



## ENGLISH LANGUAGE TEST

### GRADE NINE

Academic Year- 2024/2025

Semester One -First Session

Afternoon Schools – المدارس المسائية –

|        |  |       |  |
|--------|--|-------|--|
| 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 are they talking about?**

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

| Online learning | Sport | Voluntary work | Healthy food | Beauty | Exams |
|-----------------|-------|----------------|--------------|--------|-------|
|-----------------|-------|----------------|--------------|--------|-------|

- |    |                       |                       |                       |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 **Ali's journey to Iceland**.

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

**6.** Who went with Ali to Iceland?

\_\_\_\_\_.

**7.** When did they go there?

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

**8.** What was the weather like when they visited Iceland?

\_\_\_\_\_.

**9.** Why was Ali surprised at Vik Beach?

\_\_\_\_\_.

**10.** How long did they stay there?

\_\_\_\_\_.

**LISTENING  
SCORE**

**10**

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

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

Did you know that the Omani Rial <sup>(1)</sup> \_\_\_\_\_ one of the highest-valued <sup>(2)</sup> \_\_\_\_\_ in the world? Metal <sup>(3)</sup> \_\_\_\_\_ were first introduced in Oman <sup>(4)</sup> \_\_\_\_\_ 1940. Before that, Oman <sup>(5)</sup> \_\_\_\_\_ used the Indian Rupee. The great value of the Rial reflects Oman's <sup>(6)</sup> \_\_\_\_\_ economy. The government has <sup>(7)</sup> \_\_\_\_\_ a significant role in keeping it stable by <sup>(8)</sup> \_\_\_\_\_ it to the US dollar. Nowadays, the rial's high value <sup>(9)</sup> \_\_\_\_\_ people in Oman buy goods from other <sup>(10)</sup> \_\_\_\_\_ easily.

- |     |                                  |                                 |                                   |
|-----|----------------------------------|---------------------------------|-----------------------------------|
| 1.  | <input type="radio"/> are        | <input type="radio"/> is        | <input type="radio"/> were        |
| 2.  | <input type="radio"/> currencies | <input type="radio"/> food      | <input type="radio"/> clothes     |
| 3.  | <input type="radio"/> stones     | <input type="radio"/> books     | <input type="radio"/> coins       |
| 4.  | <input type="radio"/> in         | <input type="radio"/> on        | <input type="radio"/> at          |
| 5.  | <input type="radio"/> having     | <input type="radio"/> had       | <input type="radio"/> have        |
| 6.  | <input type="radio"/> angry      | <input type="radio"/> delicious | <input type="radio"/> strong      |
| 7.  | <input type="radio"/> played     | <input type="radio"/> play      | <input type="radio"/> playing     |
| 8.  | <input type="radio"/> decreasing | <input type="radio"/> matching  | <input type="radio"/> ignoring    |
| 9.  | <input type="radio"/> helped     | <input type="radio"/> helps     | <input type="radio"/> have helped |
| 10. | <input type="radio"/> moons      | <input type="radio"/> orbits    | <input type="radio"/> countries   |

**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.

**A.**



**B.**



**C.**



**D.**



**E.**



**F.**



| Texts                                                                                                                                                  | Pictures              |                       |                       |                       |                       |                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                                                                                                                                                        | A                     | B                     | C                     | D                     | E                     | F                     |
| 1. Spending a lot of time playing video games is dangerous. It makes teenagers lazy and isolated. Also, it may affect their eyes.                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Fatima is a famous author who has written a lot of stories, especially children's stories. She was rewarded on different occasions for her writing. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Some people buy a variety of medicine from the pharmacies without seeing the doctors. It is a very dangerous habit for their health.                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. I enjoy gardening very much. I grow different plants and trees. I take care of them myself. I feel happy while watering my little plants.           | <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.*

Space technology is a key part of our daily lives, even if we don't always notice it. Its benefits are many, and it's worth the cost.

First, satellites are very important for communication. With over 5,000 active satellites in space, they allow us to make phone calls, use the internet, and send messages from almost anywhere. Without satellites, it would be much harder to stay connected globally. Clearly, space technology has made communication easier and faster.

Second, space technology improves navigation. GPS, which relies on at least twenty-four satellites, helps more than four billion people find their way every day. Whether driving, flying, or sailing, GPS makes travel safer and more accurate. The ease and safety it offers are clear reasons why space technology is so important.

Third, space technology is very helpful for weather forecasting. Satellites provide 90% of the data used to predict storms and cyclones. This helps us prepare for dangerous conditions and save lives. The value of protecting people and property cannot be neglected.

In Oman, space technology is growing fast. OmanSat-1, the country's first satellite, will improve communication, and the AMADEE-18 Mars mission shows Oman is helping with space research. It was an important field simulation conducted in February 2018 in the Dhofar desert. The field mission of the AMADEE-18 Mars lasted for a month, during which a small crew conducted various experiments.

In conclusion, it is true that the main disadvantage of space exploration is cost but the benefits make it worth every baiza.

**READING 2 (continued)**

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

5. A major benefit of satellites for communication is it allows us to \_\_\_\_\_.

- ☐ connect globally      ☐ listen to music      ☐ watch TV

6. GPS provides people with \_\_\_\_\_ navigation.

- ☐ hard      ☐ accurate      ☐ incorrect

7. \_\_\_\_\_ of data used for weather forecasting comes from satellites.

- ☐ 70%      ☐ 80%      ☐ 90%

8. OmanSat-1 is significant because it will improve \_\_\_\_\_.

- ☐ communication      ☐ weather conditions      ☐ fishing resources

9. AMADEE-18 Mars field mission lasted for a \_\_\_\_\_.

- ☐ day      ☐ week      ☐ month

10. Space exploration main disadvantage is \_\_\_\_\_.

- ☐ cost      ☐ time      ☐ distance

**READING  
SCORE**

**10**

**WRITING 1****(5 marks)**

Write a paragraph about an African American writer called **Henry Dumas** Use **ALL** the information in the box. Your writing should be correct and well-organized.

**Henry Dumas**

born/1934/ Arkansas City, the USA

age 10/ moved/ New York City

worked / Air Force/1953 – 1957

influenced/ African-American folklore -music

wrote / short stories

died /1968/age 33

Ark of Bones / published / after his death

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

**WRITING 2****(5 marks)**

Complete the following task. Write **at least 80 words**.

**Situation:** Imagine that your friend (Salim/ Salma) spends much time playing video games and hanging out with friends. Write a **letter/ an e-mail** to advise him/her **to study hard and spend time on doing useful activities**.

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

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

**WRITING  
SCORE**

**10**

**Listening 1:**

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

1. "I believe eating healthy food gives me energy and makes me feel good. In my opinion, good food choices can help me feel happy and strong."
2. "We haven't done any exercises recently. You know playing sport is useful. So should we meet today and play football together in the evening?"
3. "Helping others in my free time makes me happy and teaches me a lot. I believe volunteering gives me a sense of purpose and community."
4. " Learning from home is easy and helps me manage my time. In my point of view, online classes let me learn in a comfortable way."
5. "Studying for exams on time reduces stress and improves performance. Therefore, I prepare for tests early. This helps me stay calm and do my best."

**Listening 2:**

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

Listen **twice** and for each item, write a short answer.

Ali dreamed of having a journey to Iceland. He had heard stories about its beautiful landscapes and hot springs. He asked his brother, Saleh, to help him make his dream come true. His brother agreed and they went there in 2019.

After a long flight, they arrived in the capital of Iceland. He liked the weather as it was cold. Their first stop was the Golden Circle which has a famous route with waterfalls. While walking, they saw hot water shoot high into the air, like a big fountain. They were amazed by how much water went up.

During their trip, they visited the black sand beaches in Vik. Ali was surprised because he had never seen black beaches before. They also went to the Blue Lagoon, where the water was 44°C, and they swam to stay warm. After swimming, they had lunch in one of the restaurants there and took a lot of photos.

On the last day, they walked along cliffs and listened to the sound of the waves. Ali asked his brother if they could stay one more week, but Saleh said no because he had to return to work in Oman.

After two weeks, they flew back to Oman bringing many unforgettable memories and stories.

GRADE NINE — ENGLISH LANGUAGE

MARKING GUIDE

SEMESTER ONE, 2024/2025, FIRST SESSION

Afternoon Schools



TOTAL MARKS: 40

page 1 of 4

\*\*\*\*\*

| LISTENING 1 (5 mks) |                                  |                                  |                                  |                                  |                       |                                  |
|---------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------|----------------------------------|
|                     | Online learning                  | Sport                            | Voluntary work                   | Healthy food                     | Beauty                | Exams                            |
| 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"/>            |
| 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) |                              |
|---------------------|------------------------------|
| 6.                  | his brother/brother/Saleh    |
| 7.                  | 2019                         |
| 8.                  | Cold                         |
| 9.                  | Because it was black (beach) |
| 10.                 | 2 / Two weeks                |

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. <input type="radio"/> are                   | <input checked="" type="radio"/> is       | <input type="radio"/> were                 |
| 2. <input checked="" type="radio"/> currencies | <input type="radio"/> food                | <input type="radio"/> clothes              |
| 3. <input type="radio"/> stones                | <input type="radio"/> books               | <input checked="" type="radio"/> coins     |
| 4. <input checked="" type="radio"/> in         | <input type="radio"/> on                  | <input type="radio"/> at                   |
| 5. <input type="radio"/> having                | <input checked="" type="radio"/> had      | <input type="radio"/> have                 |
| 6. <input type="radio"/> angry                 | <input type="radio"/> delicious           | <input checked="" type="radio"/> strong    |
| 7. <input checked="" type="radio"/> played     | <input type="radio"/> play                | <input type="radio"/> playing              |
| 8. <input type="radio"/> decreasing            | <input checked="" type="radio"/> matching | <input type="radio"/> ignoring             |
| 9. <input type="radio"/> helped                | <input checked="" type="radio"/> helps    | <input type="radio"/> have helped          |
| 10. <input type="radio"/> moons                | <input type="radio"/> orbits              | <input checked="" type="radio"/> countries |

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

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 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"/>            |

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



## READING 2 (6 mks)

- |     |                                                   |                                           |                                         |
|-----|---------------------------------------------------|-------------------------------------------|-----------------------------------------|
| 5.  | <input checked="" type="radio"/> connect globally | <input type="radio"/> listen to music     | <input type="radio"/> watch TV          |
| 6.  | <input type="radio"/> hard                        | <input checked="" type="radio"/> accurate | <input type="radio"/> incorrect         |
| 7.  | <input type="radio"/> 70%                         | <input type="radio"/> 80%                 | <input checked="" type="radio"/> 90%    |
| 8.  | <input checked="" type="radio"/> communication    | <input type="radio"/> weather conditions  | <input type="radio"/> fishing resources |
| 9.  | <input type="radio"/> day                         | <input type="radio"/> week                | <input checked="" type="radio"/> month  |
| 10. | <input checked="" type="radio"/> cost             | <input type="radio"/> time                | <input type="radio"/> distance          |

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

## WRITING 1 (5 mks)

|   |                                                                                                                                                                                                                                                                   |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | <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>                                                                          |
| 4 | <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>                                                                  |
| 3 | <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>                                        |
| 2 | <ul style="list-style-type: none"> <li>– Attempts to present information, but the results are obviously inadequate.</li> <li>– Writing is poorly-structured, and often unclear with frequent errors.</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 | <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, <u>OR</u> Not written in English <u>OR</u> Complete nonsense</p> |



### WRITING 2 (5 mks)

|   |                                                                                                                                                                                                                                                                                                                                                                |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | <ul style="list-style-type: none"> <li>– Message to the intended reader(s) is very clear.</li> <li>– Writing clearly succeeds in achieving its intended purpose.</li> <li>– Writing is very well-organised, clear and coherent</li> <li>– A varied range of grammar and vocabulary, with a very good level of accuracy.</li> </ul>                             |
| 4 | <ul style="list-style-type: none"> <li>– Message to the intended reader(s) is fairly clear.</li> <li>– Writing has reasonable success in achieving its intended purpose.</li> <li>– Writing is generally well-organised, and mostly clear and coherent</li> <li>– A fair range of grammar and vocabulary, with a good level of accuracy.</li> </ul>            |
| 3 | <ul style="list-style-type: none"> <li>– Message to the intended reader(s) is partially clear.</li> <li>– Writing has only partially achieved its intended purpose.</li> <li>– Writing is not well-organised, but is still reasonably clear and coherent</li> <li>– A limited range of grammar and vocabulary, with a reasonable level of accuracy.</li> </ul> |
| 2 | <ul style="list-style-type: none"> <li>– Message to the intended reader(s) is mostly unclear.</li> <li>– Writing has only very limited success in achieving its intended purpose.</li> <li>– Writing is poorly-organised, and often unclear.</li> <li>– A very limited range of grammar and vocabulary, and frequent errors.</li> </ul>                        |
| 1 | <ul style="list-style-type: none"> <li>– Message to the intended reader(s) is unclear.</li> <li>– Writing clearly fails to achieve its intended purpose.</li> <li>– Writing is incoherent and confusing.</li> <li>– Extremely limited range of grammar and vocabulary, and frequent serious errors.</li> </ul>                                                 |
| 0 | <p><u>No attempt at the task:</u> <u>EITHER</u> Irrelevant (Completely unrelated to the task/ instructions)<br/> <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><br/> Complete nonsense</p>                                                                                                    |

**Note 1:** The task is to write a **letter**/ an **email**, 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.