

ENGLISH LANGUAGE TEST**GRADE NINE****Semester One
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 talking about?**
 Listen and for each item, shade in the bubble ☐ under the correct option.

Internet	Money	Space	Weather	Writer	Teen
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- | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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

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

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

6. When did he go on his holiday this year?

7. Who went with him?

8. How long did they spend there?

9. What was the colour of the Earth from there?

10. What should people take with them in a such trip?

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**LISTENING
SCORE**

10

VOCABULARY (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) someone feels afraid.

e.g. I attended a **sca** _ _ movie with my friends.

2. (noun) something you see while you are sleeping.

e.g. She had a bad **dr** _ _ _ about climbing a mountain.

3. (verb) to pay out money.

e.g. They **sp** _ _ _ a lot of money in shopping.

4. (adjective) having little money.

e.g. He is a **po** _ _ man so he can't take a taxi.

5. (noun) a person who writes novels and stories.

e.g. Taha Hussien is a great Egyptian **aut** _ _ _.



GRAMMAR (Items 6-10)**(2½ marks)**

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

Medicine is a kind (6)_____ drugs. People use medicine when they (7)_____ sick or have pains. They come in forms of pills, drinks (8)_____ creams. They can buy what are called painkillers (9) _____ the pharmacy. However, if people use them for a long time, they will be harmful. Lots of people are addicted to medicine (10)_____ they can get it easily from pharmacies or even shops.

who or the are which is from his they of

6.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

7.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

8.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

9.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

10.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐



GRAMMAR/VOCABULARY (Items 11-20)**(5 marks)**

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

Salma is a teenager (11)_____ is creative and talented story writer. She likes reading (12)_____ writing stories. She reads different types pf books, however, (13)_____ favourite is science-fiction stories. She(14)_____in a story writing(15)_____ last year and won the (16)_____ of the best fictional story. She said that her parents encouraged her to (17)_____ her skill of writing. They read her writings and buy new stories (18) _____ her. Her friends also give her their (19)_____ about her stories. She said (20)_____ it helped her a lot to be a better writer.

- | | | | |
|--------------------------------------|------------------------------------|----------------------------------|-----------------------------------|
| 11. ☐ which | ☐ who | ☐ when | ☐ where |
| 12. ☐ but | ☐ if | ☐ and | ☐ another |
| 13. ☐ her | ☐ she | ☐ mine | ☐ his |
| 14. ☐ remembered | ☐ participated | ☐ hanged out | ☐ saved |
| 15. ☐ medicine | ☐ audience | ☐ coins | ☐ competition |
| 16. ☐ museum | ☐ community | ☐ myth | ☐ prize |
| 17. ☐ destroy | ☐ improve | ☐ contain | ☐ behave |
| 18. ☐ for | ☐ from | ☐ too | ☐ in |
| 19. ☐ opinions | ☐ members | ☐ problems | ☐ shapes |
| 20. ☐ then | ☐ they | ☐ that | ☐ the |

**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.



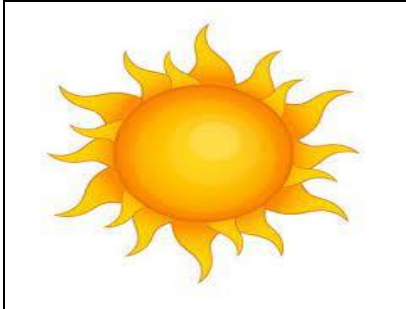
B.



C.



D.



E.



F.



Texts

Pictures

- Ahmed was so happy because he won the first position prize in the Best Writers Competition. His story was so interesting.
- Fatma's room is untidy. Her clothes, books and bags are on the floor. That is why my mom always angry at her.
- Kathy is a shopaholic. She can't control herself spending money and she buys lots of things that she never uses.
- The sun is a huge ball of gases. There is no life on it because of the high temperature. However, it provides Earth with heat and light needed.

A	B	C	D	E	F
☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐



READING 2 (Items 5–10)**(6 marks)***Read the text. Then complete the task.*

Many teens start to worry and feel the pressure as exam time starts. Too much stress can lead to panic, which in turn can lead to problems with concentration and recall. So, looking for ways to keep our teens calm and relaxed will in turn help to improve recall, and answer the exam paper.

Although it may seem to many people that learning a simple, calming, breathing technique is useless, but it can make huge difference. Breathing in for a count of four then out, slowly, for a count of eight sends calming messages to the brain. Practicing this technique every day will help to promote feelings of calm, and help them to relax when sat in front of that exam paper.

In addition, try and avoid having too much caffeine during this time. Caffeine is a rich drink to keep awake, but caffeine actually increases the production of stress hormones, so it is likely to make teenagers feel more nervous!

In my opinion teenagers should prepare well for exams and make a timetable in order to organize their time and work. During the exam, they should be calm and start with the easiest questions. After the exam, they should not think about the exam they have already finished. They should think about the next one.

READING 2 (continued)

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

5. Students feel worried because of _____.

☐ school

☐ exams

☐ games

6. Feeling relaxed help students to _____.

☐ recall

☐ forget

☐ practice

6 Practicing _____ technique help students to remember.

☐ sleeping

☐ breathing

☐ miming

8. _____ make students feel nervous.

☐ cola

☐ chocolate

☐ caffeine

9. Students can organize their time by making _____.

☐ timetable

☐ diagrams

☐ notes

10. Students should start with _____ questions.

☐ hard

☐ easy

☐ short

**READING
SCORE**

10

WRITING 1**(4 marks)**

Write a paragraph about a **famous navigator** called **Ahmed bin Majid**. Use **ALL** the information in the box. Your writing should be correct and well-organized.

Ahmed bin Majid

born/1418/Oman

invented/compass

wrote / more than 30 books

job/sailor

started /trip/ten years

died/1500

sailed /over seas

Marker A	Marker B	Average

WRITING 2**(6 marks)**

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

Situation: Imagine you are **Ali /Alia** and your parents give you 25 rails every month. Write **an email** to your friend **Tariq/Asma** and tell him/her how to spend your money.

Your writing should be clear and interesting.

Marker A	Marker B	Average

**WRITING
SCORE**

10

LISTENING 1 (5 mks)						
	Internet	Money	Space	Weather	Writer	Teen
1.	☐	☐	☐	☐	☐	☒
2.	☐	☐	☒	☐	☐	☐
3.	☐	☒	☐	☐	☐	☐
4.	☐	☐	☐	☐	☒	☐
5.	☒	☐	☐	☐	☐	☐
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>						

LISTENING 2 (5 mks)	VCB (2.5 mks)
6. space 7. family 8. one week 9. blue 10. camera	1. scary 2. dream 3. spend 4. poor 5. author
<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 (2.5 mks)										
	who	or	the	are	which	is	from	his	they	of
6.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒
7.	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐
8.	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐
9.	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐
10.	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐
<i>Notes: Half-a-mark each. Responses must be indicated <u>clearly</u>.</i>										

GRM/ VCB (5 mks)				
11.	☐ which	☒ who	☐ when	☐ where
12.	☐ but	☐ if	☒ and	☐ another
13.	☒ her	☐ she	☐ mine	☐ his
14.	☐ remembered	☒ participated	☐ hanged out	☐ saved
15.	☐ medicine	☐ audience	☐ coins	☒ competition
16.	☐ museum	☐ community	☐ myth	☒ prize
17.	☐ destroy	☒ improve	☐ contain	☐ behave
18.	☒ for	☐ from	☐ too	☐ in
19.	☒ opinions	☐ members	☐ problems	☐ shapes
20.	☐ then	☐ they	☒ that	☐ the
<i>Notes: Half-a-mark each. Responses must be indicated <u>clearly</u>.</i>				

READING 1 (4 mks)						
	A	B	C	D	E	F
1.	☐	☒	☐	☐	☐	☐
2.	☒	☐	☐	☐	☐	☐
3.	☐	☐	☐	☐	☐	☒
4.	☐	☐	☐	☒	☐	☐

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

READING 2 (6 mks)			
5.	☐ school	☒ exams	☐ games
6.	☒ recall	☐ forget	☐ practice
7.	☐ sleeping	☒ breathing	☐ miming
8.	☐ cola	☐ chocolate	☒ caffeine
9.	☒ timetable	☐ diagrams	☐ notes
10.	☐ hard	☒ easy	☐ short

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

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	<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, <u>OR</u> Not written in English <u>OR</u> Complete nonsense

WRITING 2 (6 mks)	
6	– 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	– Message to the intended reader(s) is fairly <u>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	– 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	– 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	– 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	– 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	<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, <u>OR</u> Not written in English <u>OR</u> Complete nonsense
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. Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.	