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https://t.me/omcourse_bot

Ministry of Education

2018/2019

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

Name			
School		Class	

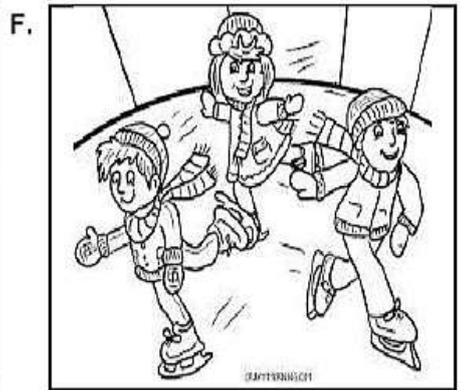
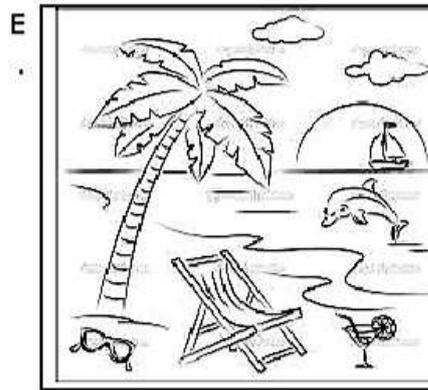
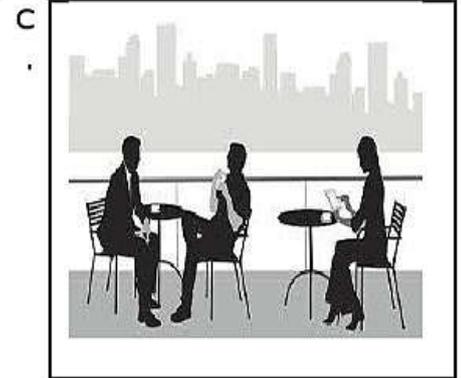
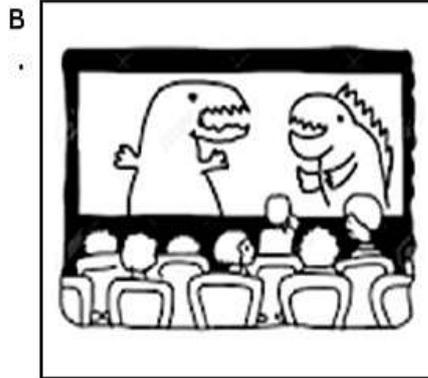
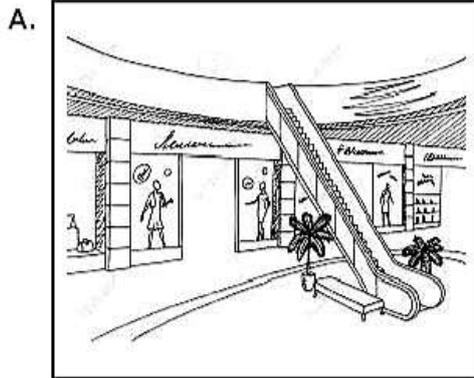
Write your answers on the Test Paper**Time: 2 hours****Pages: 10**

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 short texts about **places for hanging out**. Match the pictures with the texts. For each text, shade in the bubble under the correct option.



Text	Pictures					
	A	B	C	D	E	F
1.	<input type="radio"/>					
2.	<input type="radio"/>					
3.	<input type="radio"/>					
4.	<input type="radio"/>					
5.	<input type="radio"/>					



LISTENING 2 (Items 6–10)**(5 marks)**

You are going to hear **a radio programme** about **Laika**. For each item, shade in the bubble next to the correct option.

6. Laika was the first animal to orbit the
 Sun Earth Moon
7. Laika was a dog from the streets of
 Moscow Paris London
8. Laika's first trip to the space was on 3rd November
 1956 1957 1975
9. Laika died within hours because of
 lack of water over-heating lack of food
10. The true cause and time of her death were not made public until
 2000 2001 2002

**LISTENING
SCORE**

10

GRAMMAR/VOCABULARY 1 (Items 1-5)**(2½ marks)**

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

Teens love to have money. They know how money is (1) _____ for them and that it (2) _____ them to get things they want. Parents should (3) _____ their kids a healthy view on the three main things they can do with money. This view is to keep three envelopes with the titles: "(4) _____", "give," and "save". It is a simple and a very effective way to explain the point for the teens. They should know also that (5) _____ money with poor people is our responsibility toward them.

- | | | |
|-----------------------------------|---------------------------------|--------------------------------|
| 1. <input type="radio"/> hopeless | <input type="radio"/> important | <input type="radio"/> useless |
| 2. <input type="radio"/> helps | <input type="radio"/> follows | <input type="radio"/> shows |
| 3. <input type="radio"/> teach | <input type="radio"/> learn | <input type="radio"/> improve |
| 4. <input type="radio"/> sell | <input type="radio"/> stay | <input type="radio"/> spend |
| 5. <input type="radio"/> giving | <input type="radio"/> sharing | <input type="radio"/> donating |

GRAMMAR/VOCABULARY 2 (Items 6-10)**(2½ marks)**

Complete each sentence with **ONE** word only.

6. How _____ brothers have you got?
7. Students have to study hard _____ they have exams.
8. Ali: "Are these pens yours?" Sami: "Yes, they are _____."
9. A doctor is a person _____ looks after patients.
10. Maha _____ prepared the breakfast before she left her house.

GRAMMAR/VOCABULARY 3 (Items 11-20)

(5 marks)

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

Ahmed Shawqi is a (11)_____ Arab poet (12) _____ a play writer. He is considered to be one (13) _____ the most (14)_____ Arab poets in (15)_____ 20th Century. Shawqi (16) _____ born in Egypt (17)_____1870 to a family of mixed-race. Both (18) _____ parents were born and (19)_____ up in Egypt. He (20)_____ law and graduated in 1887.

- | | | | |
|-----------------------------------|------------------------------|-------------------------------|---------------------------------|
| 11. <input type="radio"/> clear | <input type="radio"/> famous | <input type="radio"/> happy | <input type="radio"/> big |
| 12. <input type="radio"/> through | <input type="radio"/> and | <input type="radio"/> about | <input type="radio"/> by |
| 13. <input type="radio"/> of | <input type="radio"/> with | <input type="radio"/> under | <input type="radio"/> for |
| 14. <input type="radio"/> fast | <input type="radio"/> good | <input type="radio"/> smart | <input type="radio"/> important |
| 15. <input type="radio"/> the | <input type="radio"/> a | <input type="radio"/> an | <input type="radio"/> that |
| 16. <input type="radio"/> were | <input type="radio"/> was | <input type="radio"/> are | <input type="radio"/> is |
| 17. <input type="radio"/> at | <input type="radio"/> on | <input type="radio"/> in | <input type="radio"/> of |
| 18. <input type="radio"/> her | <input type="radio"/> him | <input type="radio"/> his | <input type="radio"/> them |
| 19. <input type="radio"/> known | <input type="radio"/> taught | <input type="radio"/> thought | <input type="radio"/> brought |
| 20. <input type="radio"/> studied | <input type="radio"/> broke | <input type="radio"/> wrote | <input type="radio"/> reported |

**GRM/VCB
SCORE**

10

READING 1 (Items 1-4)

(4 marks)

Match the four texts on the left with the texts in the box. Shade in the bubble under the correct option.

1. Fatma is a good writer. She wrote a fascinating story last summer.
2. Many teenagers love to have fast food almost every day.
3. Sun is a very big ball of gas. It provides the Earth with heat and light.
4. Around 2,500 years ago, other places outside China began making coins out of precious metals.

A. It is the largest star in the solar system.
B. For example, Turkey and Greece made their currencies out of gold.
C. It was about a man who got lost in the desert.
D. All people should save money every month in order to use it when they are in need.
E. They usually get many health problems like overweight and diabetes.
F. Ahmed's family likes to travel abroad every summer holiday.

	A	B	C	D	E	F
--	---	---	---	---	---	---

1.	<input type="radio"/>					
2.	<input type="radio"/>					
3.	<input type="radio"/>					
4.	<input type="radio"/>					

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

Dear Amal,

I was glad to receive your email. It was interesting to hear about your last summer holiday. I am writing to tell you about our school trip to the National Museum last month.

I went with my classmates on a school trip to the National Museum in Muscat. This museum is located in A'saidya street in the old Muscat city. It was opened on 30th July, 2016.

When we arrived there, the guide was waiting for us. He started to show us the different parts of the museum. There was an interesting part that showed a sample of old coins and bank notes of Oman through the history. The guide told us that Oman was the first country in the region to make its own coins in the Higraph year 81. The coins were called silver Dirhams. He added that there was no existence of paper money that time. They used only metal to produce money such as silver, gold, copper and bronze. He also told us that Oman became a member of the International Monetary Fund on 22nd April, 1971. All of that information was so interesting.

After such a wonderful trip, I decided to have my own collection of the recent Omani coins and bank notes. I will keep them in a big album so that I can show them to my grandchildren in the future. It will be a great treasure for them.

Write to me soon,

Regards,

Nasra

READING 2 (continued)

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

5. When did Nasra go to the National Museum?

.....

6. Who was waiting for Nasra and her friends in the museum?

.....

7. When did Oman produce its first coins?

.....

8. What were the coins made of? (Write two)

.....

9. When did Oman join the International Monetary Fund?

.....

10. When did Nasra decide to have her own collection?

.....

READING
SCORE

10

WRITING 2

(5 marks)

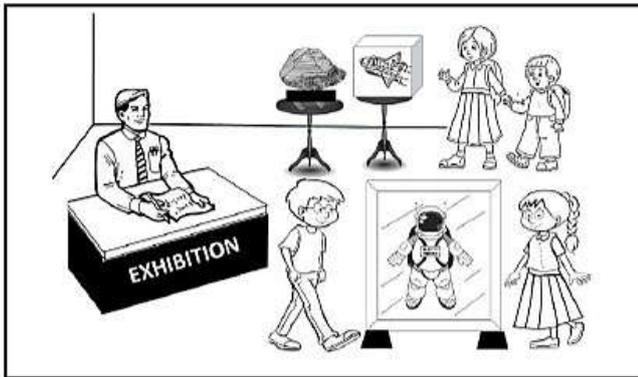
Write a story of at least **75 words** based on the following pictures.

You can use the words in the box to help you.

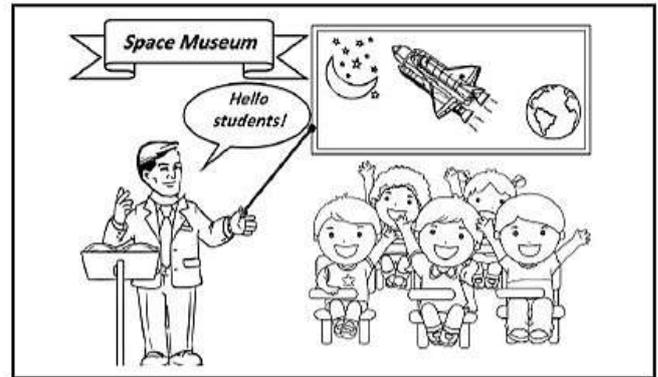
You can also put in more details to make your story lively and interesting.

visit	museum	moon rock	wear
spacesuit	watch	telescope	astronaut

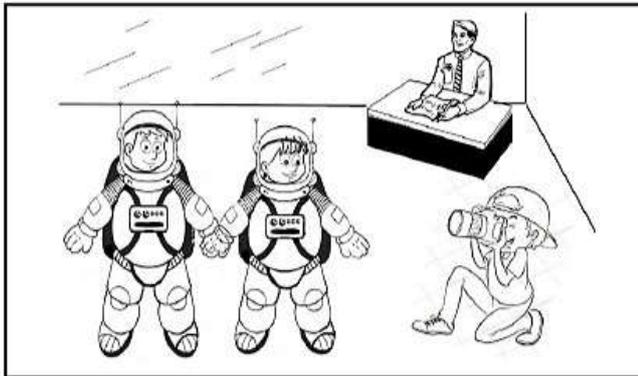
①



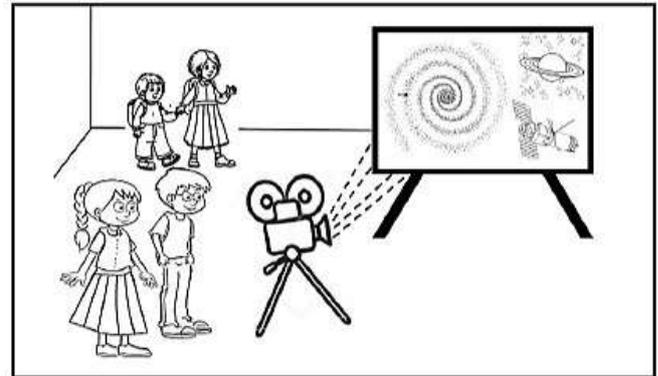
②



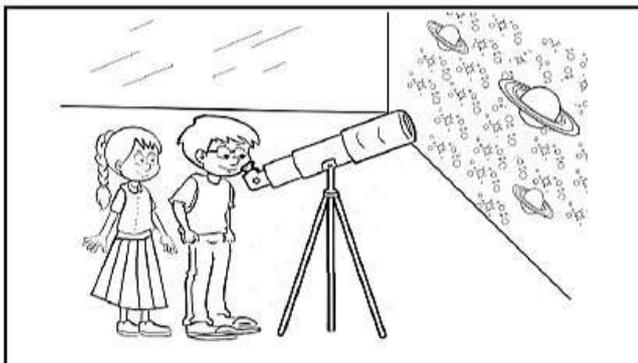
③



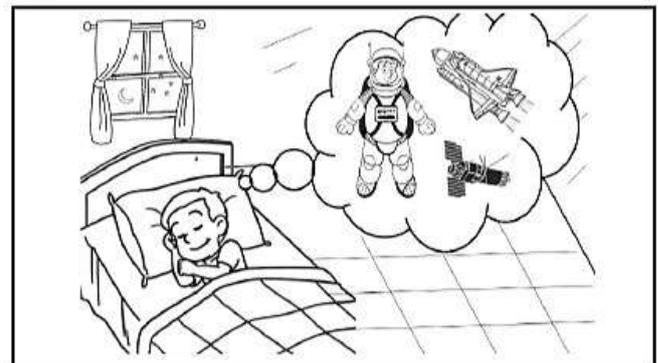
④



⑤



⑥



GRADE NINE — ENGLISH LANGUAGE
SEMESTER ONE, 2018/2019, FIRST SESSION
MINISTRY OF EDUCATION

MARKING GUIDE
TOTAL MARKS: 40
 page 1 of 4

LISTENING 1 (5 mks)						
	A	B	C	D	E	F
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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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

LISTENING 2 (5 mks)			
6.	<input type="radio"/> sun	<input checked="" type="radio"/> Earth	<input type="radio"/> moon
7.	<input checked="" type="radio"/> Moscow	<input type="radio"/> Paris	<input type="radio"/> London
8.	<input type="radio"/> 1956	<input checked="" type="radio"/> 1957	<input type="radio"/> 1975
9.	<input type="radio"/> Lack of water	<input checked="" type="radio"/> over heating	<input type="radio"/> Lack of food
10.	<input type="radio"/> 2000	<input type="radio"/> 2001	<input checked="" type="radio"/> 2002

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

GRM/ VCB 1 (2.5 mks)			
1.	<input type="radio"/> hopeless	<input checked="" type="radio"/> important	<input type="radio"/> useless
2.	<input checked="" type="radio"/> helps	<input type="radio"/> follows	<input type="radio"/> shows
3.	<input checked="" type="radio"/> teach	<input type="radio"/> learn	<input type="radio"/> form
4.	<input type="radio"/> sell	<input type="radio"/> stay	<input checked="" type="radio"/> spend
5.	<input type="radio"/> giving	<input checked="" type="radio"/> sharing	<input type="radio"/> donating

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

GRM/ VCB 2 (2.5 mks)

6.	many
7.	before/ because/ if/ when
8.	mine
9.	who
10.	had

Notes: Half-a-mark each. Spelling must be correct.

Notes: Half-a-mark each. Spelling must be correct, including grammatical endings.

GRM/ VCB 3 (5 mks)

11.	<input type="radio"/> clear	<input checked="" type="radio"/> famous	<input type="radio"/> happy	<input type="radio"/> big
12.	<input type="radio"/> through	<input checked="" type="radio"/> and	<input type="radio"/> about	<input type="radio"/> by
13.	<input checked="" type="radio"/> of	<input type="radio"/> with	<input type="radio"/> under	<input type="radio"/> for
14.	<input type="radio"/> fast	<input type="radio"/> good	<input type="radio"/> smart	<input checked="" type="radio"/> important
15.	<input checked="" type="radio"/> the	<input type="radio"/> a	<input type="radio"/> an	<input type="radio"/> un
16.	<input type="radio"/> were	<input checked="" type="radio"/> was	<input type="radio"/> are	<input type="radio"/> is
17.	<input type="radio"/> at	<input type="radio"/> on	<input checked="" type="radio"/> in	<input type="radio"/> of
18.	<input type="radio"/> her	<input type="radio"/> him	<input checked="" type="radio"/> his	<input type="radio"/> them
19.	<input type="radio"/> known	<input type="radio"/> taught	<input type="radio"/> thought	<input checked="" type="radio"/> brought
20.	<input checked="" type="radio"/> studied	<input type="radio"/> broke	<input type="radio"/> wrote	<input type="radio"/> reported

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

READING 1 (4 mks)						READING 2 (6 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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"/>
<p><i>Notes: One mark each. Responses must be indicated clearly.</i></p>						<p>5. Last month</p> <p>6. Museum guide</p> <p>7. Higras 81</p> <p>8. Gold, silver, bronze, copper (any two of these)</p> <p>9. on April 22nd 1971</p> <p>10. After the trip</p> <p><i>Notes: One mark each. Complete accuracy in grammar and spelling is not required, but answers must be clearly and convincingly correct.</i></p>

WRITING 1 (5 mks)	
5	<ul style="list-style-type: none"> -Expresses opinions on topics in a lively, convincing way. - Supports all points effectively with relevant evidence and detail. - Essays are very well-organised, clear and coherent. - A varied range of grammar and vocabulary with a very good level of accuracy.
4	<ul style="list-style-type: none"> - Expresses opinions on topics in a reasonably convincing way. - Supports most points with relevant evidence and detail. - Essays are generally well-organised and, for the most part, clear and coherent. - A fair range of grammar and vocabulary with a good level of accuracy
3	<ul style="list-style-type: none"> - expresses opinions on topics, in a somewhat limited way. - Is inconsistent in supporting points with relevant evidence and detail. - Essays are poorly-organised, but are still reasonably clear and coherent. - A limited range of grammar and vocabulary with a reasonable level of accuracy
2	<ul style="list-style-type: none"> - Express opinions on topics, but the results are clearly inadequate. - Is generally weak in supporting points with relevant evidence. - Essays lack organization, lacking in coherence and sometimes unclear. - A very limited range of grammar and vocabulary with frequent errors.
1	<ul style="list-style-type: none"> -Makes only very feeble attempts to express opinions on topics. - Fails to support points with any relevant evidence. - Essays are incoherent and confusing. - Extremely limited range of grammar and vocabulary with frequent serious errors.
0	<p><u>No attempt at the task:</u> EITHER Irrelevant (Completely unrelated to the topic) OR Hardly any writing at all, or not written in English OR Complete nonsense</p>

WRITING 2 (5 mks)	
5	<ul style="list-style-type: none"> - Produces narratives which are fully successful in engaging the reader. - Lively, effective use of appropriate detail. - Writing is very well-structured, clear and coherent. - A varied range of grammar and vocabulary with a very good level of accuracy
4	<ul style="list-style-type: none"> Produces narratives which are reasonably successful in engaging the reader. - Generally good use of appropriate detail. - Writing is generally well-structured, and mostly clear and coherent. - A fair range of grammar and vocabulary with a good level of accuracy.
3	<ul style="list-style-type: none"> - Produces narratives which are only partially successful in engaging the reader. - Somewhat limited use of appropriate detail. - Writing is well-structured, but is still reasonably clear and coherent. - A limited range of grammar and vocabulary with a reasonable level of accuracy
2	<ul style="list-style-type: none"> - Produces narratives which have very limited success in engaging the reader. - Inadequate use of appropriate detail. - Writing is poorly-structured, and often unclear. - A very limited range of grammar and vocabulary with frequent errors.
1	<ul style="list-style-type: none"> - Produces narratives which fail entirely to engage the reader. - Little or no use of appropriate detail. - Writing is incoherent and confusing. - Extremely limited range of grammar and vocabulary with frequent serious errors.
0	<p><u>No attempt at the task:</u> EITHER Irrelevant (Completely unrelated to the pictures/ task/ instructions) OR Hardly any writing at all, or not written in English OR Complete nonsense</p>

* **NOTE:** In WRITING 2, test-writers actually have two different task-options to choose from (**Picture Story** or **Task Instructions**) when preparing the exam-paper. However, as both of these require student to produce a **narrative** text, the same Rating Scale can be

Ministry of Education

2018/2019

ENGLISH LANGUAGE TEST**GRADE NINE****Semester One****Re-sit Session**

Name			
School		Class	

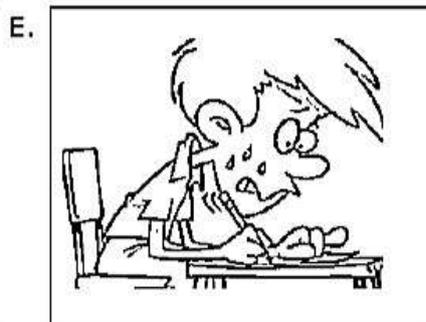
Write your answers on the Test Paper**Time: 2 hours****Pages: 10**

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 short texts about **teens' problems**. Match the pictures with the texts. For each text, shade in the bubble under the correct option.



Pictures

Text	A	B	C	D	E	F
1.	<input type="radio"/>					
2.	<input type="radio"/>					
3.	<input type="radio"/>					
4.	<input type="radio"/>					
5.	<input type="radio"/>					



LISTENING 2 (Items 6–10)**(5 marks)**

You are going to hear a text about **Valentina Tereshkova**

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

6. Valentina was born in _____.

 1937 1973 1976

7. She left the secondary school to _____.

 help her mother travel into space work in a factory

8. She was picked up for the astronaut programme because she was skillful in _____.

 driving jumping travelling

9. She went around the earth many times in _____ days.

 2 3 4

10. Her daughter was _____.

 an engineer an astronaut a doctor

--

**LISTENING
SCORE**

10

GRAMMAR/VOCABULARY 1 (Items 1-5)**(2½ marks)**

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

Bitcoin is a new kind of money that is used over the internet only. People don't carry bitcoin in their (1) _____ or keep it in a bank. It is used as an online cash to (2) _____ different items. Although the (3) _____ is still new and strange, bitcoin is accepted in some (4) _____ around the world. For example, you can use bitcoin in some restaurants and shops in New York and San Francisco. It is becoming more (5) _____ especially with the young people around the world.

- | | | |
|-----------------------------------|--------------------------------|-------------------------------|
| 1. <input type="radio"/> machines | <input type="radio"/> loans | <input type="radio"/> pockets |
| 2. <input type="radio"/> buy | <input type="radio"/> make | <input type="radio"/> spend |
| 3. <input type="radio"/> statue | <input type="radio"/> idea | <input type="radio"/> account |
| 4. <input type="radio"/> places | <input type="radio"/> shuttles | <input type="radio"/> planets |
| 5. <input type="radio"/> polite | <input type="radio"/> selfish | <input type="radio"/> popular |

GRAMMAR/VOCABULARY 2 (Items 6-10)**(2½ marks)**

Complete each sentence with **ONE** word only.

6. Please could you take this phone to Ahmed, I'm sure it is _____.
7. The watch _____ I bought last week had already been broken.
8. Penicillin _____ discovered by Alexander Fleming in 1928.
9. If I won one million Rials, I _____ travel around the world.
10. The Earth is larger _____ the Moon.

GRAMMAR/VOCABULARY 3 (Items 11–20)

(5 marks)

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

Aesop’s fables are a collection ⁽¹¹⁾ _____ stories ⁽¹²⁾ _____ by a man ⁽¹³⁾ _____ lived in the Ancient Greece between 620 and 650 BC. ⁽¹⁴⁾ _____ are mostly short stories that ⁽¹⁵⁾ _____ lessons. Each fable ends with ⁽¹⁶⁾ _____ moral. The ⁽¹⁷⁾ _____ are animals that act and talk like people. Aesop’s fables are the ⁽¹⁸⁾ _____ famous fables in the world. Many of ⁽¹⁹⁾ _____ were translated into many different ⁽²⁰⁾ _____.

- | | | | |
|--------------------------------------|---------------------------------|----------------------------------|----------------------------------|
| 11. <input type="radio"/> to | <input type="radio"/> in | <input type="radio"/> of | <input type="radio"/> at |
| 12. <input type="radio"/> written | <input type="radio"/> broken | <input type="radio"/> taken | <input type="radio"/> ridden |
| 13. <input type="radio"/> which | <input type="radio"/> where | <input type="radio"/> who | <input type="radio"/> when |
| 14. <input type="radio"/> I | <input type="radio"/> You | <input type="radio"/> We | <input type="radio"/> They |
| 15. <input type="radio"/> ask | <input type="radio"/> teach | <input type="radio"/> reply | <input type="radio"/> think |
| 16. <input type="radio"/> a | <input type="radio"/> an | <input type="radio"/> the | <input type="radio"/> that |
| 17. <input type="radio"/> astronauts | <input type="radio"/> authors | <input type="radio"/> characters | <input type="radio"/> teachers |
| 18. <input type="radio"/> many | <input type="radio"/> much | <input type="radio"/> more | <input type="radio"/> most |
| 19. <input type="radio"/> his | <input type="radio"/> us | <input type="radio"/> your | <input type="radio"/> them |
| 20. <input type="radio"/> poems | <input type="radio"/> languages | <input type="radio"/> contents | <input type="radio"/> categories |

**GRM/VCB
SCORE**

10

READING 1 (Items 1-4)

(4 marks)

Match the four texts on the left with the texts in the box. Shade in the bubble under the correct option.

1. Most teenagers like to spend their time using the internet and mobile phones, and playing computer games.
2. My school is organizing a writing competition for the students who are outstanding in writing.
3. The Federal Reserve Money Museum is located in the USA. It is free to public and open from Monday to Friday.
4. Nowadays, astronauts are not the only people travelling to space. Other people can spend their holidays in the space.

A. Prizes will be awarded to the three best stories, articles, poems and reports.
B. The first tourist was Dennis Tito. He paid 20 million dollars for 8 days on the space station.
C. The space station has two cabins for sleeping. Most astronauts sleep in sleeping bags attached to a wall.
D. However, the result is less outdoor activities with friends and families.
E. Yesterday, I had a writing test. The topic was very easy, but I didn't do well.
F. There you can see real historical currencies and artefacts related to bank notes.

	A	B	C	D	E	F
1.	<input type="radio"/>					
2.	<input type="radio"/>					
3.	<input type="radio"/>					
4.	<input type="radio"/>					

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

Dear Ali

How are you? I hope you are well. I'm really happy that we will see each other next weekend. This week I have been busy studying for my examinations. Tomorrow, we are going to have the last exam.

I am writing in reply to your e-mail asking for advice. I have understood from your e-mail that you have a problem of bad money management. Actually, I used to have the same problem. You know, I usually receive a good amount of pocket money from my parents each week in order to cover my needs. However, I kept spending that money buying clothes and food. So, I had to ask my parents for extra money. This made them get angry and they asked me to control my money spending.

After this problem with my parents, I realized that I had to control my money spending. I found out that my problem was a result of having such friends who spent a lot of money on shopping. So, I started to take a small amount of money while hanging out with them. Also, my father suggested a brilliant way of spending the money. It was the "3 S Strategy" that is based on the idea of dividing money into three envelopes: Save envelop, Share envelop and Spend envelop. After applying this strategy, I stopped asking my parents for any extra money.

I hope this will help you solve your problem, too.

Ahmed

READING 2 (continued)

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

5. When will Ahmed meet his friend?

6. What is Ali's problem?

7. Why are Ahmed's parents giving him money every week?

8. How did Ahmed spend his money?

9. Who were the main reason for Ahmed's problem?

10. What was the name of the strategy that Ahmed's father suggested?

READING SCORE	10

WRITING 2

(5 marks)

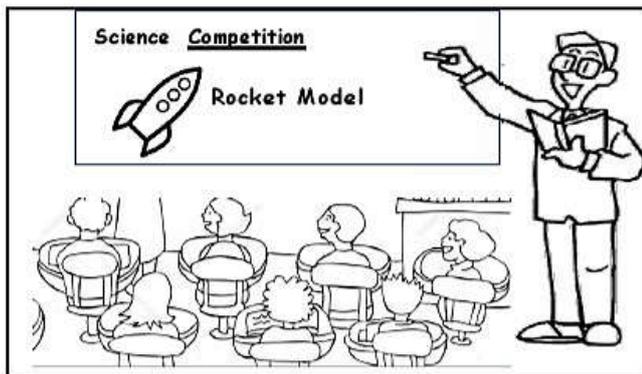
Write a story of at least **75 words** based on the following pictures.

You can use the words in the box to help you.

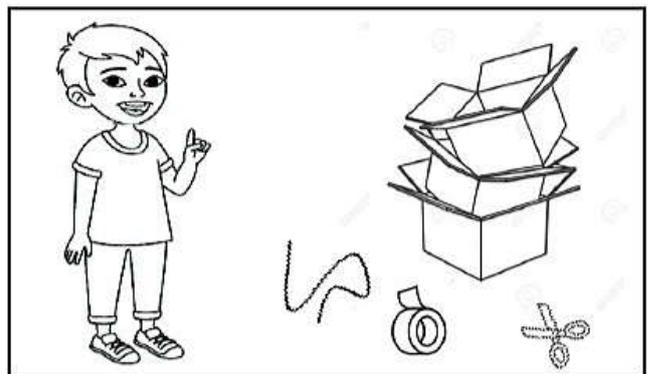
You can also put in more details to make your story lively and interesting.

do	start	boxes	make
happy	hit	fix	a prize

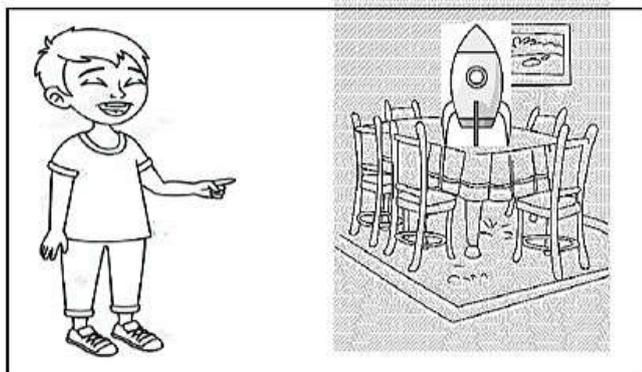
①



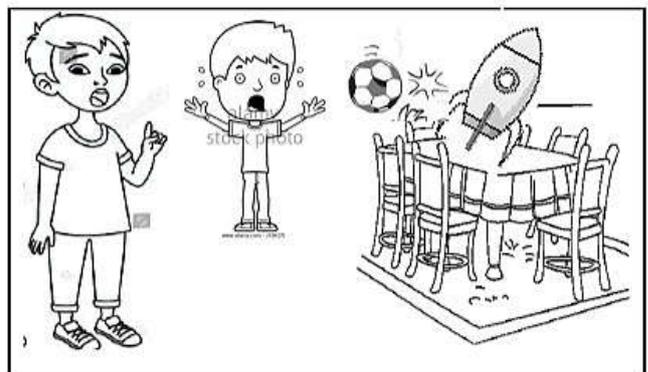
②



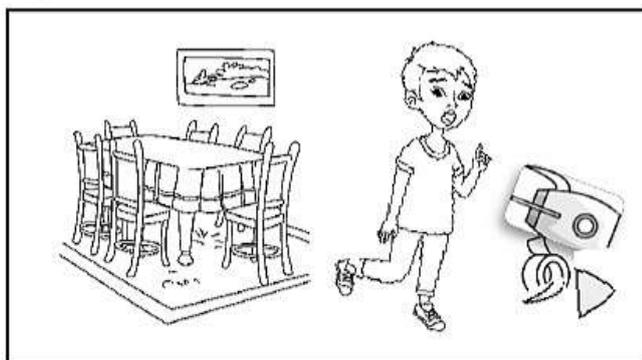
③



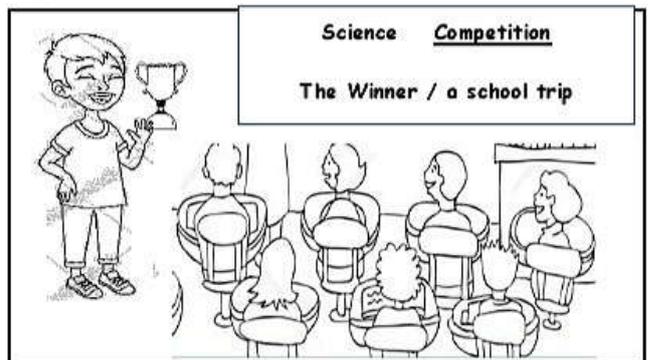
④



⑤



⑥



ENGLISH LANGUAGE TEST

GRADE NINE

Semester One- Re-sit Session

2018-2019

Listening Scripts

Notes for the teachers:

- You should read each text ***two times***, giving an adequate pause after each reading.
- Make sure that your ***voice*** is ***clear*** and ***loud*** enough for all the students to hear.
- Choose a ***good place to stand in***.
- Make sure that ***students*** are ***looking at the right question***.

LISTENING 1 (Items 1–5)

(5 marks)

You are going to hear five short texts about ***teens' problems***. Match the pictures with the texts. For each text, shade in the bubble ***O*** under the correct option.

1. I usually suffer from stress during the exams. I feel that I am not prepared well. Also, I get worried because my family always want me to get the highest marks.
2. As a teenager, I like to have fast food, chocolate and soft drinks. However, I am getting sick and my weight is increasing a lot.
3. I need to keep in touch with my friends through calls and messages. However, my mother thinks that I might use the phone badly. She keeps asking me if I have received any bad messages.
4. I am trying to stop this bad habit because I have a bad cough. My friends are the reason of my problem. They are smokers and I thought it was cool to do like them.
5. I use it to communicate with my friends and do my school projects. My father helps me in searching through the internet, but my mother thinks that I might be addicted to this device.

LISTENING 2 (Items 6–10)

(5 marks)

You are going to hear a text about **Valentina Tereshkova**

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

Valentina Tereshkova was the first women to travel into space. She was born on 6th March 1937 in Russia. Her father was a tractor driver, and her mother was a worker at clothes factory. Valentina could not study in school early because she had to help her mother. When she was eight years old, she began studying at school. Later, she left secondary school to work in a factory. However, she completed her study at home.

Since Valentina was young, she was interested in parachute jumping. She was selected for the astronaut programme in 1961 because of her jumping skill. The programme was designed to train women to travel into space. She was trained for 18 months.

On 16th June 1963, Valentina was launched into space. She made 48 orbits around Earth and spent almost three days in space.

In November 1963, she got married to Andrian Nikolayev. He was also an astronaut. Their daughter, Elena, who became a doctor, was born in 1964. She was the first child born to a mother and a father who had both traveled into space.

Valentina Tereshkova never made a second trip into space. After her flight, she studied engineering and she received a degree in technical science in 1976.

LISTENING 1 (5 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

LISTENING 2 (5 mks)			
6.	<input checked="" type="radio"/> 1937	<input type="radio"/> 1973	<input type="radio"/> 1976
7.	<input type="radio"/> help her mother	<input type="radio"/> travel into space	<input checked="" type="radio"/> work in a factory
8.	<input type="radio"/> driving	<input checked="" type="radio"/> jumping	<input type="radio"/> travelling
9.	<input type="radio"/> 2	<input checked="" type="radio"/> 3	<input type="radio"/> 4
10.	<input type="radio"/> an engineer	<input type="radio"/> an astronaut	<input checked="" type="radio"/> a doctor

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

GRAMMAR / VOCABULARY 1 (2.5 mks)			
1.	<input type="radio"/> machines	<input type="radio"/> loans	<input checked="" type="radio"/> pockets
2.	<input checked="" type="radio"/> buy	<input type="radio"/> make	<input type="radio"/> spend
3.	<input type="radio"/> statue	<input checked="" type="radio"/> idea	<input type="radio"/> account
4.	<input checked="" type="radio"/> places	<input type="radio"/> shuttles	<input type="radio"/> planets
5.	<input type="radio"/> polite	<input type="radio"/> selfish	<input checked="" type="radio"/> popular

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

GRM/ VCB 2 (2.5 mks)	
6.	his
7.	that \ which
8.	was
9.	would
10.	than

Notes: Half-a-mark each. Spelling must be correct, including grammatical endings.

GRM/ VCB 3 (5 mks)				
11.	<input type="radio"/> To	<input type="radio"/> in	<input checked="" type="radio"/> of	<input type="radio"/> at
12.	<input checked="" type="radio"/> written	<input type="radio"/> broken	<input type="radio"/> taken	<input type="radio"/> ridden
13.	<input type="radio"/> which	<input type="radio"/> where	<input checked="" type="radio"/> who	<input type="radio"/> when
14.	<input type="radio"/> I	<input type="radio"/> You	<input type="radio"/> We	<input checked="" type="radio"/> They
15.	<input type="radio"/> ask	<input checked="" type="radio"/> teach	<input type="radio"/> reply	<input type="radio"/> think
16.	<input checked="" type="radio"/> a	<input type="radio"/> an	<input type="radio"/> the	<input type="radio"/> that
17.	<input type="radio"/> astronauts	<input type="radio"/> authors	<input checked="" type="radio"/> characters	<input type="radio"/> teachers
18.	<input type="radio"/> many	<input type="radio"/> much	<input type="radio"/> more	<input checked="" type="radio"/> most
19.	<input type="radio"/> his	<input type="radio"/> us	<input type="radio"/> your	<input checked="" type="radio"/> them
20.	<input type="radio"/> poems	<input checked="" type="radio"/> languages	<input type="radio"/> categories	<input type="radio"/> contents

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

READING 1 (4 mks)						READING 2 (6 mks)
	A	B	C	D	E	F
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" type="radio"/>
4.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Notes: One mark each. Responses must be indicated <u>clearly</u>.</p>						<p>5. Next weekend</p> <p>6. Bad money management.</p> <p>7. To cover his needs \ to cover my needs.</p> <p>8. Buying clothes and food</p> <p>9. His friends \ my friends \ friends</p> <p>10. (The) 3 S</p> <p>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.</p>

WRITING 1 (5 mks)	
5	<ul style="list-style-type: none"> -Expresses opinions on topics in a lively, convincing way. - Supports all points effectively with relevant evidence and detail. - Essays are very well-organised, clear and coherent. - A varied range of grammar and vocabulary with a very good level of accuracy.
4	<ul style="list-style-type: none"> - Expresses opinions on topics in a reasonably convincing way. - Supports most points with relevant evidence and detail. - Essays are generally well-organised and, for the most part, clear and coherent. - A fair range of grammar and vocabulary with a good level of accuracy
3	<ul style="list-style-type: none"> - expresses opinions on topics, in a somewhat limited way. - Is inconsistent in supporting points with relevant evidence and detail. - Essays are poorly- organised, but are still reasonably clear and coherent. - A limited range of grammar and vocabulary with a reasonable level of accuracy
2	<ul style="list-style-type: none"> - Express opinions on topics, but the results are clearly inadequate. - Is generally weak in supporting points with relevant evidence. - Essays lack organization, lacking in coherence and sometimes unclear. - A very limited range of grammar and vocabulary with frequent errors.
1	<ul style="list-style-type: none"> -Makes only very feeble attempts to express opinions on topics. - Fails to support points with any relevant evidence. - Essays are incoherent and confusing. - Extremely limited range of grammar and vocabulary with frequent serious errors.
0	<p><u>No attempt at the task:</u> <u>EITHER</u> Irrelevant (Completely unrelated to the topic) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>

WRITING 2 (5 mks)	
5	<ul style="list-style-type: none"> - Produces narratives which are fully successful in engaging the reader. - Lively, effective use of appropriate detail. - Writing is very well-structured, clear and coherent. - A varied range of grammar and vocabulary with a very good level of accuracy
4	<ul style="list-style-type: none"> - Produces narratives which are reasonably successful in engaging the reader. - Generally good use of appropriate detail. - Writing is generally well-structured, and mostly clear and coherent. - A fair range of grammar and vocabulary with a good level of accuracy.
3	<ul style="list-style-type: none"> - Produces narratives which are only partially successful in engaging the reader. - Somewhat limited use of appropriate detail. - Writing is well-structured, but is still reasonably clear and coherent. - A limited range of grammar and vocabulary with a reasonable level of Accuracy
2	<ul style="list-style-type: none"> - Produces narratives which have very limited success in engaging the reader. - Inadequate use of appropriate detail. - Writing is poorly-structured, and often unclear. - A very limited range of grammar and vocabulary with frequent errors.
1	<ul style="list-style-type: none"> - Produces narratives which fail entirely to engage the reader. - Little or no use of appropriate detail. - Writing is incoherent and confusing. - Extremely limited range of grammar and vocabulary with frequent serious errors.
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the pictures/ task/ instructions) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>

* **NOTE:** In WRITING 2, test-writers actually have two different task-options to choose from (**Picture Story** or **Task Instructions**) when preparing the exam-paper. However, as both of these require student to produce a **narrative** text, the same Rating Scale can be used, whichever type of task they use.