984. This comedy-drama film was shot in the USA and China and cost 40 million US dollars.

The plot is about 12-year-old Parker from the USA who moves to China with his mother (Henson) who got a job over there. Parker became scared as he couldn't fight Cheng the bad boy in his school. Mr. Han, a school worker who was Kung Fu coach decided to help Parker and teach him Karate to defend himself.

However, two things that I like most about Karate Kid; it has attracted young and adults which means that it is a suitable film for families. Then, the scene where Parker is fighting with his broken legs as it emotionally affected me.

Personally, I have seen Karate Kid twice and I would advise people to watch it up to three times even!

READING 2 (continued)

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

5.	The writer and his kids saw the film at the ...					
<input type="radio"/>	cinema	<input type="radio"/>	house	<input type="radio"/>	school	
6.	Karate Kid was first released in...					
<input type="radio"/>	1940	<input type="radio"/>	1984	<input type="radio"/>	2010	
7.	Parker's mother moved to China because she					
<input type="radio"/>	has got a job.	<input type="radio"/>	wants to learn Karate.	<input type="radio"/>	wants to study.	
8.	Parker was taught karate by...					
<input type="radio"/>	his mother	<input type="radio"/>	Cheng	<input type="radio"/>	Mr. Han	
9.	The movie can be watched by...					
<input type="radio"/>	kids only	<input type="radio"/>	adults only	<input type="radio"/>	both, kids and adults	
10.	The writer saw the film.....					
<input type="radio"/>	one time	<input type="radio"/>	two times	<input type="radio"/>	three times	

READING SCORE	
	10

WRITING 1

(4 marks)

Write a paragraph about an **endangered language** called **Tazy**. Use **ALL** the information in the box. Your writing should be correct and well-organized.

Tazy language

exist/Russia spoken/Taz people

originally /Chinese language

1050 people /speak/ 1880s

nowadays/276 people (elders only)

endangered language /two reasons:

- Taz people/less
- Young people/Russian language

Marker A	Marker B	Average

WRITING 2

(6 marks)

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

Situation: imagine that you are Uncle Salim/Aunt Salmah. You have received this email from your nephew/niece:

Dear Uncle Rashid/Aunt Rasheeda,

I need your advice. I'm flying to London for a summer course but I don't know how to cope with "culture shock". What should I do? Please, help me.

Love, Bader / Badriya

Write a **reply** to this e-mail. Give Bader/Badriya your advice.

Your writing should be **friendly** and **helpful**.

Marker A	Marker B	Average

WRITING SCORE	
	10

To teachers,

Before do the listening, kindly follow these instructions:-

- Draw exam takers' attention to listening part in question paper.
 - Give students 5 minutes to study the questions.
 - Stop any noise (e.g. slow fans, ACs..etc)
 - Check that everyone can hear you well.
- Read each text **three times**. (1st listen, 2nd listen & answer and 3rd listen and check)

Listening 1: Listen and shade the correct option.

- "Alright students! Now you're going to move to a new step. Can you please open your books on page 20?"
- "Here are your boarding passes – your flight leaves from gate 15A and it'll begin boarding at 3:20. Your seat number is 26E."
- "I'll just check.. I am sorry sir we have only one single room available on the ground floor. Would that be Ok?"
- ."I see! Well..I'll give you some medicine. Take your medicine after food three times a day, please."
- "May I have your Attention, please? These displays are from hundreds of years ago so taking photographs is not allowed."

Listening 2: listen to the text about a famous singer named John Lennon and write short answers.

John Lennon is one of the most famous English singers. He was born in Liverpool in 1940. When he was young, his mother bought him a musical instrument called Harmonica. His mother also played him Rock and Roll songs. Lennon told his mother that he would be a famous singer one day.

In 1957, Lennon met Paul McCartney and they became friends. They began writing songs together. They formed a band called "The Beatles". They became popular playing live at local clubs in Liverpool and Germany. "The Beatles" became the most successful band in music history.

In 1970, Lennon left "The Beatles" but he continued singing alone. Lennon and his Japanese wife Yoko Ono worked together to record songs. In 1971, he released his ever most famous song "Imagine". The song invited people to stop wars and live together.

Besides being a singer, Lennon was a peace activist. He led many anti-war movements. He used his song "Imagine" as an anthem of anti-war movements. On 8th December 1980, Lennon was walking outside his apartment when a fan came closer to him and shot him down. Lennon was killed in the city of New York.

LISTENING 1 (5 mks)						
	airport	classroom	clinic	coffee shop	hotel	museum
1.	<input type="radio"/>	<input checked="" type="radio"/>	<input 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 type="radio"/>	<input checked="" 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"/>
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 mks)		GRM/ VCB 1 (2.5 mks)	
6.	In 1940.	1.	<u>angrily</u>
7.	His friend / Paul McCartney / His friend Paul McCartney	2.	<u>break</u>
8.	Japanese	3.	<u>impolite</u>
9.	(Because) it asked for stopping wars/live together	4.	<u>interview</u>
10.	Outside his apartment / in New York City	5.	<u>journey</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 mks)										
	about	and	are	because	for	if	my	of	on	They
6.	<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"/>
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 checked="" 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 checked="" 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.	<u>ls</u>	16.	<u>are</u>
12.	<u>Built</u>	17.	<u>Summer</u>
13.	<u>By</u>	18.	<u>and</u>
14.	<u>speak</u>	19.	<u>many</u>
15.	<u>became</u>	20.	<u>different</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 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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"/>

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

READING 2 (6 mks)						
5.	<input checked="" type="radio"/>	cinema	<input type="radio"/>	house	<input type="radio"/>	school
6.	<input type="radio"/>	1940	<input checked="" type="radio"/>	1984	<input type="radio"/>	2010
7.	<input checked="" type="radio"/>	has got a job.	<input type="radio"/>	wants to learn Karate.	<input type="radio"/>	wants to study.
8.	<input type="radio"/>	his mother	<input type="radio"/>	Cheng	<input checked="" type="radio"/>	Mr. Han
9.	<input type="radio"/>	kids only	<input type="radio"/>	adults only	<input checked="" type="radio"/>	both, kids and adults
10.	<input type="radio"/>	one time	<input checked="" type="radio"/>	two times	<input type="radio"/>	three times
<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>

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.

ENGLISH LANGUAGE TEST**GRADE NINE****Semester Two
Second 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 nurse	a pilot	a teacher	a tour guide	a dentist	a shop assistant
---------	---------	-----------	--------------	-----------	------------------

- | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 short text about Helen Keller.

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

6. Who found it difficult to deal with Helen?

7. When did Helen get a Bachelor of Arts degree?

8. What did Helen collect for the American Blind?

9. What was the name of the medal that Helen got as a reward?

The President Medal of _____.

10. How old was Helen when she died?

_____.

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) a group of people who work together

e.g. He is a good player in his **te** _ _ .

2. (verb) to stop feeling nervous or worried

e.g. She took deep breaths to **re** _ _ _ before going on stage.

3. (verb) to send a product to be sold in another country

e.g. India **exp** _ _ _ tea and cotton.

4. (noun) a person who is in charge of the final content of a magazine or newspaper

e.g. The **edi**_ _ of The Times magazine got the National Rewards for his work.

5. (adjective) not having or showing respect

e.g. It was **ru**_ _ of them not to phone and say they wouldn't come.

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.)

Almost all animals fall (6) _____ one of two groups. Adult vertebrates like mammals(7) _____ birds have a spinal column, or backbone, running the length of (8) _____ body; invertebrates do not. Vertebrates are larger and have more complex bodies(9) _____ invertebrates. However, there (10) _____ many more invertebrates than vertebrates. Sponges, Worms and Arthropods are examples of invertebrate animals.

may and are their than often or into where these

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

The British Museum **w**____ found in 1753, making it the **fi**_____ national public museum in the **wo**_____. More than 70,000 pieces **o**____ art as objects of historic value **we**_____ collected. The British museum opened **t**____ public on 15th January, 1759 and admission was **fr**_____. Today the museum **i**____ visited **b**____ over six million **peo**_____ a year.

--

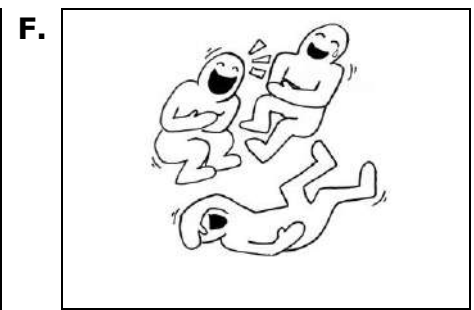
GRM/VCB SCORE
10

READING 1 (Items 1-4)

(4 marks)

Match the texts with the pictures.

For each text, shade in the bubble under the correct option.



Texts

1. Action movies usually include one or more heroes who thrust into high energy, physical movements and chases, possibly with rescues, battles, fights, escapes and fire.
2. Adventure films are usually exciting stories, with new experiences or exotic locations. They can include some mysterious things that need to be solved.
3. Horror films are designed to frighten our hidden worst fears, often in a terrifying, shocking finale, while captivating and entertaining us at the same time.
4. Comedy is a type of films in which the main emphasis is on humour. These films are designed to make the audience laugh through amusement.

Pictures

	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. Then complete the task.

Let's face it. Fast food is convenient, cheap, and tasty. That's why billions of people have eaten it and that's why those billions will continue to eat it. The truth is, fast food restaurants are destroying us. We eat fast food with no regard to the harm it does to us; and our society. It's addicting too, your brain sends the message saying it wants more and more. To how many people has this happened? One day they're healthy and fit; a year later they're sick and overweight. Go on a walk and look around you. How many people do you see that are overweight or obese? Chances are 9 out of 10 of those people regularly eat fast food.

The reality is, our bodies need nutrients from stuff like fruits and vegetables. We need lots of whole grain in our diet. The bun of a fast food burger isn't whole grain. It's made using only one part of the grain, and it's not the nutrient part. Then if we're still talking about burgers here, we come to the meat part. The beef comes from cows slaughtered and torn apart by dirty machines. Cleanliness is not a factor here.

We are all independent people. We have the right to make our own decisions. I've decided not to give my money to fast food companies. No one has to do that, but I seriously believe that if more people start making good decisions, the world will be a better place.

READING 2 (continued)

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

5. According to the text, people prefer fast food because of its _____ .
 benefits high price taste
6. The text says that fast food is causing harm to societies and _____ .
 chiefs people restaurants
7. The word "addicting" in paragraph one means _____ .
 can control can't stop need less
8. The texts shows that _____ of the people are eating fast food.
 half less than half more than half
9. The writer believes that the meat of the fast food is not healthy because of _____ machines.
 clean dirty old
10. According to the writer, people themselves need to _____ to stop or continue eating fast food.
 choose bring sort

READING SCORE	10

WRITING 1

(4 marks)

Write a paragraph about a building called **Great Wall of China**. Use **ALL** the information in the box. Your writing should be correct and well-organized.

Great Wall of China

built / China / before 2,000 years ago

21,196 kilometers long used for silk road

made / stone, brick, wood & other materials

built / protect the Chinese states and empires

listed as a World Heritage / 1987

one of the greatest wonders of the world

Marker A	Marker B	Average

WRITING 2

(6 marks)

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

Situation: imagine that you are Salim / Salma. An American friend wants to spend a two-week holiday in your region and has written asking for information and advice. Write a **letter** to your friend offering a place to stay, giving some advice about what to do and giving information about what clothes to bring.

Your writing should be clear and organized.

Marker A	Marker B	Average

WRITING SCORE	
	10

Listening (1) :

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 work seven days a week. Saturdays are busy because everyone goes shopping. Our shop sells clothes and accessories for men, women and children.
2. I work during my summer holidays. Oxford has thousands of tourists in the summer, so it's easy to find a job as a tour guide.
3. Sometimes it's a very hard work, but it's great to help people when they have a problem. It's important to look after people's teeth.
4. I fly planes that take people to different places. Most of the time I fly in Europe to places like Spain, Greece and Italy.
5. I work in a very big hospital. I help the doctors with the patients. I give them their medicine and look after them.

Listening (2) :

You are going to hear a short text about Helen Keller.

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

Helen Adams Keller was born on the 27th June, 1880 in Alabama, USA. Unfortunately, Helen contracted an illness when she was only 19 months old that left her blind and deaf. Her mother found it difficult to cope with Helen, so they decided to hire a teacher. On the 3rd march, 1887, Ann Sullivan, former blind women who had regained her sight, arrived at the Keller's home. With Ann's help Helen learnt how to read and write using Braille. She went on to study and on the 28th June, 1940 she became the first deaf-blind person ever to have earned a Bachelor of Arts degree. Over the following years Helen toured the world giving talks about her life experience. In 1915, Helen found an international organization to support research into vision and health. In 1920 she helped to create the American Civil liberties Union. In later years Helen devoted herself to raising money for the American Foundation for the Blind. In 1961 Helen suffered a stroke and had to withdraw from public life, but she was far from forgotten. On 14th September 1964, president Lyndon awarded her one of the highest civilian honors, the President Medal of Freedom and in 1965 she was elected to the National Women's Hall of Fame. Helen died in her sleep from natural causes in 1968 at the age of 87. she left her mark on society and proved that as she once said, "alone we can do so little, together we can do so much."

LISTENING 1 (5 mks)						
	a nurse	a pilot	a teacher	a tour guide	a dentist	a shop assistant
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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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"/>
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. (Her) mother	1. <u>team</u>
7. (In) 1940	2. <u>relax</u>
8. money	3. <u>exp<u>ort</u></u>
9. Freedom	4. <u>edit<u>or</u></u>
10. 87 / eighty seven	5. <u>ru<u>de</u></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 mks)										
	may	and	are	their	than	often	or	into	where	these
6.	<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"/>
7.	<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"/>
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 checked="" 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 checked="" 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. <u>was</u>	16. <u>to</u>
12. <u>first</u>	17. <u>free</u>
13. <u>world</u>	18. <u>is</u>
14. <u>of</u>	19. <u>by</u>
15. <u>were</u>	20. <u>people</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 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"/>

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

READING 2 (6 mks)			
5.	<input type="radio"/> benefits	<input type="radio"/> high price	<input checked="" type="radio"/> taste
6.	<input type="radio"/> chiefs	<input checked="" type="radio"/> people	<input type="radio"/> restaurants
7.	<input type="radio"/> can control	<input checked="" type="radio"/> can't stop	<input type="radio"/> need less
8.	<input type="radio"/> half	<input type="radio"/> less than half	<input checked="" type="radio"/> more than half
9.	<input type="radio"/> clean	<input checked="" type="radio"/> dirty	<input type="radio"/> old
10.	<input checked="" type="radio"/> choose	<input type="radio"/> bring	<input type="radio"/> sort

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

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	<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)	
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>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. PROCEDURE: 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.</p> <p>Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	

Governorate: Sharqia-North

2015/2016

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. **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
--------	--------	---------------------	-------------------	-------	-------

- | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 ⁽⁶⁾ _____ small village in Britain in 1881. He grew in a poor family. In 1895, Alexander went to live with ⁽⁷⁾ _____ brother in London. ⁽⁸⁾ _____ he was twenty, he started ⁽⁹⁾ _____ study at a medical school. In 1927, he became a well-known doctor ⁽¹⁰⁾ _____ 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 ⁽¹¹⁾ **fam**_____ mountain in Oman. It ⁽¹²⁾ **i**_____ located in Al-Dakhaliya region. Many ⁽¹³⁾ **tour**_____ travel ⁽¹⁴⁾ **t**_____ Al Jebal Al-Akhdar in summer because it provides them ⁽¹⁵⁾ **wi**_____ fresh air. Al Jebal Al-Akhdar ⁽¹⁶⁾ **h**_____ small villages which have gardens and ⁽¹⁷⁾ **tr**_____. ⁽¹⁸⁾ **Far**_____ grow peaches, grapes and pomegranates. ⁽¹⁹⁾ **Th**_____ also make ⁽²⁰⁾ **tradi**_____ rose water.

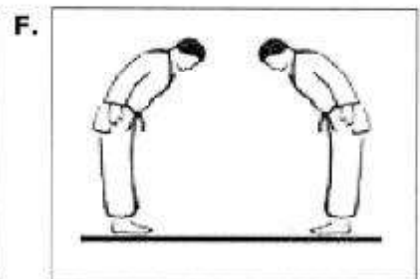
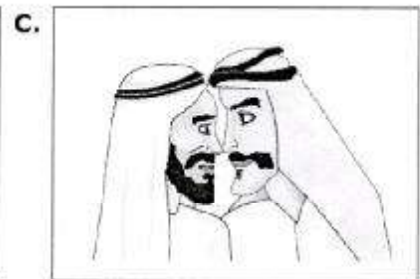
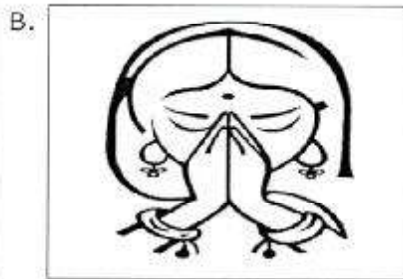
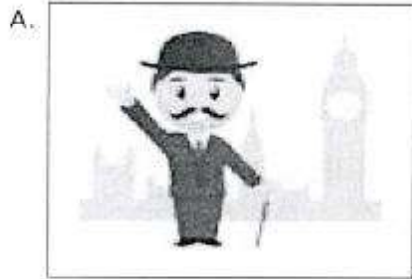
**GRM/VCB
SCORE**

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
---	---	---	---	---	---

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.

<u>Night at the Museum</u>	
Type\ Comedy film	
22 nd 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**.

Marker A	Marker B	Average

**WRITING
SCORE**

10

GRADE NINE — ENGLISH LANGUAGE
SEMESTER TWO, 2015/2016, FIRST SESSION
REGION: Sharqia North

MARKING GUIDE
TOTAL MARKS: 40
page 1 of 4

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 clearly.

LISTENING 2 (5 mks)	GRM/ VCB 1 (2.5 mks)
6. Masirah island	1. <u>journey</u>
7. four hours	2. <u>rude</u>
8. ropes and fishing nets	3. <u>develop</u>
9. three o'clock	4. <u>prize</u>
10. To thank him\ It was happy	5. <u>friendly</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 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. <u>famous</u>	16. <u>has</u>
12. <u>is</u>	17. <u>trees</u>
13. <u>tourists</u>	18. <u>farmers</u>
14. <u>to</u>	19. <u>they</u>
15. <u>with</u>	20. <u>traditional</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"> – 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><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)	
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>: EITHER Irrelevant (Completely unrelated to the task/ instructions) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR Complete nonsense</p>
<p>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. PROCEDURE: 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.</p> <p>Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	



REGION : Musandam

2014/2015

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.

a hotel	a classroom	the cinema	an airport	a hospital	the beach
---------	-------------	------------	------------	------------	-----------

1.

2.

3.

4.

5.



LISTENING 2 (Items 6-10)

(5 marks)

You're going to hear a story about **Johnson's Family**.

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

6. When did the story happen?

7. Who was the youngest son?

8. Why did Mr. George crash his car into a tree?

9. What happened to Mrs. Elizabeth?

10. How old was Mr. George when he died?

**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) an event performed on a special occasion
e.g. Around 500 people attended the wedding **cere** _ _ _ _ .

2. (adjective) giving food flavor and hot taste
e.g. This Indian dish is delicious and **sp** _ _ _ .

3. (verb) to have a different opinion
e.g. They always **dis** _ _ _ _ _ with our ideas .

4. (adverb) feeling pleased , glad
e.g. The princess lived **happ** _ _ _ in her new palace .

5. (noun) the state of being very poor
e.g. There are millions of people who live in **pov** _ _ _ _ .





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.)

Salma was a (6) _____ pretty girl . She chose (7) _____ friends based on how pretty (8) _____ popular they were . When Salma got chicken pox , she wasn't able (9) _____ stop scratching and ended up with scars on her face . When she (10) _____ to school , she found that she no longer had any friends .

and from her his much returned returns so to very

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

Salalah is ⁽¹¹⁾ **t**_____ greatest choice to ⁽¹²⁾ **sp**_____ a ⁽¹³⁾ **hol**_____. Khareef Salalah attracts many ⁽¹⁴⁾ **tou**_____ from all over the world to ⁽¹⁵⁾ **tra**_____ to Salalah . It is also ⁽¹⁶⁾ **fam** _____ for frankincense trade . During the ⁽¹⁷⁾ **Fes**_____, you may see traditional dances . The People ⁽¹⁸⁾ **a** _____ very generous and ⁽¹⁹⁾ **inv** _____ you to taste delicious Omani ⁽²⁰⁾ **hal**_____ .

**GRM/VCB
SCORE**

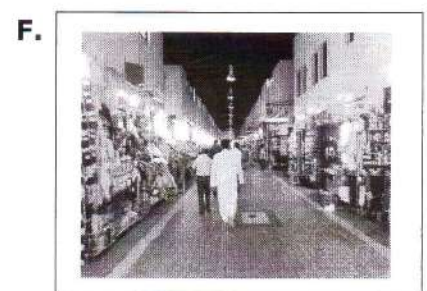
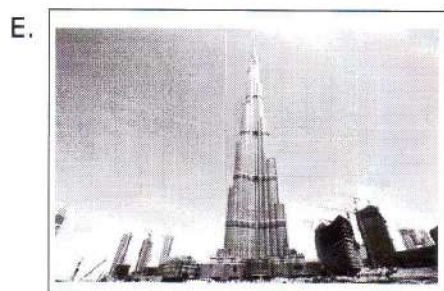
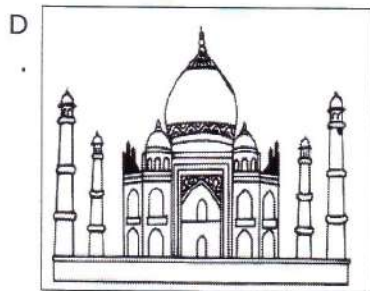
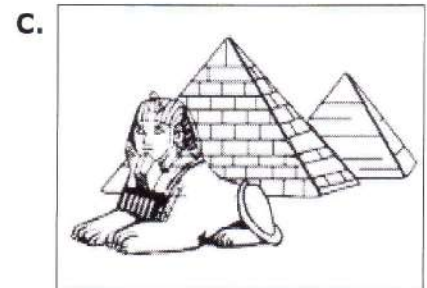
10



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. Kuwait is famous for wonderful shopping malls and old "souks" where you can find great products with good prices.
2. India is well known for its famous building called Taj Mahal. It was built as a tomb for Mumtaz Mahal.
3. Dubai is known for Burj Khalifa. It is the tallest building in the world. It's about 828 meters tall and it has 160 floors.
4. Cairo is famous for the pyramids. The Great Pyramid of Giza was built as a tomb for the Egyptian pharaoh Khufu.

A	B	C	D	E	F
---	---	---	---	---	---

<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.

Nowadays, watching movies is an amazing activity to relax for many people especially after a hard working day. Although I have many film DVDs at home, I still prefer watching films at cinemas.

First, I enjoy the bigger screen and louder sound .Although I have a TV which can play my DVDs, but I do not have enough money to buy a modern and fashioned system of projector and loudspeakers which is sold at a high price at store. Furthermore, I know that cinemas always develop the quality of their films, so the images and sound in cinemas are usually perfect.

Second, I prefer going to the cinema to go out of my house and enjoy with friends. So, I always wait for weekends to relax and breathe the cool breeze of the night.

The third reason is to watch the film with many people. When watching the film in the cinema, one can laugh, cry and even be scared about the film with people all around him. He can talk freely with others about the film and the characters, which makes the films even more interesting than at home.

In my opinion, watching films in cinemas is preferred to watching them at home because of the above reasons. Today, cinemas are trying to improve the standard of their films. Many technologies are developed to make the audience feel as real as possible, and this makes watching films at cinemas an impossible chance to miss.

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

5. The writer _____ watching films at cinemas.
 hates likes dislikes
6. He doesn't have enough money to buy a _____.
 DVD film projector and speakers screen
7. The pictures and sound in cinemas are usually _____.
 bad noisy Great



READING 2 (cont'd)

8. He always goes to the cinema _____.
- at weekends on Sundays at Eids
9. Watching the film with many people is _____ and attracting than at home.
- interesting boring scary
10. Cinemas are using technologies to make the audience feel as _____ as possible.
- sad real bored

READING SCORE	10



WRITING 1

(4 marks)

Write a paragraph about a **famous writer** called **William Shakespeare**. Use **ALL** the information in the box. Your writing should be correct and well-organized.

William Shakespeare
grammar school / poetry / history
job / great writer
born / 1564 first job / actor / theatre
known best for: writing plays: Romeo and Juliet, Hamlet
three children die / 1616

Marker A	Marker B	Average



GRADE NINE - Semester Two
First Session

Listening Scripts

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.*

1. The flight has been so late . We've been waiting for three hours . I'm afraid there's a serious problem . Let's go and ask the officers there .
2. Have you done your project ? What's it about ? I've already chosen my topic and found some photos to attach .My teacher will love it .
3. The weather is so cool today , so no need to wear sunglasses . Just lie down and enjoy the view and let the children play with the sand .
4. Excuse me , we've booked a room for three nights . Is it ready ? We've just arrived and we're very tired .
5. My child has a problem in his chest . He has difficulty in breathing and he coughs a lot . Can you check him quickly , please ?

**LISTENING 2 :**

*You are going to hear a story about **Johnson's Family** .*

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

In 1953 , there was an old man with his wife and three children . His name was Mr. George Johnson and his wife's name was Mrs. Elizabeth Johnson. They had three children named Gary , Peter and Jack . Peter was the eldest son and the youngest one was Jack . One day , Mr. George and Mrs. Elizabeth were going to a restaurant . While Mr.George and his wife were talking, he was driving the car too fast.

Suddenly, he crashed into a tree . After a short time , Mr. George's neighbor was passing by and he picked up Mr.Johnson and his wife to "The City Hospital" . After some time , the children came and asked about their parents .

Then the doctor came and he was very sorry to say that Mrs. Elizabeth was dead and Mr. George was badly injured and the doctor advised him to take some rest for some time in order to recover quickly. Mr.George and his children went home feeling very sad because Mrs. Elizabeth wad dead.

After four years, he lost his children. They also died in a car accident. Mr.George became very quiet after that. Finally, in 2001 Mr. George died due to an illness at the age of 48.

In this way, the Johnson's family's story came to an end.

The End of the Listening



GRADE NINE — ENGLISH LANGUAGE
SEMESTER TWO, 2014/2015, FIRST SESSION
REGION : Musandam

MARKING GUIDE
TOTAL MARKS: 40
page 1 of 4

LISTENING 1 (5 mks)						
	a hotel	a classroom	the cinema	an airport	a hospital	the beach
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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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)
6. In 1953	1. <u>ceremony</u>
7. Jack	2. <u>spicy</u>
8. Because he was driving fast	3. <u>disagree</u>
9. She died	4. <u>happily</u>
10. 48	5. <u>poverty</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 mks)										
	and	from	her	his	much	returned	returns	so	to	very
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 checked="" 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 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"/>
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 mks)	
11. <u>the</u>	16. fam <u>ous</u>
12. sp <u>end</u>	17. Fest <u>ival</u>
13. hol <u>iday</u>	18. ar <u>e</u>
14. tour <u>ists</u>	19. invit <u>e</u>
15. trav <u>el</u>	20. hal <u>wa</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 type="radio"/>	<input checked="" 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 type="radio"/>	<input type="radio"/>	<input checked="" 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 type="radio"/> hates	<input checked="" type="radio"/> likes	<input type="radio"/> dislikes
6.	<input type="radio"/> DVD film	<input checked="" type="radio"/> Projector and speakers	<input type="radio"/> screen
7.	<input type="radio"/> bad	<input type="radio"/> noisy	<input checked="" type="radio"/> great
8.	<input checked="" type="radio"/> weekends	<input type="radio"/> Sundays	<input type="radio"/> Eids
9.	<input checked="" type="radio"/> interesting	<input type="radio"/> boring	<input type="radio"/> scary
10.	<input type="radio"/> sad	<input checked="" type="radio"/> real	<input type="radio"/> bored

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

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	<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)	
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>: EITHER Irrelevant (Completely unrelated to the task/ instructions) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR Complete nonsense</p>
<p>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. PROCEDURE: 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.</p>	
<p>Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	

GOVERNORATE: WUSTA

2015/2016

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?

_____.

--

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.	
			

		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**

10

WRITING 1

(4 marks)

Write a paragraph about a **Great writer** called **Tawfiq Al Hakim**. Use **ALL** the information in the box. Your writing should be **correct and well-organized**.

Tawfiq Al Hakim	
playwright	born/Alexandria/1898
school/Cairo	worked/government
first play/French	popular/called/The Fate of the cockroach
many/plays	died/1987

Marker A	Marker B	Average

WRITING 2

(6 marks)

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

Situation: your name is **Salim/Salima**. Write a **letter** to your pen-friend **Jack/Jacky** telling him/her about (yourself, your family your favourite hobbies, your country, your favourite food, the historic places , the weatheretc).

Your writing should be *well-organized and interesting*.

Marker A	Marker B	Average

WRITING SCORE	
	10

GOVERNORATE: WUSTA

2015/2016

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.

GRADE NINE — ENGLISH LANGUAGE
SEMESTER TWO, 2015/2016, FIRST SESSION
GOVERNORATE: WUSTA

MARKING GUIDE
TOTAL MARKS: 40
 page 1 of 4

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>o</u>	19.	mad <u>e</u>
15.	th <u>at</u>	20.	freed <u>om</u>

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.

REGION: Al-Dhaklyah

2015/2016

ENGLISH LANGUAGE TEST**GRADE NINE****Semester Two
Second 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 they doing?

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

Talking about work	Teaching	Playing football	Preparing to travel	Complaining about a hotel room	Making halwa
--------------------	----------	------------------	---------------------	--------------------------------	--------------

- | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 text about **Britain**.*

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

6. What are the differences between people in Britain ?

7. Where can you experience the Caribbean culture in London ?

8. How many people from other countries are there in Britain?

9. What is the other name for Britain?

10. How many languages are spoken by London schoolchildren ?

**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) a belief or way of doing something which has existed for a long time
e.g. In Oman the **tra** _ _ _ _ _ is to shake hands when we meet.
2. (adjective) having a strong, pleasant taste
e.g. The food was **sp** _ _ _ and hot.
3. (adverb) in a way that does not make much noise
e.g. She is shy. She always speaks **qui** _ _ _ _ .
4. (verb) the growth of something
e.g. My students always **dev** _ _ _ _ their ability in writing e-mails.
5. (noun) the person who help sick people in hospital
e.g. The **doc** _ _ _ examined the patient who injured in the accident.



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.)

Last Summer, I travelled with (6) _____ family to Muscat. It was wonderful. We
 (7) _____ at the hotel on the morning. We went to the beach and we
 (8) _____ an enjoyable time there. My parents sat on the beach talking
 (9) _____ some friends. Then they took very funny photos for us. We left Muscat
 happy, because we (10) _____ many gifts.

with bought me my spent sail their arrived took cook

- | | | | | | | | | | | |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 1:

Paris is a fantastic ⁽¹¹⁾ ci _____. It has lots of places to ⁽¹²⁾ vi _____ and delicious ⁽¹³⁾ f _____ to eat. However, some people ⁽¹⁴⁾ d _____ like it ⁽¹⁵⁾ bec _____ its people aren't friendly.

TEXT 2:

Ahmed is a doctor . He ⁽¹⁶⁾ wo _____ in Sultan Qaboos hospital. He helps ⁽¹⁷⁾ si _____ people and treats ⁽¹⁸⁾ th _____. He usually goes to work at ten o'clock in the evening. At six fifteen in the ⁽¹⁹⁾ morn _____, Ahmed leaves work. In his free time, he usually listen to music or ⁽²⁰⁾ watc _____ television. Sometimes he goes for a walk.

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**GRM/VCB
SCORE**

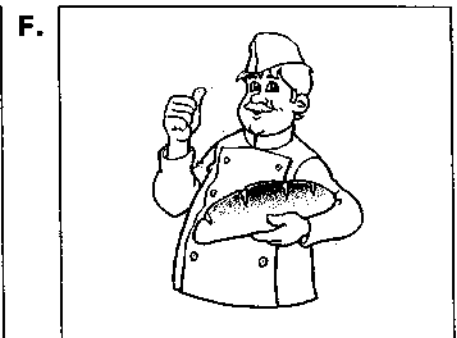
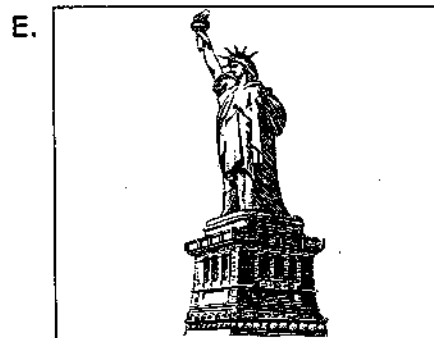
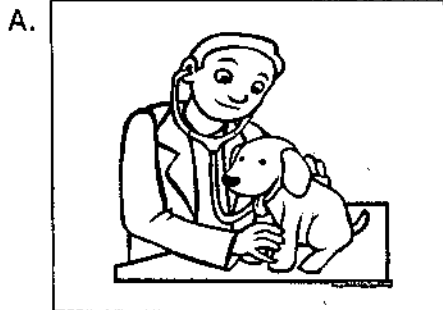
10

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. I make the best bread in the town. People always stand in long queues at my shop. That's why I have to start work early.
2. The statue of liberty is the symbol of hope for thousands of people in the USA. It is nearly 100m tall.
3. It is important to prepare everything you need for your journey before travelling to anywhere.
4. I love animals. My job is to help sick animals and take care of them. Sometimes I make surgeries for them, too.

	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. Then complete the task.*

As life has improved day by day, people tend to travel more frequently now than in the past. Some people think that visitors to other countries should follow the host countries' traditions and behaviour. However, there is an opposite idea saying that the host country should welcome culture differences. Nowadays, people don't only consider travelling as a chance to relax but they also think it is a way to self-improve. It will be a great chance to try new things such as traditional cuisine, music, custom. In my country, I have seen many visitors being very excited and surprised when they tasted our food or when they wore traditional dresses. If you travel to other countries just to view landscapes, you will obviously waste a perfect chance for learning new things. However, some people think that it is really hard for travellers to follow local customs and behaviours because they are totally different and they may not be able to adapt to the traditions. If visitors are welcomed despite all the differences, they will feel comfortable and may travel to that country again. Besides, it is also very beneficial for the local people to experience new culture in their home countries.

READING 2 (continued)

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

5. Most people consider travelling as a way of _____
 self-improving relaxing both of them
6. People tend to travel more _____
 now in the past in the future
7. People learn better about a country when they _____
 view its landscapes try its traditions read books
8. In the writer's country, travelers feel _____ to try the traditions.
 happy worried afraid
9. Local people _____ experience new cultures in their countries.
 have to should shouldn't
10. It's hard for travelers to follow the customs because they are _____
 different local uncomfortable

READING
SCORE

10

Grade nine listening Script

Semester Tow 2015-2016

Listening 1:

You will hear five people speaking. What are they doing? For each speaker, choose ONE of the items in the box. You will hear it three times. The first time listen only. The second time, answer. The third time, check your answers.

- 1- I'm going to take my passport and I have to look after it very carefully. It says who I am and I need to show it when I leave Oman and when I enter other countries.
- 2- I'm the team leader for system support and business controls. One of the main thing I have to do is to plan the IT requirements for the company.
- 3- I'm using water, sugar, ghee, wheat, starch, rose water, cardamom, saffron and nuts. It is a delicious sweet.
- 4- hello, would you please help me? The telephone in my room is broken, there is no water in the bathroom and I have been waiting for the lunch for more than 2 hours.
- 5- lovely students, today we are going to discuss some points about the next test .

Listening 2:

You will hear a text about Britain . Listen and answer the wh questions with short answers. You will hear it three times. The first time listen only. The second time, answer. The third time, check your answers.

Britain is a multicultural society. It is amazing to think that about 4.6 million people in Britain today are from other cultures. If you decide to walk down a city street in Britain, you will meet people with different hair, skin and eye color and speaking different languages.

People moving to Britain have brought their own cultures and try to keep the two cultures alive. For example, if you want to experience Caribbean culture, you can visit the Notting Hill Carnival which is now an important celebration in London.

More than three million people living in the united kingdom were born in countries where English is not the national language. Over 300 different languages are spoken by London schoolchildren.

GRADE NINE — ENGLISH LANGUAGE
SEMESTER TWO, 2015/2016, Second SESSION
REGION: AL- Dhaklyah

MARKING GUIDE
TOTAL MARKS: 40
page 1 of 4

LISTENING 1 (5 mks)						
	Talking about work	Teaching	Playing football	Preparing to travel	Complaining about a hotel room	Making halwa
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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5.	<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.

LISTENING 2 (5 mks)	GRM/ VCB 1 (2.5 mks)
6. Hair/ skin/ eye colour/ languages	1. tradition
7. Notting Hill Carnival	2. spicy
8. 3 million/ three million	3. quietly
9. United Kingdom	4. develop
10. 300 languages	5. doctor

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 mks)										
	with	bought	me	my	spent	sail	their	arrived	took	cook
6.	<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"/>
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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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 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. city	16. works
12. visit	17. sick
13. food	18. them
14. don't	19. morning
15. because	20. watches

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 type="radio"/>	<input checked="" type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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"/>

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

READING 2 (6 mks)		
5.	<input type="radio"/> self-improving	<input type="radio"/> relaxing <input checked="" type="radio"/> both of them
6.	<input checked="" type="radio"/> now	<input type="radio"/> in the past <input type="radio"/> in the future
7.	<input type="radio"/> view its landscapes	<input checked="" type="radio"/> try its traditions <input type="radio"/> read books
8.	<input checked="" type="radio"/> happy	<input type="radio"/> worried <input type="radio"/> afraid
9.	<input type="radio"/> have to	<input checked="" type="radio"/> should <input type="radio"/> shouldn't
10.	<input checked="" type="radio"/> different	<input type="radio"/> local <input type="radio"/> uncomfortable

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

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	<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)	
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>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.</p> <p>Note 2: No marks should be awarded or deducted for the address. Any addresses should be ignored.</p>	

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

Name			
School		Class	

Write your answers on the Test Paper

Time: ٢ hours

Pages: ١٠

TEST SCORES	LISTENING	١٠	
	GRM/VCB	١٠	
	READING	١٠	
	WRITING	١٠	
	TOTAL	٤٠	

LISTENING ١ (Items ١-٥)

(٥ marks)

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

first aid kit	passport	toiletry bag	pocket dictionary	mobile phone	penknife
---------------	----------	--------------	-------------------	--------------	----------

١.

٢.

٣.

٤.

٥.

LISTENING ٢ (Items ٦-١٠)

(٥ marks)

You're going to hear Mike talking about his trip to London.

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

٦. How long was the trip?

٧. Which hotel did he stay in?

٨. How much did each night at the hotel cost?

٩. How far was the Hyde Park from the hotel?

_____.

١٠. When was Harrods store built?

_____.

**LISTENING
SCORE**

--

--

١٠

GRAMMAR/VOCABULARY ١ (Items ١-٥)

(٢½ 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**.

١. (adjective) having a strong, pleasant taste.

The food was really **sp** _ _ _ .

٢. (verb) take something with you.

You need to **ca** _ _ _ your passport when leaving your country.

٣. (noun) ideas or customs of a society.

Traditions are an important part of a **cul** _ _ _ _ .

٤. (adverb) in a very good manner.

you have to speak **poli** _ _ _ _ to others.

٥. (verb) to have a party or a happy occasion.

Omanis usually eat halwa to **cele** _ _ _ _ special events.



GRAMMAR/VOCABULARY ٢ (Items ٦-١٠)

(٢½ marks)

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

Umm Kalthoum has been a big influence. She was born into a poor family ^(٦) _____
١٩٠٤. Her father ^(٧) _____ her religious chants. She had a ^(٨) _____ strong
voice. She sang to help her family earn money. Soon, she became the ^(٩) _____
female singer of the twentieth century. She was known in Arabic ^(١٠) _____ "
Kawkab Al-Sharq".

teach very of greater as in taught on too greatest

- | | | | | | | | | | | |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| ٦. | <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"/> |
| ٧. | <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"/> |
| ٨. | <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"/> |
| ٩. | <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"/> |
| ١٠. | <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 ٣ (Items ١١-٢٠)

(٥ 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

There are ^(١١)diff_____ types of puppets, however, the easiest to^(١٢) ma_____ are finger puppets which can be made ^(١٣) o_____ fabric, paper, card or small boxes. They ^(١٤) a_____ particularly good for younger ^(١٥) chil_____ who can use them to ^(١٦) a_____ out a simple^(١٧) sto_____. An instant puppet can be made by simply^(١٨) dra_____ a face on a ^(١٩) pie_____ of paper that can be put ^(٢٠) aro_____ a finger.

**GRM/VCB
SCORE**

١٠

READING ١ (Items ١-٤)

(٤ marks)

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

A.



B.



C.



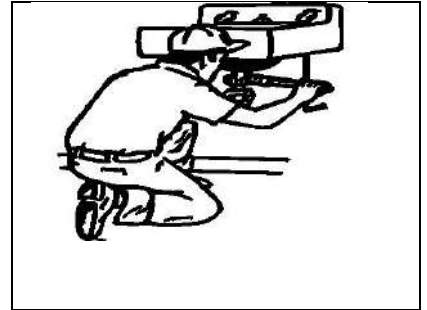
D.



E.



F.



Pictures

Texts

A	B	C	D	E	F
---	---	---	---	---	---

١. I have spent years studying the law. I give people advice about the crimes and help them understand what happens next.
٢. I spend long hours installing and repairing water pipes, drainage or gas systems in a building. I also check old pipes that may be leaking.
٣. My work is a bit hard. I have to use my skills to solve crimes. I need to observe special people and to look at digital files to solve problems.
٤. 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"/>
<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 ٢ (Items ٥-١٠)**(٦ marks)**

Read the text. Then complete the task.

I have many reasons to advise you to visit Thailand. In my point of view, it is becoming the most popular tourist destination in Southeast Asia. Let me first give you a brief introduction about this country. Thailand was known as Siam until ١٩٣٩ when it officially became the Kingdom of Thailand. Its capital city is Bangkok. It is the ٥٠th largest country in the world. More than twenty two million tourists visit Thailand every year.

"Ko Tarutao" is one of the ٥١ islands that belong to the "Tarutao National Marine Park". There are lots of sea turtles, whales and lizards in this place." Ko Chang" is the second largest island in Thailand. I believe it is one of the most beautiful islands with waterfalls, coral reefs and sandy beaches. I found "Similan islands" to be the best dive destination in this country. They can enjoy diving activities in two main diving points in these islands. You will love shopping in the famous night Bazaar, Chiang Mai. It has handicrafts, arts, clothing and other products. The weather in Thailand can be divided into different seasons: "hot" season, rainy season, and "cool" season, though Thailand's geography allows visitors to find suitable weather somewhere in the country throughout the year. Thai language is the official language of Thailand, however, English is spoken and understood throughout much of Thailand. I think you will find it easy to communicate with the people there.

READING ٢ (cont'd)

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

٥. In the past, Thailand was called _____.
- Ko Chang Siam Chiang Mai
٦. "Tarutao Marine Park" includes more than _____ islands.
- seventy sixty fifty
٧. "Ko Chang" island has got _____.
- sandy beaches sea turtles lizards
٨. "Similan islands" are the best place for _____.
- swimmers windsurfers divers
٩. To buy handicrafts and clothes, tourists can visit _____.
- Chiang Mai Ko Chang Ko Tarutao
١٠. There are _____ main seasons in Thailand.
- two four three

**READING
SCORE**

١٠

ENGLISH LANGUAGE TEST**Listening (١)**

- ١- This helps to keep me clean when travelling. It's got a toothbrush, a tooth-paste, a soap and a deodorant.
- ٢- It's very useful for opening cans, sharpening pencils and cutting paper or wood. It's not allowed to be carried on the plane.
- ٣- I want to speak English as much as possible. This will help me check the words I find a bit difficult.
- ٤- I have to take this because it tells who I am and I need to show it when leaving my country and entering other countries.
- ٥- This is very useful for emergency cases. It has plasters for cuts, paracetamol for headaches and insect repellent to keep bugs from biting.

Listening (٢)

Last year, I decided to go on a seven days trip to London. I was really excited, and I had planned the whole trip. I arrived at the airport at about ١٠ o'clock. After I had picked up my luggage, I got a bus that took me to the hotel. I stayed in a nice hotel called "The Summer Hotel" which was located in the middle of London . It had many facilities like: payment by credit card, tourist information, wi-fi, hairdryer in room, air condition and heating . Each night stay at the hotel cost about ١٤٥ pounds. It was quite expensive.

During my trip, I visited one of the most famous tourist attractions, Hyde Park! It was only a ten minutes' walk away from the hotel. It was a huge park which was open to the public since ١٦٣٧. I spent lovely couple of hours in that beautiful area.

The next morning, I woke up early and decided to visit the Tower of London. The view was beautiful and I could almost see the whole city of London. Later, I visited the famous Harrods store which was built in ١٨٤٩ which is over ١٦٠ years old. It was very expensive, so I didn't buy anything. I finished the day with the famous fast-food dinner, fish and chips. Then I walked to the hotel.

Time had flown very quickly, but it had been a very interesting week. I would love to go to London some time again!

LISTENING ١ (٥ mks)						
	first aid kit	passport	toiletry bag	pocket dictionary	mobile phone	penknife
١.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
٢.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
٣.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
٤.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
٥.	<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 ٢ (٥ mks)	GRM/ VCB ١ (٢.٥ mks)
٦. seven days	١. <u>spicy</u>
٧. The Summer Hotel	٢. <u>carry</u>
٨. ١٤٥ pounds	٣. <u>culture</u>
٩. ١٠ minutes	٤. <u>politely</u>
١٠. ١٨٤٩	٥. <u>celebrate</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 ٢ (٢.٥ mks)										
	teach	very	of	greater	as	in	taught	on	too	greatest
٦.	<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"/>
٧.	<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"/>
٨.	<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"/>
٩.	<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"/>
١٠.	<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 ٣ (٥ mks)	
١١. diff <u>erent</u>	١٦. a <u>ct</u>
١٢. ma <u>ke</u>	١٧. stor <u>y</u>
١٣. o <u>f</u>	١٨. dra <u>wing</u>
١٤. a <u>re</u>	١٩. pie <u>ce</u>
١٥. chil <u>dren</u>	٢٠. aro <u>und</u>

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

READING ١ (٤ mks)						
	A	B	C	D	E	F
١.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
٢.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
٣.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
٤.	<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.

READING ٢ (٦ mks)			
٥.	<input type="radio"/> Ko Chang	<input checked="" type="radio"/> Siam	<input type="radio"/> Chiang Mai
٦.	<input type="radio"/> seventy	<input type="radio"/> sixty	<input checked="" type="radio"/> fifty
٧.	<input checked="" type="radio"/> sandy beaches	<input type="radio"/> sea turtles	<input type="radio"/> lizards
٨.	<input type="radio"/> swimmers	<input type="radio"/> windsurfers	<input checked="" type="radio"/> divers
٩.	<input checked="" type="radio"/> Chiang Mai	<input type="radio"/> Ko Chang	<input type="radio"/> Ko Tarutao
١٠.	<input type="radio"/> two	<input type="radio"/> four	<input checked="" type="radio"/> three

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

WRITING ١ (٤ mks)	
٤	<ul style="list-style-type: none"> – Presents all the information, fully and clearly. – Writing is well-organised and coherent, with only minor language errors.
٣	<ul style="list-style-type: none"> – Presents most of the information, clearly enough. – Writing contains some noticeable language errors and sometimes lacks coherence.
٢	<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.
١	<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.
٠	<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 ٢ (٦ mks)	
٦	<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.
٥	<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.
٤	<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.
٣	<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.
٢	<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.
١	<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.
٠	<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>Note ١: 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. PROCEDURE: 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.</p> <p>Note ٢: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	

REGION: Al-Dakhiliya

2015/2016

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. Who are they talking to?

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

a tourist guide	a cook	a pilot	a doctor	an inventor	a teenager
--------------------	--------	---------	----------	-------------	------------

- | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 text about Christopher Columbus.

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

6. When was Christopher born?

7. How many ships did he take in his exploration?

8. How did the crew feel during the voyage?

_____ and _____

9. What did he call the people he met in the new islands he discovered?

_____.

10. Which place did Christopher discover?

_____.

**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. (verb) to ask somebody to come to your home

e.g. The total number of people we will **in** _ _ _ _ to the party is 100.

2. (noun) the customs and ideas of a group of people

e.g. I have learned a lot about the **cul** _ _ _ _ of China from my teacher.

3. (adjective) showing style or good design

e.g. The characters look **ele** _ _ _ _ in their dresses.

4. (noun) a place where you go to see a film

e.g. Yesterday we decided to go to the **ci** _ _ _ _.

5. (verb) to make something

e.g. An American company will **pro** _ _ _ _ a flying car by 2017.



GRAMMAR/VOCABULARY 2 (Items 6-10)

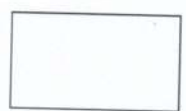
(2½ marks)

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

Easter Island is ⁽⁶⁾ _____ small island in the Pacific Ocean. It was ⁽⁷⁾ _____ by Europeans early in the 18th century. It ⁽⁸⁾ _____ famous for the mystery of its statues and its writing. Many people believe that the native population wasted its resources ⁽⁹⁾ _____ almost made themselves extinct. That is like a warning for what could happen to the whole world ⁽¹⁰⁾ _____ we don't use our resources carefully.

discovered and a discovering this is because if were that

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

Before people used letters to make ⁽¹¹⁾ wo _____, picture writing ⁽¹²⁾ w_____ used. Pictures that tell ⁽¹³⁾ sto_____ from long ago have ⁽¹⁴⁾ be_____ found on the walls of ⁽¹⁵⁾ ca_____. Native Americans used pictures ⁽¹⁶⁾ t_____ tell about ⁽¹⁷⁾ hun_____ animals, growing food, and ⁽¹⁸⁾ th_____ families. Today, we write about our lives using the letters ⁽¹⁹⁾ o_____ the alphabet. Every ⁽²⁰⁾ lan_____ has an alphabet.

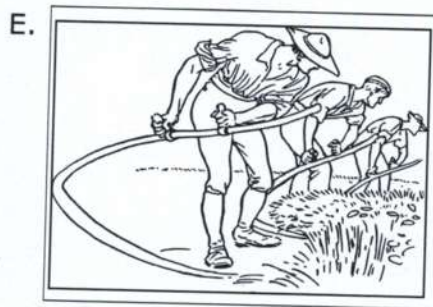
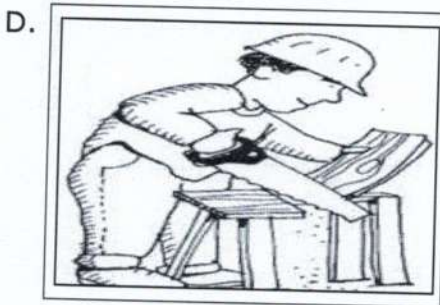
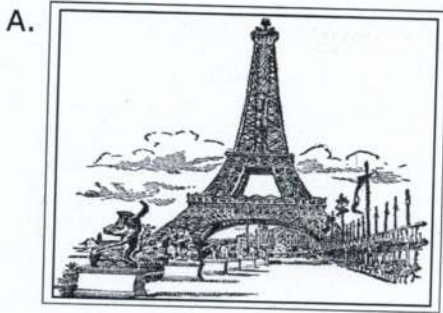
GRM/VCB SCORE	10

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

1. Crops will be ready to be collected by the end of this week, but the workers are doing so now as they are afraid that rain might destroy them.
2. My family argues about this year's holiday destination. A friend of mine suggested to go to Paris and visit the Eiffel Tower there.
3. She complains about her new neighbour as he keeps making wooden tables all night.
4. Yesterday floods damaged all the town. Houses were completely destroyed and roads were covered by water.

Pictures

	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. Then complete the task.*

There are over one million different kinds of animals on Earth. Scientists are still finding new kinds of insects and fish. However, some kinds of animals are in danger of dying out. These animals are called endangered. If they die out, they are called extinct. Dinosaurs are believed to have become extinct because of changes to the world's climate. Climate change is happening again today, but this is not the main reason for animals becoming endangered. I think the main reason is that humans are changing or destroying the places where animals live.

The world's population is growing rapidly. All these people need food, clothing, and housing. We are cutting down trees to build houses. Then we use the land to grow food. Farms and cities replace forests and jungles so the animals have nowhere to live and no food to eat. I believe this is the main reason for destroying animal habitats.

People have always hunted animals for food. Most of our food comes from farms now, but some animals are still hunted. Elephants are sometimes hunted for their tusks. Other animals like tigers are hunted because people think they are dangerous. Still others are hunted because they destroy crops and farms. I suggest that governments should control hunting.

Pollution caused by humans also kills animals. Farmers use chemicals that pollute the land and rivers. They eventually reach the oceans where they kill fish. Factories pollute the air. This kills animals and helps to create climate change. All governments should work together to reduce pollution.

Fortunately, there is also good news. Most people are now aware of the effects of destroying places where wild animals live. Governments are working out ways to slow down the destruction. Wildlife parks and zoos are working hard to protect the endangered species. Organisations like Greenpeace help by raising awareness of the problems.

READING 2 (continued)

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

5.	There are _____ different kinds of animals on Earth.		
<input type="radio"/>	many millions of	<input type="radio"/>	more than one million
<input type="radio"/>		<input type="radio"/>	a million
6.	Dinosaurs become extinct because of _____ .		
<input type="radio"/>	Hunting	<input type="radio"/>	pollution
<input type="radio"/>		<input type="radio"/>	climate change
7.	People don't hunt animals for food now because _____ .		
<input type="radio"/>	animals are becoming extinct	<input type="radio"/>	food is grown on farms
<input type="radio"/>		<input type="radio"/>	fewer people eat meat
8.	People hunt elephants because _____ .		
<input type="radio"/>	they are dangerous	<input type="radio"/>	of their tusks
<input type="radio"/>		<input type="radio"/>	they destroy farms
9.	Oceans are polluted by _____ that farmers use.		
<input type="radio"/>	crops	<input type="radio"/>	tools
<input type="radio"/>		<input type="radio"/>	chemicals
10.	Greenpeace tries to save endangered animals by _____ .		
<input type="radio"/>	educating people	<input type="radio"/>	raising money
<input type="radio"/>		<input type="radio"/>	constructing parks

**READING
SCORE**

10

WRITING 1**(4 marks)**

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

Mozart	
4 years/start/ write music	
marry/1782	
father/musician	die/age 35
born/Austria/1756	
has/six children	write/20 operas, 40 symphonies

Marker A	Marker B	Average

WRITING 2**(6 marks)**

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

Situation: Your friend is doing a project about celebrations in different cultures. Write an **email** to your friend. Write about how Omanis celebrate Eid, what they do, wear and eat during the days of Eid.

Your writing should be clear and well-organised.

Marker A	Marker B	Average

**WRITING
SCORE**

10

GRADE NINE — ENGLISH LANGUAGE
SEMESTER TWO, 2015/2016, FIRST SESSION
REGION: Al-Dakhiliya

MARKING GUIDE
TOTAL MARKS: 40
page 1 of 4

LISTENING 1 (5 mks)

	a tourist guide	a cook	a pilot	a doctor	an inventor	a teenager
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 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

LISTENING 2 (5 mks)

6. 1451
7. Three ships/3 ships/ three/3
8. Afraid and worried
9. Indians
10. North America/ America

GRAM/ VCB 1 (2.5 mks)

1. invite
2. culture
3. elegant
4. cinema
5. produce

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.

نموذج إجابة

GRM/ VCB 2 (2.5 mks)										
	discovered	and	a	discovering	this	is	because	if	were	that
6.	<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"/>
7.	<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"/>
8.	<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"/>
9.	<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"/>
10.	<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"/>

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

GRM/ VCB 3 (5 mks)	
11. <u>words</u>	16. <u>to</u>
12. <u>was</u>	17. <u>hunting</u>
13. <u>stories</u>	18. <u>their</u>
14. <u>been</u>	19. <u>of</u>
15. <u>caves</u>	20. <u>language</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 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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

نموذج إجابة

READING 2 (6 mks)						
5.	<input type="radio"/>	many millions of	<input checked="" type="radio"/>	more than one million	<input type="radio"/>	a million
6.	<input type="radio"/>	hunting	<input type="radio"/>	pollution	<input checked="" type="radio"/>	climate change ...
7.	<input type="radio"/>	animals are becoming extinct	<input checked="" type="radio"/>	food is grown on farms	<input type="radio"/>	fewer people eat meat
8.	<input type="radio"/>	they are dangerous	<input checked="" type="radio"/>	of their tusks	<input type="radio"/>	they destroy farms
9.	<input type="radio"/>	crops	<input type="radio"/>	tools	<input checked="" type="radio"/>	chemicals
10.	<input checked="" type="radio"/>	educating people	<input type="radio"/>	raising money	<input type="radio"/>	constructing parks

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

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	<p><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></p>

نموذج إجابة

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>: EITHER Irrelevant (Completely unrelated to the task/ instructions) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR 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.

نموذج إجابة

Listening Script

Listening 1:

1. So, this new machine of yours, you say it can produce electricity without causing any pollution. It sounds like a great idea.
2. This is air traffic control calling flight TK341. I'm sorry you won't be able to land for a few more minutes.
3. All of our customers are complaining about that chicken salad you made. I told you not to put so many spices on it.
4. Have you thought about what you are going to do after finishing school? Are you planning to go to the university?
5. It started two weeks ago. I get a very bad headache at night. I can't sleep well.

Listening 2:

Christopher Columbus was born in Genoa, Italy in 1451. His career in exploration started when he was very young. Columbus came to believe that the Indonesia and surrounding islands could be reached by sailing west through the Atlantic Ocean. He asked the kings of Portugal, France and England to finance a westward trip to these islands, but all didn't agree. After ten years of efforts, King Ferdinand and Queen Isabella of Spain agreed to finance Columbus in the hopes of acquiring great wealth. In August, 1492, Columbus, crew, and three ships left Palos, Spain and headed westward.

After stopping in the Canary Islands off the coast of Africa, Columbus' ships hit the open seas. Covering about 150 miles a day, the trip was long and difficult. The crew was afraid of sea monsters and became more worried every day land was not sighted. Columbus offered a reward for the first person to see land. On October 12, a crew member

sighted one of the Bahama Islands. Columbus set foot on what he believed was one of the Spice Islands, a group of islands in Asia where valuable spices and riches came from. He named the land San Salvador. Columbus failed to find the riches he expected, and continued to search for China. He next visited Cuba and Hispaniola. He met native people who he named "Indians" because he believed they were inhabitants of the Indies. Christopher Columbus made one of the greatest discoveries in the history - North America.

نموذج إجابة

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 .**Which place is he / she talking about ?**
Listen and for each item, shade in the bubble under the correct option.

beach	aquarium	museum	book fair	hotel	Zoo
-------	----------	--------	-----------	-------	-----

1.

2.

3.

4.

5.

LISTENING 2 (Items 6-10)

(5 marks)

You are going to hear a paragraph about **London**.

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

6. What is the population of London?

7. What is the name of the famous river in London .?

8. How many languages are spoken in London ?

9. What are the two problems that London face ?

_____.

10. Are museums the best thing about London ?

_____.

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. (verb) to make or do something
e.g. Oman **pro** _ _ _ _ pottery and silver minting.
2. (noun) the characteristics and knowledge of a particular group in religion, tradition, music and arts
e.g. Artifacts are examples of **cult** _ _ .
3. (adjective) not clean
e.g. Your legs are so **di** _ _ . You should wash them .
4. (noun) a doctor who takes care of people's teeth.
e.g. I like to visit my **den** _ _ _ .
5. (adverb) speaking in a strong voice .
e.g. Please speak **lou** _ _ .

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.)

The panda is one of the rarest animals in ⁽⁶⁾ _____ world. Pandas
⁽⁷⁾ _____ in the bamboo forest of South_ West China. Pandas sometimes eat meat
⁽⁸⁾ _____ mostly eat bamboo plants. Hunters have killed ⁽⁹⁾ _____ pandas
 for their beautiful fur. So, the Chinese government ⁽¹⁰⁾ _____ started to work hard
 to save the pandas.

in from the of and are has many live new

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

Weavers are people ⁽¹¹⁾ **w**_____ make rugs or clothes from⁽¹²⁾ **cot**_____ or wool . Weaving is one of the⁽¹³⁾ **old**_____ crafts in the world. The woollen cloth is ⁽¹⁴⁾ **us**_____ for many⁽¹⁵⁾ **diff**_____ things . Some of it is made into clothes ⁽¹⁶⁾ **su**_____ as cloaks⁽¹⁷⁾ **an**_____ socks. The ⁽¹⁸⁾ **pe**_____ of Oman started making cotton cloth more ⁽¹⁹⁾ **th**_____ one thousand years⁽²⁰⁾ **ag**_____ .

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--

**GRM/VCB
SCORE**

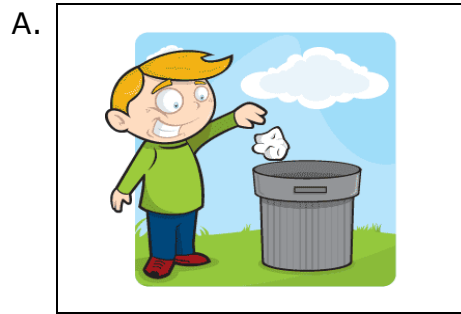
10

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

1. If you are trying to keep up a healthy and active lifestyle ,you should eliminate junk food from your diet.
2. Seawards the Great Ships is a great film and has an Oscar. It provides a record of shipbuilding.
3. My uncle likes visiting famous places. He loves islands and travelling around the world.
4. Tourists like to visit some countries which have ancient civilization and famous monuments.

A	B	C	D	E	F
---	---	---	---	---	---

<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.

Christopher Columbus was born in Genoa, Italy in 1451 . His career in exploration started when he was very young. As a teenager he travelled the seas . He appealed to the kings of Portugal, France and England to finance a westward trip to the Indies, but all denied his request. After ten years of monumental efforts but fruitless , king Ferdinand and Queen Isabella of Spain agreed to finance Columbus in the hopes of acquiring great wealth .

On August 3, 1492, Columbus and three ships , the Nina , Pinta , and Santa Maria , left Palos , Spain and headed westward . After stopping in the Canary Islands off the coast of Africa , Columbus' ships hit the open seas. The trip was long and hard. The crew was afraid of sea monsters . After two months , on October 12, the land was finally sighted one of the Bahama Islands. He named the land San Salvador. He named the native people he saw " Indians " .

He died with the belief that he had found the shortcut to the Indies . Soon , however , other explorers and nations understood the importance of his discoveries . Columbus' discoveries set the stage for the Age of Exploration , one of the most fascinating times in the world history.

Christopher Columbus made one of the greatest discoveries in the history of the world _ North America . Today , we celebrate Columbus Day in October to commemorate his discoveries.

READING 2 (continued)

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

5. Christopher Columbus was a famous _____ .
 actor explorer engineer
6. He travelled across the seas when he was _____ .
 teenager Old young
7. Columbus headed westward after _____ years.
 25 41 33
8. Their trip to Canary Islands was _____ .
 Difficult Enjoyable short
9. His crew was scared of _____ .
 high mountains Icebergs monsters
10. Another Columbus ' discovery was _____ .
 North America India Italy

READING	
SCORE	10

LISTENING 1 (Items 1-5) 5 marks

You are going to hear **five** people speaking .Which **places** is she / he talking about ?

Listen 3 times and shade the bubble under the correct option .

1- "Look", there are wonderful and amazing animals .But " How much do you think it costs to enter and see these amazing animals ?"

2- There are thousands of wonderful aquatic animals like sharks and loggerhead turtles. You should discover a fascinating world behind the glass .

3- Publishing helps the authors to print and sell their work in the exhibitions . Also, you can find lots of stories, videos , CDs , cassettes, etc.

4- " Can I fill the form to stay in a room for 2 nights ? " I would like to have a 24 hour phone line if possible at this room , please "

5- " It's a nice weather here " , said mom ." You can collect many sea shells and swim " Also, there is a chance to take fabulous photos."

English , Grade 9 , Semester TWO , First Session

2015/2016

LISTENING 2 (Items 6-10) 5 marks

You are going to hear information about **London** .

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

London has a population of about 8,000,000 people . It is located in Britain . There are more than 300 spoken language. It lies on the River Thames . London is famous for many things. Tourists come from all over the world to visit its historic buildings , such as Buckingham Palace , the Houses of Parliament and the famous clock , Big Ben .

They come to visit its theaters , museums and shops such as Harrods. Like many big cities , London has problems with traffic and pollution . The air isn't clean , but it is cleaner than it was 100 years ago . The best thing about London is the parks.

LISTENING 1 (5 mks)						
	beach	aquarium	museum	Book fair	hotel	zoo
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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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. 8,000,000 / 8 million	1. produces
7. The River Thames	2. culture
8. More than 300 / 300	3. dirty
9. Traffic and pollution	4. dentist
10. No	5. loudly

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 mks)										
	in	from	the	of	and	are	has	many	live	new
6.	<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"/>
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 checked="" type="radio"/>	<input type="radio"/>
8.	<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"/>
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 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. who	16. such
12. cotton	17. and
13. oldest	18. people
14. used	19. than
15. different	20. ago

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 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 checked="" 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"/> actor	<input checked="" type="radio"/> explorer	<input type="radio"/> engineer
6.	<input type="radio"/> teenager	<input type="radio"/> old	<input checked="" type="radio"/> young
7.	<input type="radio"/> 25	<input checked="" type="radio"/> 41	<input type="radio"/> 33
8.	<input checked="" type="radio"/> difficult	<input type="radio"/> enjoyable	<input type="radio"/> short
9.	<input type="radio"/> High mountains	<input type="radio"/> Ice bergs	<input checked="" type="radio"/> monsters
10.	<input checked="" type="radio"/> North America	<input type="radio"/> India	<input type="radio"/> Italy
<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	<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)	
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>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 <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.</p> <p>Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	

Governorate: Al Batina North

2015/2016

ENGLISH LANGUAGE TEST

GRADE NINE

**Semester Two
Second 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 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
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 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?

_____.

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

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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.

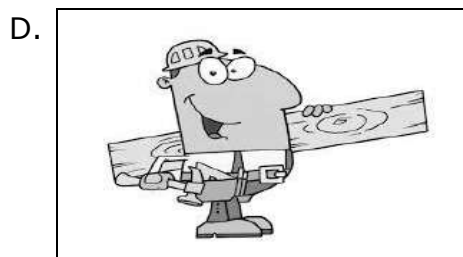
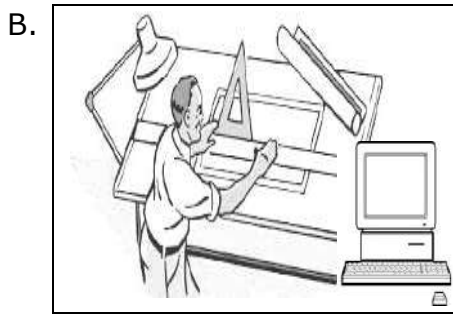
**GRM/VCB
SCORE**

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.

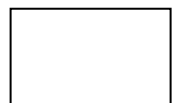


Texts

Pictures

1. Cooking is not an easy job. It needs experience and confidence to make delicious meals. You can access the internet to get different recipes.
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.
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.
4. I like fishing. The weather is nice. I take my little boat and go across the sea alone. I catch big fish.

	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. 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

10

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

Marker A	Marker B	Average

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)
<p>6. 2013</p> <p>7. (his) brother</p> <p>8. 20 (dollar) (\$)</p> <p>9. (White) Beach</p> <p>10. birds</p>	<p>1. <u>rude</u></p> <p>2. <u>tourist</u></p> <p>3. <u>organise</u> or <u>organize</u></p> <p>4. <u>angrily</u></p> <p>5. <u>famous</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)										
	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. trad <u>itional</u>	16. ar <u>e</u>
12. off <u>er</u>	17. ca <u>n</u>
13. the <u>ir</u>	18. coff <u>ee</u>
14. of <u> </u>	19. cult <u>ure</u>
15. and <u> </u>	20. import <u>ant</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
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

WRITING 1 (4 mks)	
4	– Presents all the information, fully and clearly. – Writing is well-organised and coherent, with only minor language errors.
3	– Presents most of the information, clearly enough. – Writing contains some noticeable language errors and sometimes lacks coherence.
2	– Manages to present only some of the information; important points are missing or unclear. – Language contains frequent errors, some of which obscure meaning.
1	– 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>

GOVERNORATE: BATINAH NORTH 2015-2016

ENGLISH LANGUAGE TEST

GRADE NINE

Semester Two – Session Two

LISTENING SCRIPT

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

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 about their holiday. Which **countries** they are speaking about?

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

USA	Saudi Arabia	Spain	China	Indonesia	India
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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 short text about Agatha Christie.

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

6. When did Agatha write her first detective story?

7. Where did Agatha stay when the police were looking for her?

8. Who first found Agatha after her disappearance?

9. For how many days did Agatha disappear in 1926?

_____.

10. How many mysterious stories did Agatha Christie write?

More than _____.

--

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 planes land and take off
e.g. I went to Muscat **air** _ _ _ _ to welcome my friend who came from UK.
2. (adjective) causing great surprise or wonder
e.g. He showed an **ama** _ _ _ _ talent for painting.
3. (verb) to give help or assistance
e.g. I will **sup** _ _ _ _ you as much as I can.
4. (noun) the ability to do something well
e.g. This is an easy game to play. No **sk** _ _ _ is required.
5. (adjective) liked or enjoyed by many people
e.g. He has been very **pop** _ _ _ _ with his pupils.

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.)

Sword making, historically, has been the work ⁽⁶⁾ _____ specialized metal workers called swordsmiths. Swords ⁽⁷⁾ _____ been made of different materials, with a variety of tools and techniques. Early swords ⁽⁸⁾ _____ made of copper, which bends easily. Bronze swords were stronger. A good sword has to ⁽⁹⁾ _____ hard enough and at the same time it must be strong and flexible ⁽¹⁰⁾ _____.

were and of there be not have must could too

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

The Boryeong Mud Festival is a ___ annual festival **th**___ takes place **ev**___ summer in South Korea. **I**___ began in 1998, after scientists discovered that the mud there **w**___ full of minerals **f**___ the skin. There **i**___ a range of activities to choose **fr**___, including mud sliding and mud massage. The festival is a **gr**___ ceremony that **peo**___ enjoy.

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**GRM/VCB
SCORE**

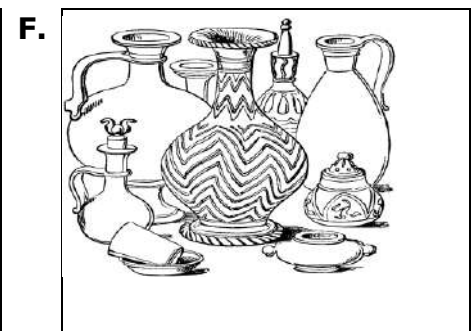
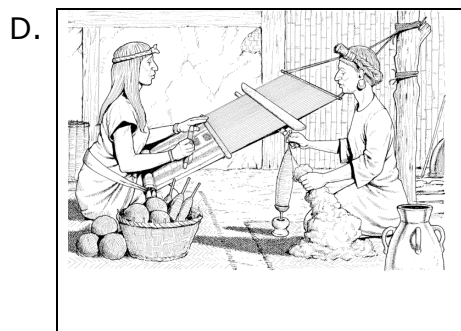
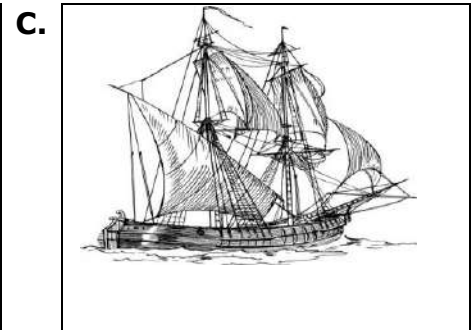
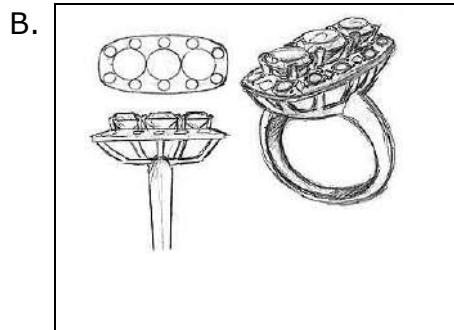
10

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. Pottery is made by forming a clay body into objects of a required shape and heating them to high temperatures in hot ovens.
2. Basket making is the process of weaving fibres, straw, animal hair, grasses or thread that can bend and form a basket shape.
3. Weaving is a method of fabric production in which two distinct sets of threads are interlaced at right angles to form a fabric or cloth.
4. Jewellery design is the art or profession of designing and creating decorative shapes of expensive materials to form worn things like necklaces and rings.

	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. Then complete the task.

Nearly everyone who owns a computer has bought something on the internet at least once, but how are people's lives affected? Is it unsafe or difficult to order the goods you want on a site you do not know? Or is it more expensive than going to a shop and buy things there?

Online shopping is making things much easier in terms of time. The only thing you have to do is going to the internet page, choose the product you want and buy it. After that you have to wait for a few days and whatever you bought is in front of your door. Another good opportunity of online shopping is you are able to compare prices much easier.

The bad thing of online shopping is that you have to be really careful in choosing the site you want to buy from. Some sites just want your money and won't give you anything. Another big problem is the quality of the things you get. Online shopping is always quite tricky, you have to look at the prices and compare them to the other sites to be sure you are not paying way too much for the goods you want.

In my opinion internet shopping is a good and useful invention. If you are in a place where nothing is around and you need different things, then you are able to order it so easily but you need to be very careful.

READING 2 (continued)

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

5. According to the text, people don't prefer online shopping because it's unsafe and _____ .
 expensive fashionable old
6. People have to be _____ and responsible while buying from the net.
 afraid careful lazy
7. The writer prefers online shopping because it saves people's _____ and money.
 computer products time
8. Buying from the internet helps people to _____ products and prices.
 compare make prepare
9. The word tricky in paragraph three shows that websites could give _____ information about the products
 false interesting true
10. At the end of the text, the writer believes that online shopping is _____ for people.
 bad complicated good

READING SCORE
10

Listening (1)

You are going to hear five people speaking about their holiday. Which **countries** they are speaking about? Listen and for each item, shade in the bubble under the correct option.

1. I think the spring festival is the best holiday. Chinese families get together and children can get their red pack with the money put in.
2. My country's best holiday would be the Ramadan month, just because it is the holy month and everyone in Indonesia is pretty nice.
3. I'm from the U.S, so the best holiday would be thanksgiving. I like the fact that families being thankful for being together.
4. I'll say the best holiday is the Independence Day of India. It's because that is where we achieved our freedom.
5. La Tomatina is the best holiday for Spanish people. Thousands of people from all corners of the world come to join "world's biggest food fight".

Listening (2)

You are going to hear a short text about Agatha Christie.

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

Agatha Christie was the most successful writer of detective stories of all time. People all over the world read her stories of Hercule Poirot and Miss Marple. But when she died in 1976 there was a final mystery: why did she disappear for eleven days in December 1926? Agatha Christie was born in September 1890. She lived with her family in Devon, England. In 1914 she married Colonel Archibald Christie. She wrote her first detective story in 1920 and soon she was successful. But Agatha Christie didn't have a happy marriage. On a cold night in December 1926 she left her home in her car. The following morning, the police found her car but there was no sign of Agatha Christie. Two days later, they told newspaper that they didn't know where she was. Everyone thought she was dead. But 250 miles away in Yorkshire, a waiter in a hotel saw a guest who looked like Agatha, and he told the police. Eleven days after her disappearance, her husband found her again in the hotel dining room. The couple was soon divorced. She married an archaeologist, in 1930 and she continued to write her mysteries. But she didn't explain what happened in 1926. Did she want to kill herself? Did she hope to sell more books? Over the years, Agatha Christie wrote more than 80 mysteries and sold over 300 million books. But she didn't tell anyone why she disappeared in December 1926.

LISTENING 1 (5 mks)						
	USA	Saudi Arabia	Spain	China	Indonesia	India
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 type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" 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)
<p>6. 1920</p> <p>7. (In) a hotel</p> <p>8. a waiter / a hotel waiter</p> <p>9. (For) 11 / eleven days</p> <p>10. 80 / eighty</p>	<p>1. air<u>port</u></p> <p>2. ama<u>zing</u></p> <p>3. sup<u>port</u></p> <p>4. sk<u>ill</u></p> <p>5. pop<u>ular</u></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>	<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i>

GRM/ VCB 2 (2.5 mks)										
	were	and	of	there	be	not	have	must	could	too
6.	<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"/>
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 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"/>
9.	<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"/>
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 checked="" type="radio"/>

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

GRM/ VCB 3 (5 mks)	
11. <u>an</u>	16. <u>for</u>
12. <u>that</u>	17. <u>is</u>
13. <u>every</u>	18. <u>from</u>
14. <u>It</u>	19. <u>great</u>
15. <u>was</u>	20. <u>people</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 type="radio"/>	<input checked="" type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/> expensive	<input type="radio"/> fashionable	<input type="radio"/> old
6.	<input type="radio"/> afraid	<input checked="" type="radio"/> careful	<input type="radio"/> lazy
7.	<input type="radio"/> computer	<input type="radio"/> products	<input checked="" type="radio"/> time
8.	<input checked="" type="radio"/> compare	<input type="radio"/> make	<input type="radio"/> prepare
9.	<input checked="" type="radio"/> false	<input type="radio"/> interesting	<input type="radio"/> true
10.	<input type="radio"/> bad	<input type="radio"/> complicated	<input checked="" type="radio"/> good

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

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	<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)	
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>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. PROCEDURE: 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.</p> <p>Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	

ENGLISH LANGUAGE TEST**GRADE NINE****Semester Two
Second 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.

at the airport	in a boat	in a pharmacy	in a hospital	at a football stadium	in a classroom
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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 a **trip** to **London**.

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

6. How long did Ali stay in London?

7. What time did he arrive to the Heathrow airport?

8. What was the name of the hotel that he stayed in ?

9. Where did Ali take photos?

_____.

10. What did he buy for his son at Harrods?

_____.

--

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. (adjective) liked by many people.

e.g. Ali Al-Habsi is a very **pop** _ _ _ _ goal keeper in Oman.

2. (noun) someone who looks after of sick people.

e.g. The **nu** _ _ _ _ in the clinic gave me some medicine.

3. (verb) to travel by a ship.

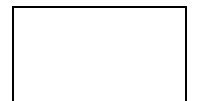
e.g. The ship Sultana used to **sa** _ _ _ _ to different countries.

4. (adverb) not slowly.

e.g. He ran **qui** _ _ _ _ to his class.

5. (noun) a long trip.

e.g. The company organized a **jou** _ _ _ _ for tourists to visit Al-Jalali Fort.



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.)

James Naseem ⁽⁶⁾ _____ born on 6 November, 1861 in Canada. ⁽⁷⁾ His father _____
mother died of typhoid fever ⁽⁸⁾ _____ he was at the age of nine, so he lived with his uncle
⁽⁹⁾ _____ took care of him. When he was young, he liked ⁽¹⁰⁾ _____ spend his days
outside playing different games. When he became older, he studied physical education.

is was ago when and to for she who in

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

Shabab Oman is one of the ⁽¹¹⁾ larg_____ Omani ships. It is a part of the Omani ⁽¹²⁾ cul_____. It was built ⁽¹³⁾ i___ Scotland. The ship has visited ⁽¹⁴⁾ ma_____ countries. ⁽¹⁵⁾ Mem_____ of the crew have the chance to present ⁽¹⁶⁾ so_____ traditional Omani dances. Also, it gives the youth ⁽¹⁷⁾ o___ Oman the chance to ⁽¹⁸⁾ le_____ about other countries. It ⁽¹⁹⁾ has w___ different prizes ⁽²⁰⁾ su_____ as the International Friendship Award.

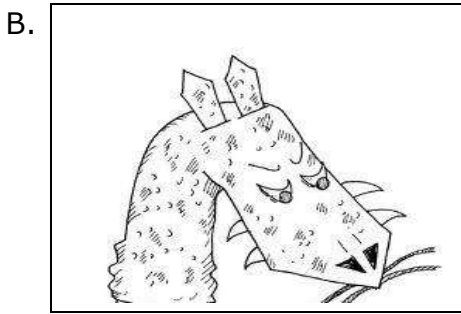
**GRM/VCB
SCORE**

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.



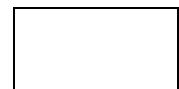
Pictures

Texts

1. Giant puppets are very big puppets that are used for theatre, TV and more. They are as the size of a human and sometimes much larger.
2. Carnival puppets are used for festivals and celebrations. People like to gather around the puppets and take photos with them.
3. Some puppets are made from wood or sticks. People use this kind of puppets to act out simple stories.
4. They are type of puppets which people use their hands and fingers to move them.

A	B	C	D	E	F
---	---	---	---	---	---

<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.

People think that taking a decision about the type of work they want is easy. Other people think it is very difficult. However, to make good job decisions and plans, people need lots of information. The more they know about themselves and job they want, the better they will be able to choose the best job.

In fact the kind of jobs that people choose affect their lives in different ways. For example, it can affect where they live and the friends they make. It can also affect the amount of money they get. The job can also affect the way people feel about themselves. Jobs sometimes show how much education people have. So, by making a good decision about jobs, people can help themselves build the life they want.

People differ in their interests and abilities when they make a job decision. For most people, money is very important because it helps them to improve their lives. Other people take a job for adventure, so they don't mind going far away. Other people choose jobs that allow them to stay close to their families because they think about spending time with them and helping them. Working in a team or alone is another important thing that people need to think about when they choose a job.

In short, People should understand their interest and their abilities to making a good job decision.

READING 2 (cont'd)

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

5. To make good job decisions and plans people need _____.
- a lot of friends lots of information a lot of money
6. To choose the best job, people need to know more about _____.
- themselves only themselves and the job the job only
7. The kind of job _____ affect the amount of money that people get.
- can't couldn't can
8. People have _____ interests for the jobs.
- different same equal
9. People who think about _____ , prefer the jobs that are close to their homes.
- helping their families taking adventures working in a team
10. To make a good job decision, people should understand their _____.
- interests abilities both of them

**READING
SCORE**

10

ENGLISH LANGUAGE TEST

GRADE NINE

Semester Two

Second Session

Listening Script

LISTENING 1 (Items 1-5)

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

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

1."Now keep an eye on this patient and check his temperature every two hours. If there is any increase, give him this medicine.

2. " As the two teams are coming out on the field. They are ready to play. This is a really big match for them."

3."Passengers for flight TG to Bangkok should proceed to Gate 15 immediately. We apologize for the late departure of this plane."

4. The wind is getting stronger in the sea. We should pull up the nets and get back to the port now."

5. " Now students stop writing. Who can come to the board and write the correct answers to questions number two and three?"

LISTENING 2 (Items 6-10)

*You're going to hear a text about a **trip** to **London**.*

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

Last summer, Ali decided to go on a five days trip to London. He was really excited, so he planned the whole trip himself. On Sunday he arrived at the Heathrow airport in London at 10 o'clock. The sun was shining and the place around him was covered with grass and beautiful flowers. He picked up his luggage and got on the bus that took him to the hotel. The hotel was very nice. It was called "The Summer Hotel" which was located in the middle of London on 54 Upper Berkeley Street. The Summer Hotel is a historical building. It had many facilities for the tourists such as tourists information office, a mini fridge and wireless network. In the evening, he went to the Hyde Park where he met different people from different countries and saw some beautiful birds. The next day, at nine o'clock he took a tour on a boat in the river Thames. Then, at eleven o'clock he went to the Big Ben Tower where he took some fantastic photos. On the last day, in the morning Ali visited Harrods shops where he bought some gifts for his family. He bought shoes for his daughter and an iPad for his son. In the evening, he left London and came back to Oman. Ali was very happy about his trip to London.

GRADE NINE — ENGLISH LANGUAGE
SEMESTER TWO, 2014/2015, Second SESSION
Governorate: Batina North

MARKING GUIDE
TOTAL MARKS: 40
page 1 of 4

LISTENING 1 (5 mks)						
	at the airport	in a boat	in a pharmacy	in a hospital	at a football stadium	In a classroom
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 type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" 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 mks)	GRM/ VCB 1 (2.5 mks)
<p>6. Five/5 (days)</p> <p>7. At ten/ 10 (o'clock)</p> <p>8. The Summer/ Summer Hotel</p> <p>9. At the Big Pen (Tower)</p> <p>10. iPad/ one iPad/ an iPad</p>	<p>1. <u>popular</u></p> <p>2. <u>nurse</u></p> <p>3. <u>sail</u></p> <p>4. <u>quickly</u></p> <p>5. <u>journey</u></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>	<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i>

GRM/ VCB 2 (2.5 mks)										
	is	was	ago	when	and	to	for	she	who	in
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 checked="" 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 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 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 mks)	
11. <u>largest</u>	16. <u>some</u>
12. <u>culture</u>	17. <u>of</u>
13. <u>in</u>	18. <u>learn</u>
14. <u>many</u>	19. <u>won</u>
15. <u>Members</u>	20. <u>such</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 type="radio"/>	<input checked="" 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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"/>

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

READING 2 (6 mks)			
5.	<input type="radio"/> a lot of friends	<input checked="" type="radio"/> lots of information	<input type="radio"/> a lot of money
6.	<input type="radio"/> themselves only	<input checked="" type="radio"/> themselves and the job	<input type="radio"/> the job only
7.	<input type="radio"/> can't	<input type="radio"/> couldn't	<input checked="" type="radio"/> can
8.	<input checked="" type="radio"/> different	<input type="radio"/> same	<input type="radio"/> equal
9.	<input checked="" type="radio"/> helping their families	<input type="radio"/> taking adventures	<input type="radio"/> working in a team
10.	<input type="radio"/> interests	<input type="radio"/> abilities	<input checked="" type="radio"/> both of them

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

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	<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)	
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>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. PROCEDURE: 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.</p> <p>Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	

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 they **talking about**?
Listen and for each item, shade in the bubble under the correct option.

finger puppets	dance	history	tourism	editor	film
-------------------	-------	---------	---------	--------	------

- | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 about **Egyptian civilization**.

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

6. How old is this civilization?

7. What is this civilization called?

8. Where did the Egyptians bury their dead?

9. What were the dead bodies covered with?

_____.

10. How much money are the people ready to pay for the gold and silver?

_____.

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. (verb) *to make things to be sold in large numbers or quantities*
e.g. Anyone can **pro** _ _ _ _ salt from seawater with a simple experiment.
2. (noun) *an area of sand or small stones next to the sea or a lake*
e.g. There were some people beside a fishing boat on the **be** _ _ _ .
3. (noun) *a place where planes land and take off*
e.g. I went to the **air** _ _ _ _ to see my father.
4. (adverb) *in a way it is easy to see or hear*
e.g. The teacher explained everything very **cle** _ _ _ .
5. (noun) *a person who belongs to a particular country*
e.g. She is Chinese by birth but is now an American **cit**_ _ _ .



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 bass boat is ⁽⁶⁾ _____ small type of boat designed for fishing in lakes ⁽⁷⁾ _____ rivers. Black bass is the name of a set of fish species found ⁽⁸⁾ _____ North American rivers. These boats ⁽⁹⁾ _____ used for fishing such species of fish. Usually bass boats are made ⁽¹⁰⁾ _____ aluminium or fiberglass and powered by a motor engine.

are	a	to	and	on	in	was	for	how	of
-----	---	----	-----	----	----	-----	-----	-----	----

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

Oxford is one of the oldest and most ⁽¹¹⁾ **fam**_____ cities of England. It is ⁽¹²⁾ **ab**_____ 100 kilometres ⁽¹³⁾ **fr**_____ London. Oxford is ⁽¹⁴⁾ **we**__- known for its university. People ⁽¹⁵⁾ **ha**_____ studied in this university for ⁽¹⁶⁾ **mo**_____ than 700 years. This city is ⁽¹⁷⁾ **al**_____ popular for its ⁽¹⁸⁾ **beau**_____ buildings. People from all ⁽¹⁹⁾ **ov**_____ the world ⁽²⁰⁾ **vi**_____ this city every year.

**GRM/VCB
SCORE**

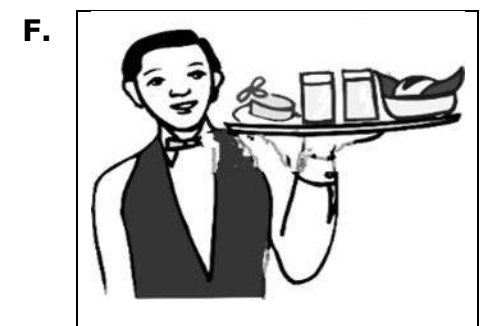
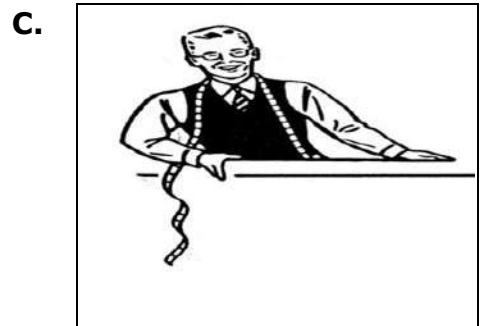
10

READING 1 (Items 1-4)

(4 marks)

Match the texts with the pictures.

For each text, shade in the bubble under the correct option.



Texts

Pictures

1. Mr. Ali's job is to help people by fixing the problems of cars, vans and buses. He has great knowledge about machines.
2. He has been trained to fight the enemies of his country. He works in an army and protects his nation.
3. We improve our knowledge by learning many things from her every day. On some days, she reads out interesting stories from books.
4. His work is to serve food and he is employed in restaurants. He also supplies fresh drinks such as fruit juice.

A	B	C	D	E	F
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<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.

The internet is one of the greatest inventions in the history of mankind. Today it has become an important technology to be used by millions but using it too much could be unhealthy. In 2016, about three billion people were using the internet in the world. The number of users is increasing every day because it is very useful. Among the continents, about 50% of the people in Asia use the internet which is the highest in the world.

The internet has made communication faster and cheaper. This technology has made it possible to send and receive messages in few minutes across the world. We can also share our ideas with our friends and others by using emails, pictures, audio files and videos. The internet is a great source of information. We can search for information on any subject. Moreover, there are many online services available on the internet. For instance, we can buy an air-ticket from anywhere in the world. Anybody can watch movies, listen to music of different languages and play games online. It is easy to find a new friend with common interests on social networks such as Facebook, Twitter and Instagram. Nowadays, about 2.1 billion people have access to these social media in the world.

However, the internet is harmful in some ways. First of all, it can be used to spread false information very quickly. Addiction is another problem. People spend too much of their time on chatting and playing online games and fail to pay attention to their work or health. Let us learn to use the internet wisely and let us live a healthy life.

READING 2 (continued)

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

5. There were about _____ internet users in 2016.

- 10 billion 3 billion 5 billion

6. The internet is a great source of _____ on any subject.

- transportation food information

7. About half of the population that live in _____ use the internet.

- Asia Europe Africa

8. It is easy to find and connect to a new friend on a _____.

- spider network failed network social network

9. About _____ people have social media access in the world.

- 1.3 billion 2.1 billion 2.5 billion

10. People spend too much of their time on the internet because of _____.

- addiction bad health affection

READING SCORE	
	10

LISTENING SCRIPT

Grade 9

LISTENING 1

1. People watch it at a cinema or on a television. It is a story that is told using moving pictures. It is made more interesting with sounds.
2. This is a subject all about the things that happened in the past. Usually it is about the kings and queens who ruled the nations and the people.
3. Mr. Smith and Jim have travelled to many places around the world. They love to visit ancient buildings and collect information about their history.
4. My teacher had drawn faces on each of her fingers. She was moving her fingers to act out like a mother, father, sister and brother.
5. This is an art that involves music and body movements. People move their feet and their bodies in a way that matches the style and speed of music.

LISTENING 2

About 4000 years ago, the people who lived by the River Nile were highly civilized. They lived in cities and built temples for their gods. Also, they built tombs and pyramids where they buried their dead. This period of civilization is known as Ancient Egypt. The kings and queens of Ancient Egypt believed that after they died they went on a long journey. Their bodies had to be prepared for this journey and many valuable and beautiful things were put in the tombs with their bodies. They believed that they needed these things for a long journey to a New Life.

The bodies of the dead kings and queens were covered with perfumes and oils. Then they were wrapped in cloth. When a body is prepared in this way, it is called a mummy. A body which is mummified stays the same for thousands of years in the hot, dry sands of Egypt.

In ancient times, thieves often stole the gold and silver which were placed in the tombs with the bodies. Today, these tombs still attract robbers. Many people all over the world are ready to pay millions of dollars for the gold and silver from the tombs. These valuables from ancient times are called antiquities.

LISTENING 1 (5 mks)						
	finger puppets	dance	history	tourism	editor	film
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 type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<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.

LISTENING 2 (5 mks)	GRM/ VCB 1 (2.5 mks)
<p>6. 4,000 years (ago)</p> <p>7. Ancient Egypt</p> <p>8. In tombs and pyramids</p> <p>9. Perfumes and oils</p> <p>10. Millions of dollars</p>	<p>1. <u>produce</u></p> <p>2. <u>beach</u></p> <p>3. <u>airport</u></p> <p>4. <u>clearly</u></p> <p>5. <u>citizen</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)										
	are	a	to	and	on	in	was	for	how	of
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 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 checked="" type="radio"/>	<input type="radio"/>	<input 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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

GRM/ VCB 3 (5 mks)	
11. fam <u>ou</u> s	16. more <u>u</u>
12. ab <u>ou</u> t	17. als <u>o</u>
13. fr <u>om</u>	18. beaut <u>if</u> ful
14. well <u>l</u>	19. over <u>u</u>
15. hav <u>e</u>	20. visit <u>i</u> t

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 checked="" 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"/> 10 billion	<input checked="" type="radio"/> 3 billion	<input type="radio"/> 5 billion
6.	<input type="radio"/> transportation	<input type="radio"/> food	<input checked="" type="radio"/> information
7.	<input checked="" type="radio"/> Asia	<input type="radio"/> Europe	<input type="radio"/> Africa
8.	<input type="radio"/> spider network	<input type="radio"/> failed network	<input checked="" type="radio"/> social network
9.	<input type="radio"/> 1.3 billion	<input checked="" type="radio"/> 2.1 billion	<input type="radio"/> 2.5 billion
10.	<input checked="" type="radio"/> addiction	<input type="radio"/> bad health	<input type="radio"/> affection

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

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	<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>
<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 <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.</p> <p>Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	

GOVERNORATE: WUSTA

2015/2016

ENGLISH LANGUAGE TEST

GRADE NINE

**Semester Two
Second Session**

Name			
School		Class	

Write your answers on the Test Paper

Time: 2 hours

Pages: 8

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 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.

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**GRM/VCB
SCORE**





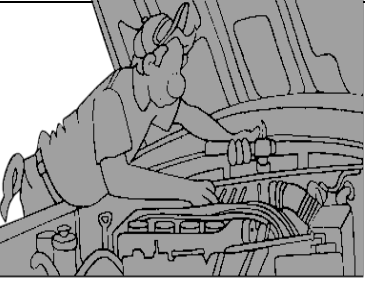

10

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
1.	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"/>
2.	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"/>
3.	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"/>
4.	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 ahealth disease.					
	<input type="radio"/>	psychological	<input type="radio"/>	physical	<input type="radio"/>	mental

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

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**READING
SCORE**

10

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

Marker A	Marker B	Average

GOVERNORATE: WUSTA

2015/2016

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.

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.

GRADE NINE — ENGLISH LANGUAGE
SEMESTER TWO, 2015/2016, Second SESSION
GOVERNORATE: WUSTA

MARKING GUIDE
TOTAL MARKS: 40
page 1 of 4

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)

GRAM/ 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"> – 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><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)

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.

REGION: MUSCAT

2015/2016

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. Who are they?

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

an architect	a musician	a passenger	a police officer	a shop assistant	a tourist
--------------	------------	-------------	------------------	------------------	-----------

- | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 **a journey to Japan**.

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

6. Why did the company send the writer and his friend to visit a car factory?

7. What did the Japanese teacher tell them about?

8. How much money did they give to the taxi driver?

9. What was the taste of the food they ate in the restaurant?

10. How long did they stay in Japan?

**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) cases and bags carried by someone who is travelling
e.g. When I arrived at the hotel, the porter took my **lugg** _ _ _ to my room.
2. (adjective) extremely good and enjoyable
e.g. We had a **fanta** _ _ _ _ trip to Nizwa last week.
3. (verb) to feel calm and comfortable
e.g. After a long day's excursion, the tourists need to **rel** _ _ in their hotel.
4. (noun) an organization that makes or sells goods or services
e.g. My father works for a big **comp** _ _ _ in London.
5. (noun) a person who is invited to visit a home or to take part in a function
e.g. Please, come and have lunch with us; you are our **gu** _ _ _ today.



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.)

Algeria is (6)_____ largest country in Africa. It is located in the north (7)_____ the continent. It extends from the beautiful Mediterranean coasts (8)_____ the fabulous sandy dunes of the Great Sahara in the south. The geography of Algeria (9)_____ fascinating. Algiers, the capital of the country, (10)_____ many historical sites such as Ketshawa Mosque and the Roman ruins of Tipaza.

a	are	at	by	has	have	is	of	the	to
---	-----	----	----	-----	------	----	----	-----	----

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

The saguaro cactus is a huge plant ⁽¹¹⁾th_____ lives in deserts. It can live up to 150 ⁽¹²⁾ye_____. Even though it grows very ⁽¹³⁾slo_____, it is one of the ⁽¹⁴⁾tall_____ plants in the desert! The saguaro cactus is very adapted to desert ⁽¹⁵⁾li_____. This makes it a ⁽¹⁶⁾go_____ home and food ⁽¹⁷⁾f_____ many animals. For example, snakes can find a home, and many birds can rest on the ⁽¹⁸⁾b_____ cactus. ⁽¹⁹⁾So_____ birds also eat the nectar ⁽²⁰⁾fr_____ the cactus flowers.

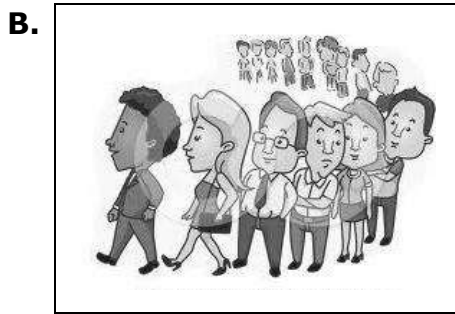
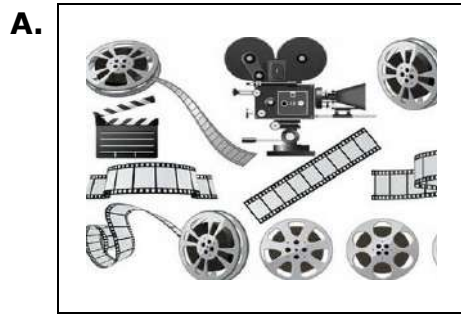
**GRM/VCB
SCORE**

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. In some cultures, it is respectful that people welcome each other by shaking hands especially when meeting the person for the first time.
2. Everywhere you go, it is your responsibility to stand in a queue and respect those who are in front of you. You shouldn't jump over the line.
3. Film making industry is booming nowadays. Every director produces films to make money and become famous with hard work and talent.
4. In Hong Kong, it is appreciated to bring a small gift for children. Moreover, you should always present gifts with two hands.

A	B	C	D	E	F
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<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. For each question, shade in the bubble under the correct option.

My family and I have just visited a wadi in Al-Khoud. I had been told by a friend who has spent time in Oman that we had to see these beautiful natural wonders or marvels in this wonderful country. So, we expected to see something fabulous.

You can imagine upon entering the wadi how we were shocked. The entire place was scattered with rubbish; blue plastic bags and big black garbage bags filled with plastic bottles, plates, cups and Pepsi cans.

We drove further up the wadi and discovered more rubbish then we decided to park and walk. We found a pond of water surrounded by rocks and wild grass where we sat by and took photographs. We discovered some plastic bags floating in the water. My wife and I did a quick clean-up here as we wanted some photos of the place, then we returned back to the vehicle and off we went. We were really disappointed because this beautiful and natural area was not respected.

There should be a law to prosecute or punish people for destroying a natural environment. It is not an acceptable behaviour to leave one's rubbish after eating or picnicking.

Oman is such a naturally beautiful country and having visited it five times over the past couple of years, we have never seen such a disgraceful mess. Why destroy it by dumping rubbish?

My message to all citizens and tourists: Please, take your rubbish from the site and throw it away. Do the right thing!

READING 2 (cont'd)

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

5. The writer visited a wadi in Al-Khoud _____.
- long ago recently last year
6. The writer and his family felt _____ when they arrived at the wadi.
- surprised pleased relaxed
7. They went to the pond of water _____.
- on foot with their car by swimming
8. They collected _____ before they took some photographs.
- plastic cups plastic plates plastic bags
9. The writer suggests a law to _____.
- protect nature save water use less plastic
10. He advises the visitors that they should _____.
- drive safely be responsible visit the site

READING SCORE	10

WRITING 1

[4 marks]

Write a paragraph about **an English actor** called '**Jason Statham**'. Use **ALL** the information in the box. Your writing should be correct and well-organized.

Jason Statham

born /England/September 1967

acts/action films

likes/football, diving father/street singer

produced 39 films/since 1998

'Parker'/famous American film/2013

Marker A	Marker B	Average

ENGLISH LANGUAGE TEST**GRADE NINE****Semester Two, First Session****Listening Script****LISTENING 1. (Three times)**

You are going to hear five people speaking. Who are they?

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

- 1) I lost my bag on arrival at the airport. Please could you tell me to whom I should write my letter to complain about the airline?
- 2) After the visit to the fort, I'd like you to take me to a souvenir shop to buy a few traditional items.
- 3) I've already started to work on the plan of your new house. I've added arches to all the windows as you agreed.
- 4) We are here to help you. Bring a photo of your son with your phone number. We'll try to find him and call you.
- 5) I can play different types of instruments inside and outside the studio but the classical guitar is my favourite instrument.

LISTENING 2. (Three times)

You are going to hear **a story** about **a journey to Japan**.

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

Last year, I travelled to Japan with my friend Saleh. Our company sent us to visit a car factory in order to buy some machines. The flight to Japan was long and boring. On the plane, we met a Japanese teacher who was good at English. He was friendly. He kept telling us about famous places in Japan, and the time seemed to pass quickly with him. Although the airport was big, it looked somehow empty. We walked out and called a taxi. The taxi driver asked for two hundred and twenty US dollars to take us to the hotel, so we started bargaining. We finally agreed on two hundred dollars and he drove us to our hotel. After having a rest for one hour in our small miserable room, we decided to go out for dinner. We found a restaurant next to the hotel. We went inside and ordered some food. I chose a chicken dish and Saleh ordered some fish. Unfortunately the food was awful and very spicy. We didn't eat much. We walked back to the hotel. However, it seemed that the food caused us to suffer from stomach ache the whole night. We wanted to stay in Japan for two weeks but we made it for seven days only. It was really the most horrible journey we had ever made.

(224 words)

LISTENING 1 (5 mks)						
	an architect	a musician	a passenger	a police officer	a shop assistant	a tourist
1.	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<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.

LISTENING 2 (5 mks)	GRM/ VCB 1 (2.5 mks)
<p>6. to buy (some) machines</p> <p>7. famous places in Japan</p> <p>8. Two hundred /200 (US/\$) dollars</p> <p>9. (very) spicy</p> <p>10. 7/seven days/ or 1/one week</p>	<p>1. <u>luggage</u></p> <p>2. <u>fantastic</u></p> <p>3. <u>relax</u></p> <p>4. <u>company</u></p> <p>5. <u>guest</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)										
	a	are	at	by	has	have	is	of	the	to
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 checked="" 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 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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)	
11. <u>that</u>	16. <u>good</u>
12. <u>years</u>	17. <u>for</u>
13. <u>slowly</u>	18. <u>big</u>
14. <u>tallest</u>	19. <u>Some</u>
15. <u>life</u>	20. <u>from</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 checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>

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

READING 2 (6 mks)			
5.	<input type="radio"/> long ago	<input checked="" type="radio"/> recently	<input type="radio"/> last year
6.	<input checked="" type="radio"/> surprised	<input type="radio"/> pleased	<input type="radio"/> relaxed
7.	<input checked="" type="radio"/> on foot	<input type="radio"/> with their car	<input type="radio"/> by swimming
8.	<input type="radio"/> plastic cups	<input type="radio"/> plastic plates	<input checked="" type="radio"/> plastic bags
9.	<input checked="" type="radio"/> protect nature	<input type="radio"/> save water	<input type="radio"/> use less plastic
10.	<input type="radio"/> drive safely	<input checked="" type="radio"/> be responsible	<input type="radio"/> visit the site
<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	<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)	
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>

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

Name			
School		Class	

Write your answers on the Test Paper

Time: ٢ hours

Pages: ١٠

TEST SCORES	LISTENING	١٠	
	GRM/VCB	١٠	
	READING	١٠	
	WRITING	١٠	
	TOTAL	٤٠	

LISTENING ١ (Items ١-٥)

(٥ marks)

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

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

camping site	fort	airport	nature reserve	hotel	restaurant
--------------	------	---------	----------------	-------	------------

١.

٢.

٣.

٤.

٥.

LISTENING ٢ (Items ٦-١٠)

(٥ marks)

You are going to hear **a story** about **a trip to Asia**.

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

٦. Who was Liza going to travel with?

٧. How long would they stay in Hong Kong?

٨. How much would the trip cost each of them?

٩. Where did their neighbor Jane go on her trip?

_____.

١٠. For how many days did Jane vomit?

_____.

--

**LISTENING
SCORE**

١٠

GRAMMAR/VOCABULARY ١ (Items ١-٥)

(٢½ 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**.

١. (adjective) rough, not straight

e.g. This mountain is **cra** _ _ _ ; it is difficult to climb.

٢. (noun) objects used to protect the eyes from the sunlight.

e.g. Don't forget to take your **sungl**_ _ _ _ when you go to the beach.

٣. (verb) to get knowledge from books or schools.

e.g. I want to **st** _ _ _ engineering when I finish school.

٤. (adverb) with good manners and behavior

e.g. The man spoke **poli**_ _ _ _ to the old lady.

٥. (noun) people who travel for enjoyment

e.g. The number of the **tou** _ _ _ _ in Oman has increased recently.

GRAMMAR/VOCABULARY ٢ (Items ٦-١٠)

(٢½ marks)

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

Any company likes hard workers ^(٦) _____ are productive ^(٧) _____ helpful. Being active at work helps the company to finish ^(٨) _____ projects quickly. Also, helping other people in the company makes the work better. One person can not work alone and needs others to support him. It ^(٩) _____ very hard for one worker to run a company ^(١٠) _____ help.

without it who where with are is and or its

- | | | | | | | | | | | |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| ٦. | <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"/> |
| ٧. | <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"/> |
| ٨. | <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"/> |
| ٩. | <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"/> |
| ١٠. | <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 ٣ (Items ١١-٢٠)

(٥ 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

The Opera House in Muscat ^(١١) **i**____ the Omani venue for arts and ^(١٢) **cul**____. It is located ^(١٣) **i**____ Shatii Al Qurm. It ^(١٤) **ha**____ a capacity of maximum ١,٠٠٠ ^(١٥) **peo**____. This Opera House ^(١٦) **whi**____ was built ^(١٧) **b**____ Carillion Alawi, was ^(١٨) **ope**____ on October ١٢, ٢٠١١. There are some ^(١٩) **sho**____ in the Opera House ^(٢٠) **buil**____ where you can buy gifts.

**GRM/VCB
SCORE**

١٠

READING ١ (Items ١-٤)

(٤ marks)

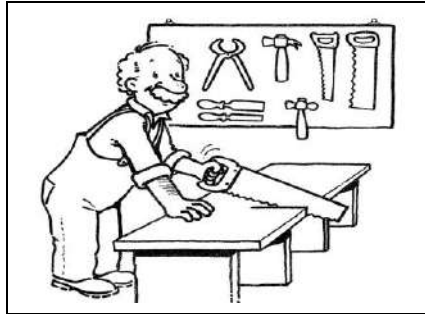
Match the texts with the pictures.

For each text, shade in the bubble under the correct option.

A.



B.



C.



D.



E.



F.



Pictures

Texts

A	B	C	D	E	F
---	---	---	---	---	---

١. Some people say that my job is dangerous. I repair electrical items such as fridges, sockets, fans and washing machines.
٢. If you have pipes leaking at your home, I can fix them. I do not have a problem getting wet.
٣. I am very happy cutting wood and making furniture. I can make tables, beds, chairs and cupboards. I have different tools to help me.
٤. I help companies and people count their money. Also, my job helps in choosing the right financial decisions such as how much they can spend.

<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 ٢ (Items ٥-١٠)**(٦ marks)**

Read the text. Then complete the task.

TV channels are dangerous for our culture and language. Today, we can watch so many TV channels online or using satellite. Most of them broadcast content that is not suitable for our culture. For example, the clothes people wear can affect young people in Oman. They try to wear the same kind of clothes they watch on TV. Some of young people stop wearing dishdashas and caps. Instead, they wear shirts and trousers. Others, wear necklaces and earrings because their favourite TV heroes do this.

Also, Arabic language has been influenced by those TV channels. People mix up words from other languages with Arabic. They feel this makes them modern people. Others, use bad words as they are a part of so many western movies. It is very important to consider our Muslim culture and avoid such words.

The difference between local and international TV channels is in choosing the right content for the Omani people. In the past, there was one TV channel, but it selected its movies and programmes carefully. They were watched before being broadcasted to people. Now, people can watch TV channels from any part of the world. Their owners do not care about our culture. They care more about how much they earn.

READING ٢ (continued)

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

- ٥. With the ability of watching so many TV channels, our culture is _____.
 safe in danger protected

- ٦. Stopping wearing dishdashas and caps is _____ for the Omani culture.
 bad suitable good

- ٧. Some boys wear necklaces and earrings because of the TV heroes they _____.
 dislike like disrespect

- ٨. Mixing up words from other languages with Arabic, makes our language _____.
 stronger respected at risk

- ٩. Having one TV channel in the past, made it easy to _____ the right content.
 choose avoid mix up

- ١٠. Most of international TV channels care about _____.
 culture language money

READING SCORE	
	١٠

LISTENING ١ (٥ mks)						
	camping site	fort	airport	nature reserve	hotel	restaurant
١.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
٢.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
٣.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
٤.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
٥.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

LISTENING ٢ (٥ mks)	GRAM/ VCB ١ (٢,٥ mks)
٦. her mom	١. cr <u>aggy</u>
٧. Three nights	٢. sun <u>glasses</u>
٨. \$ ٢,٨٠٠	٣. <u>study</u>
٩. Bahamas	٤. pol <u>itely</u>
١٠. Three (٣ days)	٥. tou <u>rists</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 ٢ (٢,٥ mks)										
	without	it	who	where	with	are	is	and	or	its
٦.	<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"/>
٧.	<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"/>
٨.	<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"/>
٩.	<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"/>
١٠.	<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"/>

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

GRM/ VCB ٣ (٥ mks)	
١١. <u>is</u>	١٦. wh <u>ic</u> h
١٢. cult <u>ur</u> e	١٧. b <u>y</u>
١٣. <u>in</u>	١٨. ope <u>ne</u> d
١٤. ha <u>s</u>	١٩. shops
١٥. peop <u>le</u>	٢٠. buil <u>ding</u>

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

READING ١ (٤ mks)						
	A	B	C	D	E	F
١.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
٢.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
٣.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
٤.	<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 ٢ (٦ mks)			
٥.	<input type="radio"/> safe	<input checked="" type="radio"/> in danger	<input type="radio"/> protected
٦.	<input checked="" type="radio"/> bad	<input type="radio"/> suitable	<input type="radio"/> good
٧.	<input type="radio"/> dislike	<input checked="" type="radio"/> like	<input type="radio"/> disrespect
٨.	<input type="radio"/> stronger	<input type="radio"/> respected	<input checked="" type="radio"/> at risk
٩.	<input checked="" type="radio"/> choose	<input type="radio"/> avoid	<input type="radio"/> mix up
١٠.	<input type="radio"/> culture	<input type="radio"/> language	<input checked="" type="radio"/> money

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

WRITING ١ (٤ mks)	
٤	<ul style="list-style-type: none"> – Presents all the information, fully and clearly. – Writing is well-organised and coherent, with only minor language errors.
٣	<ul style="list-style-type: none"> – Presents most of the information, clearly enough. – Writing contains some noticeable language errors and sometimes lacks coherence.
٢	<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.
١	<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.
٠	<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 ٢ (٦ mks)	
٦	<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.
٥	<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.
٤	<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.
٣	<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.
٢	<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.
١	<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.
٠	<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>Note ١: 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. PROCEDURE: 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.</p> <p>Note ٢: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	

Grade ٩, English, Sem. ٢, ٢٠١٥/١٦, ١st Session

Listening ١

١. I am waiting for the flight from Jordan. My brother is studying there and coming back to Oman for the Eid holiday.
٢. I am staying here during my visit to Sur. It is five stars and it is very clean although it is not cheap.
٣. The menu here contains different kinds of delicious food. I will order chicken with rice. The salad is for free with this dish.
٤. This building is ٥٠٠ years old. It was built to protect people from enemies. Its walls are very high.
٥. Here we can find very rare animals and plants. The government does not allow hunting here because those animals can extinct.

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. Who are they talking to?

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

a policeman	a shopkeeper	a farmer	a pilot	a student	a taxi driver
-------------	--------------	----------	---------	-----------	---------------

- | | | | | | | |
|-----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 biography of a great traveler called Ibn Battuta
Listen and for each item, write a short answer (**not more than FOUR WORDS**).

6. Where was Ibn Battuta born?

7. How old was he when he travelled to Mecca ?

8. Why did he choose to travel in caravans?

9. How long did he stay in India?

10. When did he die?

**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. (adverb) not quickly.

e.g. He walked **sl** _ _ _ _ because he had a broken leg.

2. (noun) a person who is travelling for fun.

e.g. The American **tour** _ _ _ _ likes visiting Oman to see forts and deserts.

3. (verb) to give money to someone when you buy things or get services.

e.g. You have to **p** _ _ _ two rials for your tickets.

4. (adjective) showing a good behaviour toward others.

e.g. Ali is a very **po** _ _ _ _ boy as he respects people and treats them nicely.

5. (noun) meeting with people face to face to test them when they apply for a job.

e.g. They asked me many questions in the job **inter** _ _ _ _.

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.)

It is important to balance between studying and having fun. When you study for your exam, try to find a place ⁽⁶⁾ _____ you can feel relaxed. Some students keep studying ⁽⁷⁾ _____ they feel tired ⁽⁸⁾ _____ then they do other things as a change. For example, they play with their friends. Some students behave as ⁽⁹⁾ _____ they don't need time to have fun. They study all the time. Remember that you need time ⁽¹⁰⁾ _____ study, rest and have fun.

- | | | | | | | | | | |
|----|-------|----|------|-------|-------|----|-----|----|----|
| if | while | to | will | where | until | in | And | of | On |
|----|-------|----|------|-------|-------|----|-----|----|----|

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

"Everyday, I think (11) **ab**_____ my future. I dream to be a famous (12) **ac**_____ in films. I want to travel to America, but I know that I will face a culture (13) **sh**_____. The culture there is different and I (14) **mu**_____ speak good English. My dad wants me to be (15) a **doc**_____ and work in a big hospital. I (16) **ha**_____ to think carefully. Both jobs need good English, so I am (17) **go**_____ to visit London on my next (18) **hol**_____. I will stay with a family not in a (19) **ho**_____, (20) **bec**_____ I need to speak with people there."

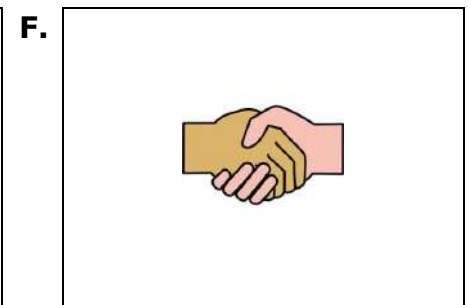
**GRM/VCB
SCORE**

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

1. In Thailand, it is ill-mannered to shake hands when we meet people, instead people put hands together in front of them.
2. It is rude to enter the house with your shoes in Iran. You should take off your shoes before you enter the house.
3. When Brazilian people meet, it is friendly to serve strong black cup of coffee. It is their favourite drink.
4. In Canada, it is too rude to be busy with your phone while you are talking to someone.

	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. Then complete the task.

There are many advantages and disadvantages of living and working in a foreign country. In this essay, I will cover both the positive side and negative side of this matter.

Firstly, work experience and the knowledge about the new culture are two main advantages you will get from working abroad. You can also enrich your expertise. For example, Asian software developers who work in Australia have the opportunities to improve their English level and their software related knowledge as well. Next, the new culture that you have to adapt yourself into will help you have a new picture of what is happening outside your country.

On the other hand, negative impacts also exist along with the positive points mentioned. Employees who work abroad tend not to go back to their home countries. This leads to the increase of brain drain in those countries. Without skilled workers, the countries which are normally developing countries will not be able to develop at the same pace as they could have. Moreover, if this happens so quickly, it will explode immigration in immigrant countries.

In summary, working abroad seems to have both positive and negative impacts. Based on the discussion, I personally think working abroad should be encouraged but it should be strictly moderated and controlled by the government.

READING 2 (cont'd)

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

5. Working in a foreign country can improve your _____.
- health expertise eating habits
6. People who work in a foreign country can learn new _____.
- cultures cars sports
7. Employees who are working abroad tend *not* to _____.
- return to their countries stay abroad live in big houses
8. Without skilled workers, countries *can not* _____.
- live develop survive
9. Working abroad can explode _____.
- the immigration staying at homeland theft and crime
10. The writer thinks that working abroad should _____.
- not be controlled be stopped be encouraged

READING SCORE	10

LISTENING SCRIPT GRADE 9

Listening 1:

- 1- Ali, can you bring your note-book, please? I want to check your writing and the homework I gave you yesterday.
- 2- I need a pair of shoes. My size is 38. Can you show me all the colours that you have?
- 3- Excuse me sir, I crashed my car. It is a minor car accident. Can you come and write a report about it?
- 4- I would like to go to the airport, but I do not have a car. My flight is at 8 pm. How much will it cost me?
- 5- I am a T.V reporter and I am collecting information about the crops in Oman. What types of fruits and vegetables do you grow in your town?

Listening 2

Muhammad Ibn Abdullah in Battuta, was born in Tangier, Morocco, on the 24th of February 1304. He was commonly known as Shams ad-Din. After receiving an education in Islamic law, he chose to travel. He left his house in June 1325 when he was twenty one years old on a hajj trip to Mecca. That journey took him 16 months. He did not come back to Morocco for at least 24 years after that. His journey was mostly by land. He chose to join caravans because it was safe.

He first began his voyage by exploring the lands of the Middle East. Then in 1332, Ibn Battuta decided to go to India. He was nicely greeted by the Sultan of Delhi. There he was given the job of a judge. He stayed in India for 8 years and then left to China. Ibn Battuta left for another adventure in 1352. He then went south, crossed the Sahara desert, and visited the African kingdom of Mali.

Finally, he returned home at Tangier in 1355. He was appointed a judge in Morocco and died in 1368. His book (The Rihla) provides an important account of many areas of the world in the 14th century.

LISTENING 1 (5 mks)						
	A policeman	A shopkeeper	A farmer	A pilot	A student	A taxi driver
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 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 checked="" 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)
<p>6. (In) Tangier / Morocco</p> <p>7. 21 / twenty one (years old)</p> <p>8. (because it was) safe</p> <p>9. (for) 8 / eight years</p> <p>10. 1368 (thirteen sixty eight)</p>	<p>1. <u>slowly</u></p> <p>2. <u>tourist</u></p> <p>3. <u>pay</u></p> <p>4. <u>polite</u></p> <p>5. <u>interview</u></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>	<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i>

GRM/ VCB 2 (2.5 mks)										
	if	while	to	will	where	until	in	and	of	on
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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" 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. ab <u>out</u>	16. ha <u>ve</u>
12. act <u>or</u> / act <u>ress</u>	17. go <u>ing</u>
13. sh <u>ock</u>	18. hol <u>iday</u>
14. must	19. hot <u>el</u>
15. doct <u>or</u>	20. bec <u>ause</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 checked="" 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 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.

READING 2 (6 mks)			
5.	<input type="radio"/> health	<input checked="" type="radio"/> expertise	<input type="radio"/> eating habits
6.	<input checked="" type="radio"/> cultures	<input type="radio"/> cars	<input type="radio"/> sports
7.	<input checked="" type="radio"/> return to their courtiers	<input type="radio"/> stay abroad	<input type="radio"/> live in big houses
8.	<input type="radio"/> live	<input checked="" type="radio"/> develop	<input type="radio"/> survive
9.	<input checked="" type="radio"/> the immigration	<input type="radio"/> staying at home land	<input type="radio"/> theft and crime
10.	<input type="radio"/> not be controlled	<input type="radio"/> be stopped	<input checked="" type="radio"/> be encouraged
<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	<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)	
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. PROCEDURE: 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>	