

Listening 1: (Items 1-5)

You are going to **hear five teenagers** speaking. **What do they do in their free time?**
Listen twice and for each item, **shade in the bubble** ☐ **under the correct option.**

- 1- I love spending time with friends, just relaxing and doing whatever we like. It's always fun when we go out together and talk about everything.
- 2- Trying new things at the mall is exciting. I enjoy seeing the latest clothes. Last week, I bought new shoes when I went shopping.
- 3- Getting outside and being part of a team makes me feel confident. I feel excited when I kick the ball and score a goal.
- 4- I love going to the cinema especially when I can sit back, relax, and enjoy my favorite movie with some snacks.
- 5- Helping others gives me a sense of responsibility and makes me feel the good change I do. I like to volunteer in school cleaning and camping.

Listening 2: (Items 6-10)

You are going to hear **a story about Fatima's trip to the book fair**. **Listen twice** and for each item, write a short answer.

Fatima was a grade-nine student who got the first place in her class. One day, the teacher gave her a letter to her parents to let her join the school visit to the book fair. She was very happy when her parents agreed.

Once they arrived at the book fair in the morning, she was surprised because the book fair was so big. The teacher gave them two hours to spend in the book fair. Also, she divided them into five groups, each group containing three students.

Fatima went with her two friends looking for new books to buy. At one table, she saw a famous writer signing her new book. She was shocked when she realized that she was the one who wrote Harry Potter novels. She felt a little shy but decided to ask her about her novels of Harry Potter. The writer smiled and told her how she came up with the idea. Fatima loved hearing her words and felt inspired to write her own stories.

After exploring the fair, Fatima bought three children stories. Then, she and her two friends took a break and enjoyed snacks from the café. While they were talking about the books they had bought, the teacher asked them to go to the bus.



ENGLISH LANGUAGE TEST

GRADE NINE

Academic Year- 2024/2025
Semester One -Second Session

Name			
School		Class	

Write your answers on the Test Paper

Time: 2 hours

Pages: 8

ELEMENT		Marks		Signature with Name	
		In Numbers	In Words	First Marker	Second Marker
LISTENING	10				
GRM/VCB	10				
READING	10				
WRITING	10				
TOTAL	40				

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

You are going to hear five teenagers speaking. **What do they do in their free time?**
 Listen and for each item, **shade in** the bubble ☐ under the correct option.

Hang out	Go shopping	Ice skating	Watch films	Voluntary work	Play football
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- | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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

You are going to hear a **story about Fatima's trip to the book fair**. Listen and for each item, write a **short** answer (**not more than FOUR WORDS or a NUMBER**).

6. What grade was Fatima in?

_____.

7. When did Fatima arrive at the book fair?

_____.

8. How many groups did the teacher divide the students into?

_____.

9. Who did Fatima see signing her new book?

_____.

10. What kind of stories did she buy?

_____.

**LISTENING
SCORE**

10

GRAMMAR/VOCABULARY (Items 1-10)**(10 marks)**

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

Sarah dreamed of becoming the most well-known ⁽¹⁾ _____ in her town. In 1999, she ⁽²⁾ _____ her first book. Her stories were better ⁽³⁾ _____ those of her friends. Therefore, she won ⁽⁴⁾ _____ awards. She believed her ⁽⁵⁾ _____ came from hard work and her ability ⁽⁶⁾ _____ connect with readers. Her books ⁽⁷⁾ _____ the most talked-about, even more ⁽⁸⁾ _____ than others in her genre. She loved her job ⁽⁹⁾ _____ it gave her the chance to share ⁽¹⁰⁾ _____ with the world.

- | | | |
|-----------------------------------|-------------------------------|-------------------------------|
| 1. ☐ doctor | ☐ vet | ☐ author |
| 2. ☐ wrote | ☐ watched | ☐ played |
| 3. ☐ than | ☐ from | ☐ at |
| 4. ☐ a | ☐ some | ☐ an |
| 5. ☐ shyness | ☐ sadness | ☐ success |
| 6. ☐ to | ☐ in | ☐ at |
| 7. ☐ becoming | ☐ became | ☐ becomes |
| 8. ☐ boring | ☐ lazy | ☐ popular |
| 9. ☐ so | ☐ because | ☐ but |
| 10. ☐ news | ☐ recipes | ☐ ideas |

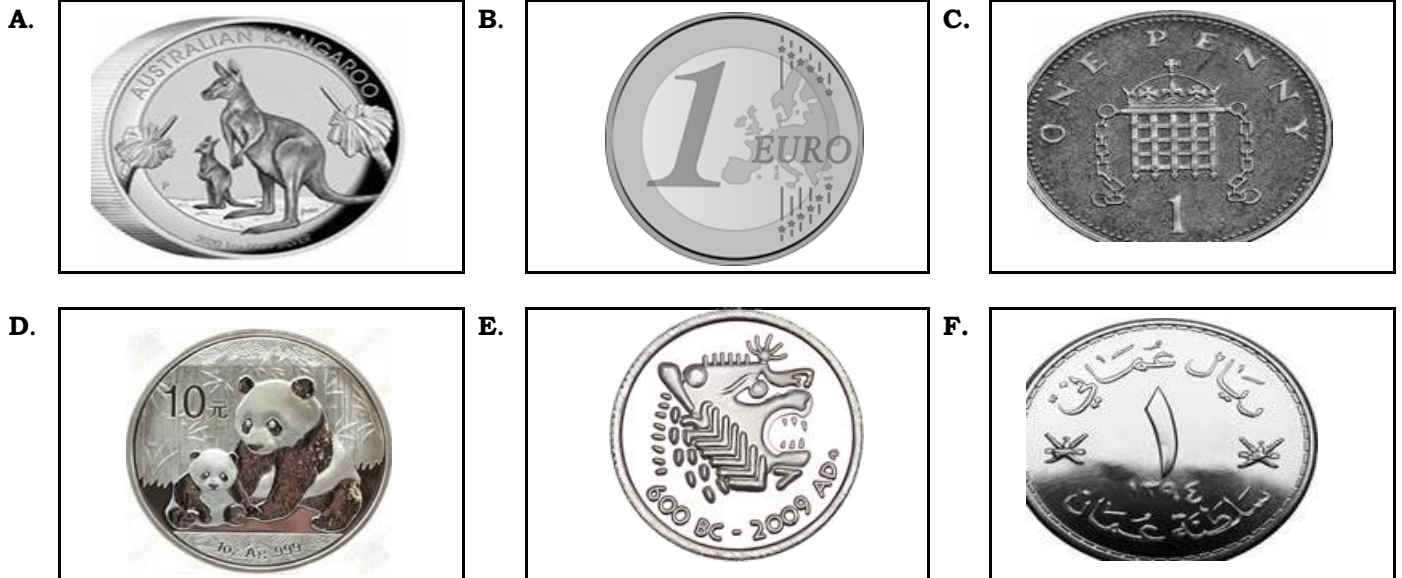
**GRM/VCB
SCORE**

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.	This Chinese coin is unique because its design changes annually. It features a panda and is made of gold or silver.	☐	☐	☐	☐	☐	☐
2.	As of January 2020, there were 135 billion euro coins in circulation. The euro is used by 19 of the 27 European Union countries.	☐	☐	☐	☐	☐	☐
3.	The British penny was first minted in 1797 and was known as the "cartwheel penny" due to its large size and weight.	☐	☐	☐	☐	☐	☐
4.	The Saidi Rial was introduced during the early years of Sultan Qaboos's reign. Those coins were made of gold and now they are rare.	☐	☐	☐	☐	☐	☐



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

Many people in Oman and around the world believe that money cannot buy happiness. They say real happiness comes from family, friends, and feeling good about life, not from the things we buy. However, some studies show that money can help us feel happier, depending on how we use it.

Researchers found that spending money on experiences, like going on trips or eating out, makes people happier than buying things. These experiences create memories and often include time with family or friends. People who spend money on experiences are 20% happier than those who buy material things. For example, a family trip to Salalah during Khareef season can bring more joy than buying a new phone, which might make us happy only for a short time.

In Oman, many people find happiness by helping others. Spending money on charity, or *zakat*, can make us feel good. Helping others increases happiness by about 15%. Omanis enjoy giving to those in need.

However, having too much money does not always bring more happiness. Studies show that having enough money for basic needs, like food and living, is important. But when people earn more than about \$75,000 a year, extra money does not increase their happiness much. This happens because people always want more, and this never ends.

In conclusion, money can bring happiness, but it is important to spend it wisely. Having happy experiences and helping others bring more joy than buying many things.

READING 2 (continued)

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

5. Omani people believe that real happiness comes from_____ .
☐ saving money ☐ buying things ☐ family and friends
6. Researchers found that _____ make people 20% happier.
☐ experiences ☐ clothes ☐ shoes
7. A family trip can bring _____ joy than buying a new phone.
☐ less ☐ more ☐ shorter
8. Spending money on _____ like Zakat can make us feel good.
☐ food ☐ oneself ☐ charity
9. Helping others can increase happiness by about _____.
☐ 5% ☐ 15% ☐ 50%
10. Basic needs which include food and _____ are important for happiness.
☐ living ☐ travelling ☐ walking

**READING
SCORE**

10

WRITING 1

(5 marks)

Write a paragraph about a **female writer** called **Marianne Hauser**. Use **ALL** the information in the box. Your writing should be correct and well-organized.

Marianne Hauser

born / December, 1910 / France

short story writer / journalist

taught / English / Queens College

travelled / China, India, Egypt

wrote / fiction

famous novel / "Prince Ishmael"

died / June 21, 2006

Marker A	Marker B	Average

(5 marks)

Situation: *Imagine that your friend (Salim/ Salma) got low marks in English last year. Write a **letter/an email** to advise him/her **how to improve his/her level in English and get high marks.***

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

**WRITING
SCORE**

10



GRADE NINE — ENGLISH LANGUAGE

MARKING GUIDE

SEMESTER ONE, 2024/2025, SECOND SESSION

TOTAL MARKS: 40

page 1 of 4

LISTENING 1 (5 mks)						
	Hang out	Go shopping	Ice skating	Watch films	Voluntary work	Play football
1.	☒	☐	☐	☐	☐	☐
2.	☐	☒	☐	☐	☐	☐
3.	☐	☐	☐	☐	☐	☒
4.	☐	☐	☐	☒	☐	☐
5.	☐	☐	☐	☐	☒	☐

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

LISTENING 2 (5 mks)	
6.	Grade nine / 9 / grade 9
7.	in the morning / morning
8.	Five / 5
9.	A writer / a famous writer
10.	children / children stories

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

GRM/ VCB (10 mks)		
1. ☐ doctor	☐ vet	☒ author
2. ☒ wrote	☐ watched	☐ played
3. ☒ than	☐ from	☐ at
4. ☐ a	☒ some	☐ an
5. ☐ shyness	☐ sadness	☒ success
6. ☒ to	☐ in	☐ at
7. ☐ becoming	☒ became	☐ becomes
8. ☐ boring	☐ lazy	☒ popular
9. ☐ so	☒ because	☐ but
10. ☐ news	☐ recipes	☒ ideas

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

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.	☐ saving money	☐ buying things ☒ family and friends
6.	☒ experiences	☐ clothes ☐ shoes
7.	☐ less	☒ more ☐ shorter
8.	☐ food	☐ oneself ☒ charity
9.	☐ 5%	☒ 15% ☐ 50%
10.	☒ living	☐ travelling ☐ walking
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

WRITING 1 (5 mks)	
5	– Presents all the information, fully and clearly. – Writing is well-organised and coherent, with only minor language errors.
4	– Presents most of the information, clearly enough. – Writing contains some noticeable language errors and sometimes lacks coherence.
3	– Manages to present only some of the information; important points are missing or unclear. – Language contains frequent errors, some of which obscure meaning.
2	– Attempts to present information, but the results are obviously inadequate. – Writing is poorly-structured, and often unclear with frequent errors.
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 (5 mks)	
5	– Message to the intended reader(s) is very clear. – Writing clearly succeeds in achieving its intended purpose. – Writing is very well-organised, clear and coherent – A varied range of grammar and vocabulary, with a very good level of accuracy.
4	– Message to the intended reader(s) is fairly clear. – Writing has reasonable success in achieving its intended purpose. – Writing is generally well-organised, and mostly clear and coherent – A fair range of grammar and vocabulary, with a good level of accuracy.
3	– Message to the intended reader(s) is partially clear. – Writing has only partially achieved its intended purpose. – Writing is not well-organised, but is still reasonably clear and coherent – A limited range of grammar and vocabulary, with a reasonable level of accuracy.
2	– Message to the intended reader(s) is mostly unclear. – Writing has only very limited success in achieving its intended purpose. – Writing is poorly-organised, and often unclear. – A very limited range of grammar and vocabulary, and frequent errors.
1	– Message to the intended reader(s) is unclear. – Writing clearly fails to achieve its intended purpose. – Writing is incoherent and confusing. – Extremely limited range of grammar and vocabulary, and frequent serious errors.
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, or not written in English <u>OR</u> Complete nonsense
Note 1: The task is to write a letter/ an email, 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>.	