

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

science-
fiction

myth

non-fiction

autobiography

legend

biography

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

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

You are going to hear a text about the **solar system**.

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

6. When was the solar system formed?

7. What is the nearest planet to the sun?

8. How long does it take for the Earth to orbit the sun?

9. Which planets do not have any moons?

10. What is the brightest object in our daytime sky?

**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) not interesting.

e.g. Zuwaina didn't like the movie. It was **bo** _ _ _ _.

2. (noun) unusual and exciting or daring experiences.

e.g. I read the story of Sindbad **adven** _ _ _ _.

3. (verb) use teeth to cut into or through.

e.g. Some people **b** _ _ _ their nails when they feel nervous.

4. (verb) to provide a job for someone.

e.g. Companies **em** _ _ _ _ people with high skills.

5. (adv) softly or gently.

e.g. She was kind and placed her hand **lig** _ _ _ _ on my shoulder.



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.)

Space is a vast place that surrounds Earth. It ⁽⁶⁾ _____ filled with stars, planets, and galaxies, all floating in the immense darkness. Astronauts, ⁽⁷⁾ _____ are always prepared well, travel to space in rockets ⁽⁸⁾ _____ explore the universe. They wear special suits and helmets to breathe ⁽⁹⁾ _____ space. Studying space helps scientists understand the origins ⁽¹⁰⁾ _____ our world and the possibility of life beyond Earth.

than	to	if	of	who	is	in	were	big	whatever
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6. ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
7. ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
8. ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
9. ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
10. ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐



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

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

Teen Time, an ⁽¹¹⁾ _____ program, engages teenagers in workshops to ⁽¹²⁾ _____ their skills. It ⁽¹³⁾ _____ polite behaviour, respect ⁽¹⁴⁾ _____ kindness. Teens also ⁽¹⁵⁾ _____ the opportunity to contribute to ⁽¹⁶⁾ _____ community. Students not only learn, ⁽¹⁷⁾ _____ also make friends and ⁽¹⁸⁾ _____ confidence. Some have ⁽¹⁹⁾ _____ progress, while others haven't ⁽²⁰⁾ _____ their potential yet.

- | | | | |
|--------------------------------------|----------------------------------|--------------------------------|----------------------------------|
| 11. ☐ popular | ☐ attractive | ☐ danger | ☐ irritating |
| 12. ☐ defend | ☐ decrease | ☐ enhance | ☐ erase |
| 13. ☐ stimulates | ☐ claims | ☐ breaks | ☐ betray |
| 14. ☐ however | ☐ and | ☐ moreover | ☐ while |
| 15. ☐ do | ☐ has | ☐ does | ☐ have |
| 16. ☐ they | ☐ them | ☐ their | ☐ these |
| 17. ☐ but | ☐ whenever | ☐ that | ☐ although |
| 18. ☐ builds | ☐ building | ☐ built | ☐ build |
| 19. ☐ shown | ☐ showing | ☐ showed | ☐ shows |
| 20. ☐ kicked | ☐ refused | ☐ realized | ☐ dried |

**GRM/VCB
SCORE**

10

READING 1 (Items 1-4)

(4 marks)

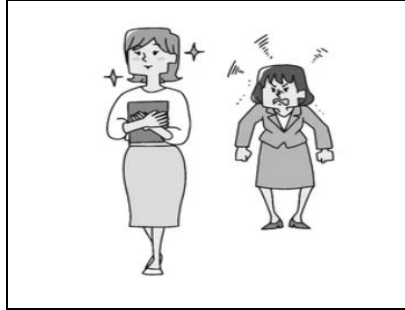
Match the texts with the pictures.

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

A.



B.



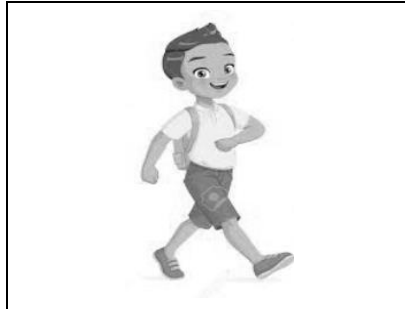
C.



D.



E.



F.



Texts

Pictures

1. Watching TV is my best free time activity. I like movies and cartoons.

☐
☐
☐
☐
☐
☐

2. I don't feel comfortable when I sit with others. I don't have friends because I am shy.

☐
☐
☐
☐
☐
☐

3. My parents always talk to me about my room. They are mad because it is untidy all the time.

☐
☐
☐
☐
☐
☐

4. Look at Fatima. She is always jealous of her friend because she dresses well and has nice clothes.

☐
☐
☐
☐
☐
☐


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

Certainly! The story of money is interesting. Long ago, people used to swap goods directly in a system called bartering. However, this method had limitations, so humans started using special items like gold and silver as money because they had value. Then came paper money, which represented a certain amount of gold or silver. This made trading easier because people didn't have to carry heavy metals around.

Later, countries decided that money didn't always have to represent a physical object. They introduced "fiat money," which is the money we use today. This money has value because the government says it does. It's the paper bills and coins we have in our wallets.

Understanding the history of money helps us see how societies have progressed. From swapping things directly to using paper money, each step made trading simpler.

However, there have also been challenges, such as prices going up and economic problems. By learning about these challenges, we can better understand how money works and how to use it wisely.

READING 2 (continued)

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

5. People used to change products in a way called _____.
☐ limitation ☐ bartering ☐ method
6. The _____ of gold and silver made people use them for daily life needs.
☐ value ☐ money ☐ item
7. People used paper money as it was _____ to use in trading.
☐ difficult ☐ heavy ☐ easy
8. Paper bills and coins are _____ that are using nowadays.
☐ government ☐ gold and silver ☐ fiat money
9. The history of money in every country provides an overall sight of its _____.
☐ wallet ☐ money ☐ development
10. We can better understand how money works if we learn about the _____.
☐ government ☐ challenges ☐ money

**READING
SCORE**

10

WRITING 1**(4 marks)**

Write a paragraph about a scientist called **Jaber Bin Hayyan**. Use **ALL** the information in the box. Your writing should be correct and well-organized.

Jaber Bin Hayyan

Chemistry /engineering /philosophy

born \721 \ Iran.

called /chemistry's father first /use chemistry\history.

died/Kufa/815

known as/Geber\ Europe

discover/ Hydrochloric acid/ Nitric acid.

Marker A	Marker B	Average

WRITING 2**(6 marks)**

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

Situation: you are Ali\ Alya. Your friend Salim\ Salma wants to know more about your best friend. Write a **letter/email** to Salma\ Salim and introduce your best friend to him\her.

Your writing should be organized and interesting.

Marker A	Marker B	Average

**WRITING
SCORE**

10

LISTENING 1 (5 mks)						
	science-fiction	myth	non-fiction	autobiography	legend	biography
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. 4.5 billion years ago 7. Mercury 8. A year\ 1 year 9. Mercury and Venus 10. The sun	1. bo<u>ring</u> 2. advent<u>ures</u> 3. b<u>ite</u> 4. em<u>ploy</u> 5. Lig<u>htly</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 (2.5 mks)										
	than	to	if	of	who	is	in	were	big	whatever
6.	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐
7.	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐
8.	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐
9.	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐
10.	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐
<i>Notes: Half-a-mark each. Responses must be indicated <u>clearly</u>.</i>										

GRM/ VCB (5 mks)				
11.	☐ popular	☒ attractive	☐ danger	☐ irritating
12.	☐ defend	☐ decrease	☒ enhance	☐ erase
13.	☒ stimulates	☐ claims	☐ breaks	☐ betray
14.	☐ however	☒ and	☐ moreover	☐ while
15.	☐ do	☐ has	☐ does	☒ have
16.	☐ they	☐ them	☒ their	☐ these
17.	☒ but	☐ whenever	☐ that	☐ although
18.	☐ builds	☐ building	☒ build	☐ built
19.	☒ shown	☐ showing	☐ showed	☐ shows
20.	☐ kicked	☐ refused	☒ realized	☐ dried
<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.	☐	☒	☐	☐	☐	☐
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>						

READING 2 (6 mks)						
5.	☐ limitation	☒ bartering	☐ method			
6.	☒ value	☐ money	☐ item			
7.	☐ difficult	☐ heavy	☒ easy			
8.	☐ government	☐ gold and silver	☒ flat money			
9.	☐ wallet	☐ money	☒ development			
10.	☐ government	☒ challenges	☐ money			
<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	– 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>.	

