

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

|               |  |              |  |
|---------------|--|--------------|--|
| <b>Name</b>   |  |              |  |
| <b>School</b> |  | <b>Class</b> |  |

**Write your answers on the Test Paper****Time: 2 hours****Pages: 10**

|                |           |    |  |
|----------------|-----------|----|--|
| TEST<br>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

shopping

playing  
basketballwatching  
a movie

teaching

cooking

1. ☐ ☐ ☐ ☐ ☐ ☐2. ☐ ☐ ☐ ☐ ☐ ☐3. ☐ ☐ ☐ ☐ ☐ ☐4. ☐ ☐ ☐ ☐ ☐ ☐5. ☐ ☐ ☐ ☐ ☐ ☐

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

You are going to hear about **Nasser's trip to Jamaica**.

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

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

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

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

\_\_\_\_\_.

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

\_\_\_\_\_.

**9.** Where did Nasser go on the first day?

\_\_\_\_\_.

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

\_\_\_\_\_.

**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. (noun) the coins or notes which are used to buy things.

e.g. I wanted to buy it, but it cost too much **mo** \_ \_ \_.

2. (verb) to make information available to people especially in books.

e.g. The writer plans to **pub** \_ \_ \_ \_ his book next June.

3. (adjective) not straight, with curves.

e.g. He has got short brown **cu** \_ \_ \_ hair.

4. (noun) a substance that is given to people to treat illnesses.

e.g. The new **dr** \_ \_ is used to cure the new virus.

5. (adjective) behaving in a kind and pleasant way.

e.g. Everyone in school likes her because she is **frie** \_ \_ \_ \_.



**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.)**

My office is a place <sup>(6)</sup> \_\_\_\_\_ I can do my work and feel relaxed <sup>(7)</sup> \_\_\_\_\_ the same time. Of course, I have all the necessary equipment on my desk. I have the telephone next <sup>(8)</sup> \_\_\_\_\_ the fax machine. My computer is in the center of my desk <sup>(9)</sup> \_\_\_\_\_ the calander is directly in front of me. I have <sup>(10)</sup> \_\_\_\_\_ comfortable office chair to sit on.

a      and      to      where      At      up      have      is      must      are

6.    ☐    ☐    ☐    ☐    ☐    ☐    ☐    ☐    ☐    ☐
7.    ☐    ☐    ☐    ☐    ☐    ☐    ☐    ☐    ☐    ☐
8.    ☐    ☐    ☐    ☐    ☐    ☐    ☐    ☐    ☐    ☐
9.    ☐    ☐    ☐    ☐    ☐    ☐    ☐    ☐    ☐    ☐
10. ☐    ☐    ☐    ☐    ☐    ☐    ☐    ☐    ☐    ☐



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

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

I <sup>(11)</sup> \_\_\_\_\_ television can be good <sup>(12)</sup> \_\_\_\_\_ bad. <sup>(13)</sup> \_\_\_\_\_ example, television is good because it makes our lives <sup>(14)</sup> \_\_\_\_\_ interesting. Also, television helps people learn more <sup>(15)</sup> \_\_\_\_\_ the world because people <sup>(16)</sup> \_\_\_\_\_ many new places when they watch films and reports. <sup>(17)</sup> \_\_\_\_\_ television can also be bad. Many people become fat because <sup>(18)</sup> \_\_\_\_\_ watch television all day and <sup>(19)</sup> \_\_\_\_\_ exercise. Also, television <sup>(20)</sup> \_\_\_\_\_ the eyes if you watch it for a long time.

- |                                  |                              |                               |                               |
|----------------------------------|------------------------------|-------------------------------|-------------------------------|
| 11. <input type="radio"/> ride   | <input type="radio"/> Like   | <input type="radio"/> live    | <input type="radio"/> think   |
| 12. <input type="radio"/> at     | <input type="radio"/> Of     | <input type="radio"/> in      | <input type="radio"/> or      |
| 13. <input type="radio"/> If     | <input type="radio"/> That   | <input type="radio"/> For     | <input type="radio"/> Out     |
| 14. <input type="radio"/> by     | <input type="radio"/> with   | <input type="radio"/> any     | <input type="radio"/> more    |
| 15. <input type="radio"/> about  | <input type="radio"/> as     | <input type="radio"/> where   | <input type="radio"/> when    |
| 16. <input type="radio"/> hit    | <input type="radio"/> See    | <input type="radio"/> cut     | <input type="radio"/> eat     |
| 17. <input type="radio"/> Behind | <input type="radio"/> Under  | <input type="radio"/> However | <input type="radio"/> Above   |
| 18. <input type="radio"/> he     | <input type="radio"/> she    | <input type="radio"/> they    | <input type="radio"/> it      |
| 19. <input type="radio"/> don't  | <input type="radio"/> wasn't | <input type="radio"/> isn't   | <input type="radio"/> hasn't  |
| 20. <input type="radio"/> fixes  | <input type="radio"/> hurts  | <input type="radio"/> makes   | <input type="radio"/> becomes |

**GR 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**

1. I like collecting old coins. I started collecting coins three years ago. My dream is to have coins from all over the world.
2. I like capturing views of what I see using my own camera. Photography is an interesting way to spend my time.
3. I like to spend time with my father. When I was younger, we used to go fishing because it helps us relax.
4. I like hanging out with my friends. I spend most of my free time shopping with 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.*

We love using our laptops, smart phones and iPads. Internet is the big reason behind spending so much time on these devices. Internet is probably one of the greatest inventions of the century. It made life easier. Before this invention, we had to go to the library to do our research. Nowadays, we can use search engines such as Google to search for information. We can do many things online. We can shop, chat in Facebook or Skype, watch YouTube, earn money from blogging, and many more!

Internet has a lot of advantages. You can communicate in a second with a person who is in the other part of the world. You can establish global friendship where you can share your thoughts and explore other cultures. Information is probably the biggest advantage that internet offers. You can find any kind of information online. Entertainment is another popular reason why many people prefer to surf the internet.

One of the most disadvantages of internet is "Theft of Personal Information". If you use internet for online banking, social networking, or other services, you may risk sharing your personal information with others without your knowledge. So, we need to be very careful while using internet. Another disadvantage is "Social Disconnect". People now only meet on social networks. More and more people are getting apart from their friends and families. Even children prefer to play online games rather than going out and playing with other kids.

**READING 2 (continued)**

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

5. People spend \_\_\_\_\_ time on the internet.  
☐ a lot of                      ☐ little                      ☐ some
6. Research in the past was done using \_\_\_\_\_.  
☐ library                      ☐ Google                      ☐ shops
7. By using the internet, it takes a second to make a \_\_\_\_\_ online.  
☐ meal                      ☐ call                      ☐ future
8. A popular reason why people prefer to surf the internet is \_\_\_\_\_.  
☐ recycling                      ☐ environment                      ☐ entertainment
9. Theft of Personal Information is one of the internet \_\_\_\_\_.  
☐ advantages                      ☐ social networking                      ☐ disadvantages
10. People need to be very \_\_\_\_\_ when using the internet.  
☐ careful                      ☐ weak                      ☐ social

**READING  
SCORE**

**10**

WRITING 1

(4 marks)

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

**Tawfiq Al-Hakim**

born / Alexandria / 1898

famous / play writer

school / Cairo                      worked / government

first play / French / 'The fate of the cockroach'

wrote / many books              died / 1987

| Marker A | Marker B | Average |
|----------|----------|---------|
|          |          |         |

## WRITING 2

**(6 marks)**

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

**Situation:** You are ***Amal/Ahmed***. Your friend ***Sally/Sam*** is collecting data for a school project about what students at grade 9 do every day. Write a ***letter/email*** to tell him/her about your daily routine.

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

| Marker A | Marker B | Average |
|----------|----------|---------|
|          |          |         |

**WRITING  
SCORE**

10

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| LISTENING 1 (5 mks)                                                      |                                  |                                  |                       |                                  |                                  |                                  |
|--------------------------------------------------------------------------|----------------------------------|----------------------------------|-----------------------|----------------------------------|----------------------------------|----------------------------------|
|                                                                          | talking<br>about work            | shopping                         | playing<br>basketball | watching<br>a movie              | teaching                         | cooking                          |
| 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"/>            |
| <i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i> |                                  |                                  |                       |                                  |                                  |                                  |

| LISTENING 2 (5 mks)                                                                                                                                         | VCB (2.5 mks)                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <p>6. 2015</p> <p>7. His/ Nasser's brother</p> <p>8. 10 rials</p> <p>9. the Blue Mountain</p> <p>10. birds</p>                                              | <p>1. m<u>one</u>y</p> <p>2. pub<u>l</u>ish</p> <p>3. cur<u>l</u>y</p> <p>4. dr<u>u</u>g</p> <p>5. fri<u>nd</u>ly</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>                                                      |

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| GRM (2.5 mks) |                                  |                                  |                                  |                                  |                                  |                       |                       |                       |                       |                       |
|---------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|               | a                                | and                              | to                               | where                            | at                               | up                    | have                  | is                    | must                  | are                   |
| 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 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 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 (5 mks) |                                        |                                        |                                          |                                        |
|------------------|----------------------------------------|----------------------------------------|------------------------------------------|----------------------------------------|
| 11.              | <input type="radio"/> ride             | <input type="radio"/> like             | <input type="radio"/> live               | <input checked="" type="radio"/> think |
| 12.              | <input type="radio"/> at               | <input type="radio"/> of               | <input type="radio"/> in                 | <input checked="" type="radio"/> or    |
| 13.              | <input type="radio"/> If               | <input type="radio"/> That             | <input checked="" type="radio"/> For     | <input type="radio"/> Out              |
| 14.              | <input type="radio"/> by               | <input type="radio"/> with             | <input type="radio"/> any                | <input checked="" type="radio"/> more  |
| 15.              | <input checked="" type="radio"/> about | <input type="radio"/> as               | <input type="radio"/> where              | <input type="radio"/> when             |
| 16.              | <input type="radio"/> hit              | <input checked="" type="radio"/> see   | <input type="radio"/> cut                | <input type="radio"/> eat              |
| 17.              | <input type="radio"/> Behind           | <input type="radio"/> Could            | <input checked="" type="radio"/> However | <input type="radio"/> Above            |
| 18.              | <input type="radio"/> he               | <input type="radio"/> she              | <input checked="" type="radio"/> they    | <input type="radio"/> it               |
| 19.              | <input checked="" type="radio"/> don't | <input type="radio"/> wasn't           | <input type="radio"/> isn't              | <input type="radio"/> hasn't           |
| 20.              | <input type="radio"/> fixes            | <input checked="" type="radio"/> hurts | <input type="radio"/> makes              | <input type="radio"/> becomes          |

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

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| 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 type="radio"/> | <input checked="" 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"/> |
| <i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i> |                                  |                       |                                  |                       |                                  |                                  |

| READING 2 (6 mks)                                                        |                                                     |                                                       |                                                   |
|--------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|---------------------------------------------------|
| 5.                                                                       | <input type="radio"/> flour                         | <input checked="" type="radio"/> dairy                | <input type="radio"/> vegetable                   |
| 6.                                                                       | <input checked="" type="radio"/> The USA            | <input type="radio"/> Brazil                          | <input type="radio"/> Spain                       |
| 7.                                                                       | <input checked="" type="radio"/> Chinese            | <input type="radio"/> Romans                          | <input type="radio"/> Americans                   |
| 8.                                                                       | <input type="radio"/> chocolate, coffee and yoghurt | <input checked="" type="radio"/> snow, honey and nuts | <input type="radio"/> cream, sugar and fruit      |
| 9.                                                                       | <input type="radio"/> 18 <sup>th</sup>              | <input type="radio"/> 19 <sup>th</sup>                | <input checked="" type="radio"/> 20 <sup>th</sup> |
| 10.                                                                      | <input type="radio"/> Cartoons                      | <input type="radio"/> Bars                            | <input checked="" type="radio"/> Fridges          |
| <i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i> |                                                     |                                                       |                                                   |

| WRITING 1 (4 mks) |                                                                                                                                                                                                                                                            |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4                 | <ul style="list-style-type: none"> <li>– Presents all the information, fully and clearly.</li> <li>– Writing is well-organised and coherent, with only minor language errors.</li> </ul>                                                                   |
| 3                 | <ul style="list-style-type: none"> <li>– Presents most of the information, clearly enough.</li> <li>– Writing contains some noticeable language errors and sometimes lacks coherence.</li> </ul>                                                           |
| 2                 | <ul style="list-style-type: none"> <li>– Manages to present only some of the information; important points are missing or unclear.</li> <li>– Language contains frequent errors, some of which obscure meaning.</li> </ul>                                 |
| 1                 | <ul style="list-style-type: none"> <li>– A <u>very</u> feeble attempt at the task, presenting very little information.</li> <li>– Language used is extremely limited and/or seriously distorted.</li> </ul>                                                |
| 0                 | <u>No attempt at the task:</u> <u>EITHER</u> Irrelevant (Completely unrelated to the topic/ information provided) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, <u>OR</u> Not written in English <u>OR</u> Complete nonsense |

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| WRITING 2 (6 mks)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>– Message to the intended reader(s) is <u>very clear</u>.</li> <li>– Writing clearly succeeds in achieving its purpose.</li> <li>– Uses language which is very appropriate to reader and context.</li> <li>– A good range of structures and vocabulary, with an excellent level of accuracy.</li> </ul>                 |
| 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>– Message to the intended reader(s) is <u>fairly clear</u>.</li> <li>– Writing succeeds to a large extent in achieving its purpose.</li> <li>– Uses language which is appropriate to reader and context.</li> <li>– A fair range of structures and vocabulary, with a good level of accuracy.</li> </ul>                |
| 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>– Message to the intended reader(s) is <u>partially clear</u>.</li> <li>– Writing has reasonable success in achieving its purpose.</li> <li>– There are clear attempts to use language appropriate to reader and context.</li> <li>– Grammar and vocabulary are reasonably correct, though limited in range.</li> </ul> |
| 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>– Message to the intended reader(s) is <u>mixed</u>.</li> <li>– Writing has partially achieved its main purpose.</li> <li>– Some of the language used is inappropriate to reader and context.</li> <li>– There is a noticeable lack of accuracy in the use of grammar and vocabulary.</li> </ul>                        |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>– Message to the intended reader(s) is <u>mostly unclear</u>.</li> <li>– Writing only has very limited success in achieving its purpose.</li> <li>– There is little evidence of attempts to use appropriate language.</li> <li>– Grammar/Vocabulary contain frequent serious errors.</li> </ul>                         |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>– Message to the intended readers(s) is <u>unclear</u>.</li> <li>– Writing clearly fails to achieve its intended purpose.</li> <li>– There is no evidence of any attempt to use appropriate language.</li> <li>– The language used is extremely limited and/or seriously distorted.</li> </ul>                          |
| 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the task/ instructions) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, <u>OR</u> Not written in English <u>OR</u> Complete nonsense</p>                                                                                                       |
| <p><b>Note 1:</b> The task is to write a <b>letter/ an e-mail</b>, so students <u>must</u> include a greeting at the start <u>and</u> a closing at the end. If they do not, they will lose marks. <b>PROCEDURE:</b> Each marker marks the <u>content</u> of the e-mail according to the Rating Scale — then, if either the greeting or the closing are <u>missing</u>, <b>deduct one mark</b> from the content-score.</p> <p><b>Note 2:</b> No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p> |                                                                                                                                                                                                                                                                                                                                                                |