

تجميع اختبارات نهائية لمادة اللغة الإنجليزية



تم تحميل هذا الملف من موقع المناهج العمانية

موقع فايلاتي ← المناهج العمانية ← الصف التاسع ← لغة انجليزية ← الفصل الثاني ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 18:25:07 2026-06-07

ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي للمدرس

المزيد من مادة
لغة انجليزية:

إعداد: خالد بن سالم الجابري

التواصل الاجتماعي بحسب الصف التاسع



صفحة المناهج
العمانية على
فيسبوك

المزيد من الملفات بحسب الصف التاسع والمادة لغة انجليزية في الفصل الثاني

دليل القواعد والمفردات (الضمائر الأزمنة حروف الجر وأدوات الربط)	1
ملخص الوحدات كاملة مع المفردات والقواعد الأساسية لكل وحدة	2
شرح وتدريب لأهم القواعد التي تظهر في الامتحانات الرسمية	3
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تجميع إختبارات نهائية

العام الدراسي 2025\2026

مادة اللغة الإنجليزية (الصف التاسع)



تجميع : خالد بن سالم الجابري

(معلم مادة العلوم 5,6 في تميز أكاديمي)

أستاذ خالد



تميز أكاديمي



أرقام التواصل

76941321 76696447 77144048



ENGLISH LANGUAGE TEST

GRADE NINE

Academic Year - 2024/2025

Semester Two _ First Session

(Morning Schools) (المدارس الصباحية)

Name			
School		Class	

Write your answers on the Test Paper

Time: 2 hours

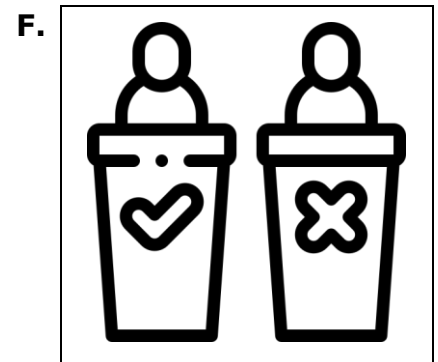
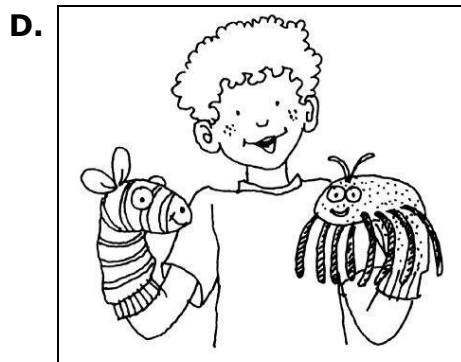
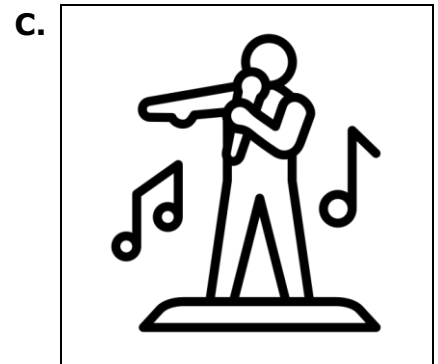
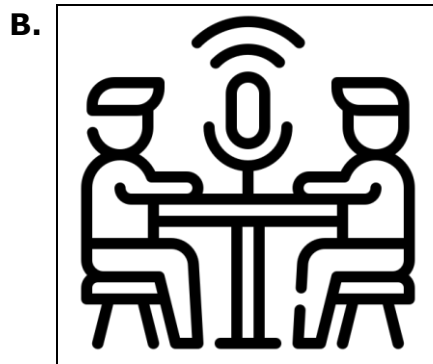
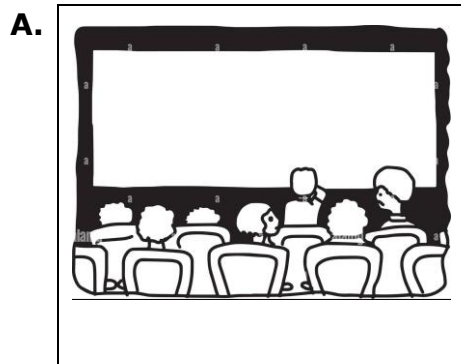
Pages: 8

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 short texts about **different shows**. 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"/>	<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"/>



You are going to hear **text** about **Sultan Qaboos Grand Mosque**.
 For each item, shade in the bubble next to the correct option.

6. Sultan Qaboos Grand Mosque was opened in _____.
- 1994 2001 2006
7. The mosque was designed by an architect from _____.
- Bahrain Kuwait Iraq
8. The hall is decorated with a beautiful _____ carpet
- Omani Persian Turkish
9. This mosque has _____ minarets.
- 2 4 5
10. The Mosque is open for tourists from _____ to Thursday.
- Saturday Sunday Monday

--

**LISTENING
SCORE**

10



GRAMMAR/VOCABULARY (Items 1-10)

(10 marks)

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

Getting a job requires planning. A good CV is needed when ⁽¹⁾_____ for a job. People ⁽²⁾_____ to write clear and simple application letters, too. They must prove that they have the ⁽³⁾_____ to work well in a team. Also, many companies prefer hiring people ⁽⁴⁾_____ have experience. So, they should include ⁽⁵⁾_____ that show their previous experiences. Smart job seekers are ⁽⁶⁾_____ prepare well before the ⁽⁷⁾_____. Finally, some jobs require ⁽⁸⁾_____ to show qualifications. It is ⁽⁹⁾_____ to keep learning new skills. A person succeeds ⁽¹⁰⁾_____ he is fully prepared.

- | | | | | | | |
|-----|-----------------------|-----------|-----------------------|--------------|-----------------------|-----------|
| 1. | <input type="radio"/> | applying | <input type="radio"/> | reading | <input type="radio"/> | hunting |
| 2. | <input type="radio"/> | should | <input type="radio"/> | must | <input type="radio"/> | have |
| 3. | <input type="radio"/> | stages | <input type="radio"/> | skills | <input type="radio"/> | symbols |
| 4. | <input type="radio"/> | who | <input type="radio"/> | which | <input type="radio"/> | where |
| 5. | <input type="radio"/> | documents | <input type="radio"/> | employees | <input type="radio"/> | engines |
| 6. | <input type="radio"/> | go | <input type="radio"/> | going to | <input type="radio"/> | going |
| 7. | <input type="radio"/> | form | <input type="radio"/> | report | <input type="radio"/> | interview |
| 8. | <input type="radio"/> | contracts | <input type="radio"/> | certificates | <input type="radio"/> | products |
| 9. | <input type="radio"/> | important | <input type="radio"/> | nervous | <input type="radio"/> | social |
| 10. | <input type="radio"/> | what | <input type="radio"/> | why | <input type="radio"/> | when |

**GRM/VCB
SCORE**



READING 1 (Items 1–4)

(4 marks)

Match the four texts on the left with the texts in the box. There are **TWO** extra texts in the box.

- 1. The great wall of China is a symbol of Chinese history for a long time. _____
- 2. Muna is an electrical engineer who works at a big company. _____
- 3. Noor Aldeen Al-Salmi was an important Omani scholar in the 19th century. _____
- 4. Pottery is a part of Oman's rich cultural heritage. _____

A. She wrote a lot of English stories as she studied English literature.
B. It has been used for storing water and cooking. It is mainly made of clay and water.
C. They have been doing research with their team in the history of Oman for two years.
D. She studied at the University of Technology and Applied Sciences at the College of Engineering.
E. He was born in the town of Rustaq and was educated by his father and other local scholars.
F. It was built to protect states and empires from enemies. It is 21,196 kilometers long.



READING 2 (Items 5–10)**(6 marks)**

Read the text. Then complete the task.

Dear Sir or Madam,

Subject: Complaint About My Stay at Dark Star Hotel

I am writing to complain about my stay at Dark Star Hotel from March 10, 2025, to March 15, 2025. Unfortunately, my experience was very bad because of several issues.

First, when I arrived, my room was not clean. The bed sheets were dirty, so I could not use them. There was a strong and unpleasant smell in the room. This made me feel very uncomfortable and ruined my stay at the hotel. The bathroom was not working, the tap was blocked. Can you imagine staying in a room without being able to use the bathroom?

Second, the hotel receptionist was unhelpful in solving any of these problems. When I talked to her about them, she ignored my complaint and did not take any action. Additionally, the hotel was extremely noisy at night, making it difficult to sleep.

Third, the hotel advertised some free services such as a swimming pool and internet. However, the swimming pool was closed for maintenance. Also, the Wi-Fi connection was very weak, and I was unable to use the internet properly. All those issues made my stay at the hotel terrible.

I am writing this letter because I want to get my money back. I believe that I deserve it as the service was below standard. I hope you will ensure better services for future guests.

I look forward to your quick response.

Sincerely,

Aysha Al Hathri

READING 2 (continued)

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

5. Who wrote the letter?

6. Which hotel did the writer stay at?

7. Why couldn't the writer use the bed sheets?

8. Who did the writer talk to about the problems?

9. What free services did the hotel offer but not provided?

10. What does the writer hope the hotel will do for the future guests?

READING SCORE	10





GRADE NINE — ENGLISH LANGUAGE
SEMESTER TWO, 2024/2025, FIRST SESSION
Morning Schools

MARKING GUIDE
TOTAL MARKS: 40
page 1 of 4

LISTENING 1 (5 mks)						
	A	B	C	D	E	F
1.	<input checked="" 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 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 type="radio"/>	<input checked="" type="radio"/>	<input 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 type="radio"/> 1994	<input checked="" type="radio"/> 2001	<input type="radio"/> 2006
7.	<input type="radio"/> Bahrain	<input type="radio"/> Kuwait	<input checked="" type="radio"/> Iraq
8.	<input type="radio"/> Omani	<input checked="" type="radio"/> Persian	<input type="radio"/> Turkish
9.	<input type="radio"/> 2	<input type="radio"/> 4	<input checked="" type="radio"/> 5
10.	<input checked="" type="radio"/> Saturday	<input type="radio"/> Sunday	<input type="radio"/> Monday

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



GRM/ VCB (10 mks)		
1. <input checked="" type="radio"/> applying	<input type="radio"/> reading	<input type="radio"/> hunting
2. <input type="radio"/> should	<input type="radio"/> must	<input checked="" type="radio"/> have
3. <input type="radio"/> stages	<input checked="" type="radio"/> skills	<input type="radio"/> symbols
4. <input checked="" type="radio"/> who	<input type="radio"/> which	<input type="radio"/> where
5. <input checked="" type="radio"/> documents	<input type="radio"/> employees	<input type="radio"/> engines
6. <input type="radio"/> go	<input checked="" type="radio"/> going to	<input type="radio"/> going
7. <input type="radio"/> form	<input type="radio"/> report	<input checked="" type="radio"/> interview
8. <input type="radio"/> contracts	<input checked="" type="radio"/> certificates	<input type="radio"/> products
9. <input checked="" type="radio"/> important	<input type="radio"/> nervous	<input type="radio"/> social
10. <input type="radio"/> what	<input type="radio"/> why	<input checked="" type="radio"/> when

Notes: One 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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5. Aysha Al Harthi
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. Dark Star Hotel
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	7. They were dirty/ were dirty/ dirty
4.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. The hotel receptionist/ The receptionist
							9. swimming pool and internet
							10. (ensure) better services

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

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





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">– Expresses opinions on topics, but the results are clearly inadequate.– Is generally weak in supporting points with relevant evidence.– Essays lack organisation, 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	<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.



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 used, whichever type of task they use.

Morning Schools

Listening 1:

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

1- We watched a great movie yesterday. The action scenes were exciting, and the sound made it feel real. Everyone stayed quietly enjoying it.

2-Last week, I got to watch an amazing show. The performer was using a puppet and making funny sounds. The children enjoyed the show happily.

3- While we were in the circus, the magician used his small stick to get a bird out of his hat. He played many interesting tricks, too.

4- My brother and I attended an amazing concert last month. The singer's voice filled the big hall, with music playing softly behind.

5-The guest and the host sat at the table with a microphone in front of them. They shared some wonderful experiences. It was a nice podcast.

Listening 2:

You are going to hear **text** about **Sultan Qaboos Grand Mosque**. For each item, shade in the bubble next to the correct option.

The Sultan Qaboos Grand Mosque is an attractive mosque, located in Muscat in Oman. It is the largest mosque in the country. It was built in 1994. It took six years. Sultan Qaboos opened the mosque in 2001. The mosque is a mix of traditional Islamic and modern architecture which shows Oman's rich cultural heritage. The mosque was designed by an Iraqi architect called Muhammed Makiya.

The mosque's prayer hall is one of its main features. It can hold over 6,500 male worshippers, with a separate prayer room that accommodates 750 females. The hall is decorated with a beautiful Persian carpet, which is one of the largest handmade carpets in the

world. It covers an area of 4200 square meters and weighs about 21 tons. It took four years to be made.

The mosque does not have 1 or 2 minarets, but it has five. The tallest one stands 91 meters high, while the other four are 45 meters tall. Beside the main prayer hall and the minarets, the mosque has a big library and a lecture hall. Also, the mosque is surrounded with beautiful gardens with different flowers and fountains.

Sultan Qaboos Grand Mosque is open for tourists from 8 am to 11 am from Saturday to Thursday. Visitors must dress modestly and follow the mosque's rules to respect local customs and traditions.



ENGLISH LANGUAGE TEST

GRADE NINE

Academic Year _ 2024/2025

Semester Two _ First Session

(Afternoon Schools) (المدارس المسائية)

Name			
School		Class	

Write your answers on the Test Paper

Time: 2 hours

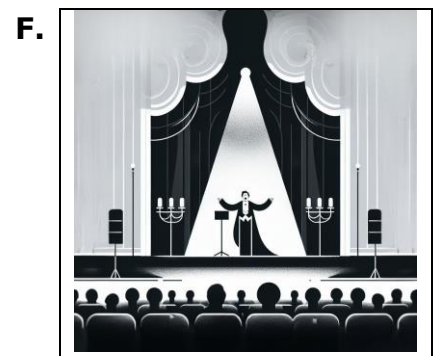
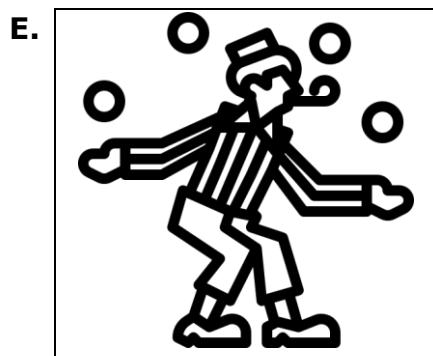
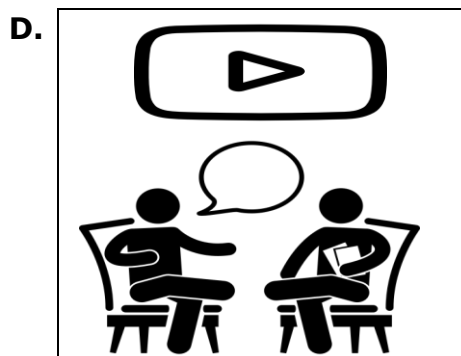
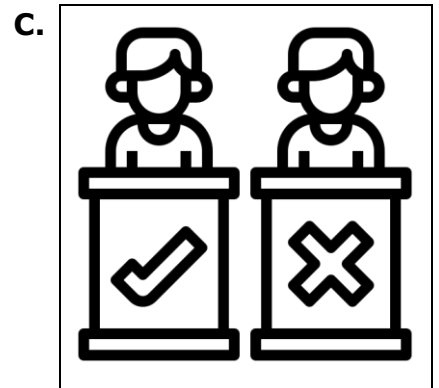
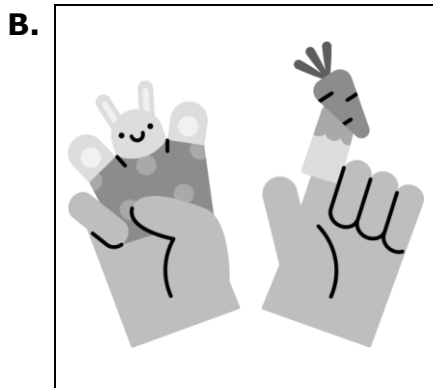
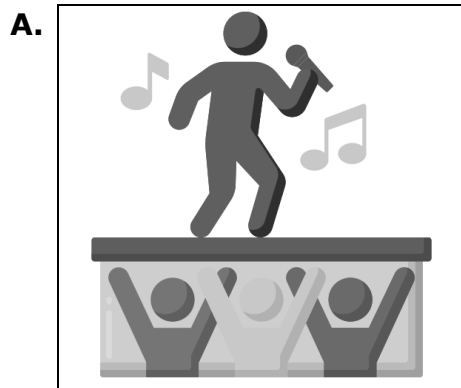
Pages: 8

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)

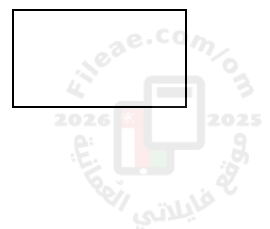
(5 marks)

You are going to hear five short texts about **different shows**. 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"/>	<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 text** about **Muttrah Market**.

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

6. Muttrah Market has been a trading center for over _____ years.
 20 200 2000
7. Narrow path and low _____ block the sunlight in the market.
 gates walls ceilings
8. Muttrah Market consists of _____ different sections.
 five six seven
9. In the market, tourists can buy traditional items, handicrafts and _____.
 labware software silverware
10. Tourists can see big, beautiful _____ carrying goods there.
 ships trucks planes

LISTENING SCORE
10

GRAMMAR/VOCABULARY (Items 1-10)

(10 marks)

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

Before a trip, travellers need to ⁽¹⁾ _____ their accommodation early. They ⁽²⁾ _____ take necessary items and keep everything in a big ⁽³⁾ _____. Good tourists are people ⁽⁴⁾ _____ plan for their trips. They know how ⁽⁵⁾ _____ to check the weather before packing. They also have ⁽⁶⁾ _____ be respectful to local traditions. No matter ⁽⁷⁾ _____ they go, tourists should behave ⁽⁸⁾ _____. By visiting famous landmarks, tourists learn about new ⁽⁹⁾ _____. A journey is better ⁽¹⁰⁾ _____ everything is organized.

- | | | | | | | |
|-----|-----------------------|-------------|-----------------------|----------|-----------------------|-----------|
| 1. | <input type="radio"/> | write | <input type="radio"/> | book | <input type="radio"/> | travel |
| 2. | <input type="radio"/> | should | <input type="radio"/> | have | <input type="radio"/> | has |
| 3. | <input type="radio"/> | ticket | <input type="radio"/> | guide | <input type="radio"/> | suitcase |
| 4. | <input type="radio"/> | who | <input type="radio"/> | why | <input type="radio"/> | which |
| 5. | <input type="radio"/> | traditional | <input type="radio"/> | majestic | <input type="radio"/> | important |
| 6. | <input type="radio"/> | to | <input type="radio"/> | in | <input type="radio"/> | off |
| 7. | <input type="radio"/> | where | <input type="radio"/> | while | <input type="radio"/> | whatever |
| 8. | <input type="radio"/> | loudly | <input type="radio"/> | politely | <input type="radio"/> | angrily |
| 9. | <input type="radio"/> | guests | <input type="radio"/> | cultures | <input type="radio"/> | passports |
| 10. | <input type="radio"/> | when | <input type="radio"/> | will | <input type="radio"/> | how |

**GRM/VCB
SCORE**



READING 1 (Items 1–4)

(4 marks)

Match the four texts on the left with the texts in the box. There are **TWO** extra texts in the box.

- 1. Fatima likes photography, especially natural places. _____
- 2. Suhar Fort is in the coastal city of Suhar. _____
- 3. You should read about any country’s culture before travelling to it. _____
- 4. Ahmed Bin Majed was a famous Omani sailor and explorer. _____

A. Reading about the rules and the customs gives you a better understanding of that country.
B. He is known as the "Lion of the Sea" due to his experience in the Arabian Sea and the Indian Ocean.
C. She studies all the time for the final exams next June at Sultan Qaboos University.
D. It is a symbol of Oman's rich history. It attracts visitors who are interested in Oman's ancient history.
E. So, she spends most of her time taking photos of the mountains and the wadies in her village.
F. They are great chess players. They got the first place in their school last year.



READING 2 (Items 5–10)**(6 marks)**

Read the text. Then complete the task.

Dear Mr. Hassan,

I hope you are doing well. I am writing to nominate my colleague, Khalid, for the Best Worker of the Year award. I believe he deserves this award because he is hard-working, responsible, and always helps others.

Khalid has been with the company for seven years, and during this time, he has proven to be a very reliable employee. He always comes to work on time and finishes his tasks well. He stays calm under pressure and supports his team whenever needed. Above all, his critical thinking skills make him very important to the company.

Khalid is also polite and respectful. He treats everyone kindly and is always ready to help. That most important quality and what makes him a great team member is his positive attitude.

In terms of appearance, his neat look shows that he takes his job seriously. Khalid always wears clean and professional clothes. He looks organised and tidy every day.

Khalid also has many creative ideas. He suggests new ways to improve our work and make our team more successful. He enjoys learning and sharing his knowledge with others. His latest idea about social media marketing was the best this year.

For all these reasons, I strongly recommend Khalid for this award. He is a great worker and a good example for everyone. Thank you for reading my letter.

Faithfully,
Ahmed

READING 2 (continued)

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

5. Who is the email to?

6. How long has Khalid been with the company?

7. Why is Khalid important to the company?

8. What quality makes Khalid a great team member?

9. What does Khalid's appearance show in his job?

10. What was Khalid's best idea about?

READING SCORE	
	10





GRADE NINE — ENGLISH LANGUAGE
SEMESTER TWO, 2024/2025, FIRST SESSION

MARKING GUIDE
TOTAL MARKS: 40

Afternoon Schools

page 1 of 4

LISTENING 1 (5 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 type="radio"/>	<input checked="" 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 type="radio"/> 20	<input checked="" type="radio"/> 200	<input type="radio"/> 2000
7.	<input type="radio"/> gates	<input type="radio"/> walls	<input checked="" type="radio"/> ceilings
8.	<input type="radio"/> five	<input checked="" type="radio"/> six	<input type="radio"/> seven
9.	<input type="radio"/> labware	<input type="radio"/> software	<input checked="" type="radio"/> silverware
10.	<input checked="" type="radio"/> ships	<input type="radio"/> trucks	<input type="radio"/> planes

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



GRM/ VCB (10 mks)		
1. <input type="radio"/> write	<input checked="" type="radio"/> book	<input type="radio"/> travel
2. <input checked="" type="radio"/> should	<input type="radio"/> have	<input type="radio"/> has
3. <input type="radio"/> ticket	<input type="radio"/> guide	<input checked="" type="radio"/> suitcase
4. <input checked="" type="radio"/> who	<input type="radio"/> why	<input type="radio"/> which
5. <input type="radio"/> traditional	<input type="radio"/> majestic	<input checked="" type="radio"/> important
6. <input checked="" type="radio"/> to	<input type="radio"/> in	<input type="radio"/> off
7. <input type="radio"/> whatever	<input type="radio"/> while	<input checked="" type="radio"/> where
8. <input type="radio"/> loudly	<input checked="" type="radio"/> politely	<input type="radio"/> angrily
9. <input type="radio"/> guests	<input checked="" type="radio"/> cultures	<input type="radio"/> passports
10. <input checked="" type="radio"/> when	<input type="radio"/> will	<input type="radio"/> how

Notes: One 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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	5. Mr. Hassan/Hassan
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. Seven/7 years
3.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7. his critical thinking skills
4.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. his positive attitude
							9. takes his job seriously
							10. Social media marketing

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

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



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"> – Expresses opinions on topics, but the results are clearly inadequate. – Is generally weak in supporting points with relevant evidence. – Essays lack organisation, 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>: 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 used, whichever type of task they use.

Afternoon schools

Listening 1:

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

1.The quiz show was amazing yesterday. The players had to answer hard questions. Everyone was excited to know the winner. Finally, one person got the prize!

2.Last week, I attended a fantastic concert. The music was loud, and the lead singer's voice filled the whole place. I really enjoyed it.

3. It was the first time for me to be in the opera. The performance was strong. The Musicians played very well. Everyone was listening quietly.

4.I watched a YouTube interview where the host asked some nice questions. The guest answered them happily sharing some of his interesting stories.

5.In this show, the performer was wearing puppets on his fingers making funny sounds. The children laughed and enjoyed the performance.

Listening 2:

You are going to hear **a text** about **Muttrah Market**.

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

Muttrah Market is one of Oman's oldest and most famous markets. It is located in Muscat which is the capital city of Oman. It has been a major trading center for over 200 years due to its location on trade routes between India and China.

The market is called the "Market of Darkness" because of its narrow paths and low ceilings, which block the sunlight. It has two main gates the first one facing the Sea of Oman and the other one leading to the

old city. The market's design reflects traditional Omani architecture, preserving its historic charm.

Muttrah Market is divided into six different sections, offering a variety of goods. For example, visitors can find and buy Omani traditional items, silverware and handicrafts like khanjars and jewelry. That makes it a great place to experience Omani culture and heritage.

Besides shopping, the market offers a lively atmosphere with its mix of sights, sounds, and aromas. Tourists can explore the busy passages, enjoy the view of the port, and walk along the beautiful Muttrah Corniche. Since the market is near Sultan Qaboos Port, visitors can see large, wonderful ships carrying goods or tourists.

Muttrah Market is a must-visit destination for those looking to experience Oman's rich history, culture, and traditional shopping.



ENGLISH LANGUAGE TEST

GRADE NINE

Academic Year - 2024/2025

Semester Two - Second Session

Name			
School		Class	

Write your answers on the Test Paper

Time: 2 hours

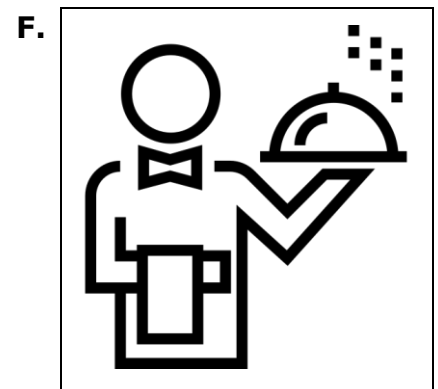
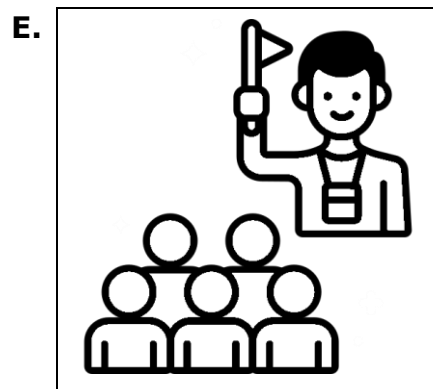
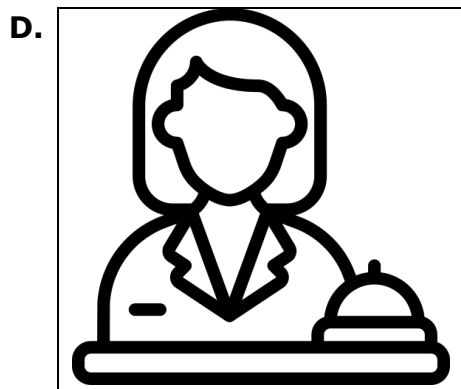
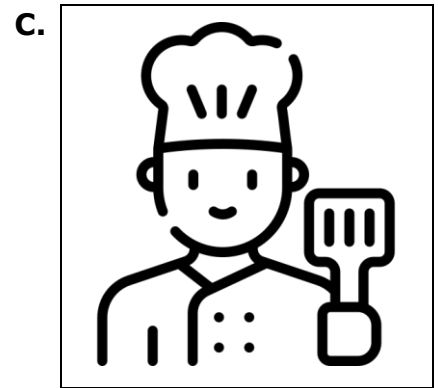
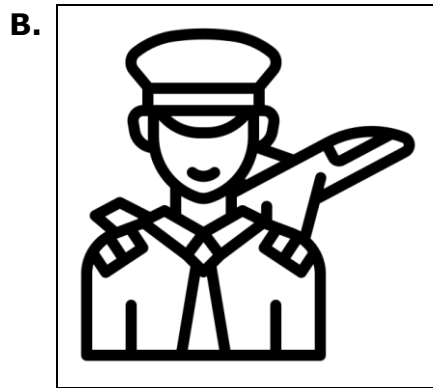
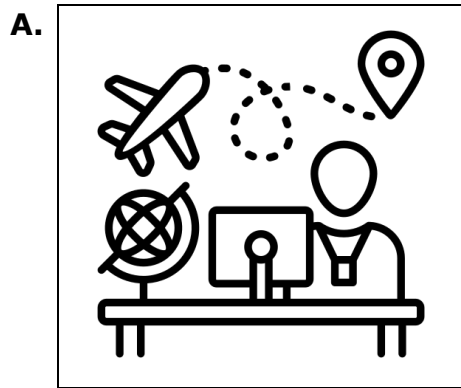
Pages: 8

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 short texts about **jobs in tourism industry**. 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"/>	<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 **an informative text** about **Shabab Oman**.
For each item, shade in the bubble next to the correct option.

6. Shabab Oman was built in _____.
- Germany The Netherlands Oman
7. The ship was launched in _____ 2014.
- May June September
8. Shabab Oman has _____ sails.
- 9 19 29
9. In 2015, Shabab Oman sailed to _____.
- Europe India Gulf countries
10. In 2021, Shabab Oman went on its _____ journey.
- fifth sixth seventh

--

**LISTENING
SCORE**

10

GRAMMAR/VOCABULARY (Items 1-10)

(10 marks)

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

Eid Al-fitr is a special ⁽¹⁾ _____ for Muslims. People feel as ⁽²⁾ _____ it is a gift for them after finishing fasting Ramadan. They ⁽³⁾ _____ it at the end of Ramadan. ⁽⁴⁾ _____ they are, they try to gather with family at Eid. On the first day, men go ⁽⁵⁾ _____ pray and greet each other. ⁽⁶⁾ _____ praying, they return homes to eat different ⁽⁷⁾ _____ together. Halwa is one of the main Omani ⁽⁸⁾ _____ at Eid. It is severed ⁽⁹⁾ _____ Omani coffee. One of the great ⁽¹⁰⁾ _____ among Omanis at Eid is that they help those who are in need.

- | | | | | | | |
|-----|-----------------------|-------------|-----------------------|------------|-----------------------|-----------|
| 1. | <input type="radio"/> | hospitality | <input type="radio"/> | occasion | <input type="radio"/> | life |
| 2. | <input type="radio"/> | if | <input type="radio"/> | of | <input type="radio"/> | off |
| 3. | <input type="radio"/> | celebrate | <input type="radio"/> | respect | <input type="radio"/> | learn |
| 4. | <input type="radio"/> | Who | <input type="radio"/> | Where | <input type="radio"/> | Wherever |
| 5. | <input type="radio"/> | for | <input type="radio"/> | to | <input type="radio"/> | as |
| 6. | <input type="radio"/> | Must | <input type="radio"/> | After | <input type="radio"/> | Next |
| 7. | <input type="radio"/> | symbols | <input type="radio"/> | teams | <input type="radio"/> | meals |
| 8. | <input type="radio"/> | dishes | <input type="radio"/> | events | <input type="radio"/> | societies |
| 9. | <input type="radio"/> | up | <input type="radio"/> | by | <input type="radio"/> | with |
| 10. | <input type="radio"/> | handicrafts | <input type="radio"/> | traditions | <input type="radio"/> | languages |

**GRM/VCB
SCORE**

READING 1 (Items 1–4)

(4 marks)

Match the four texts on the left with the texts in the box. There are **TWO** extra texts in the box.)

- 1. Films are moving pictures with sound that tell stories to entertain or share ideas. _____
- 2. A khanjar is a curved weapon which is mostly made of silver. _____
- 3. Salim is a taxi driver. He takes the tourists to different cities in Oman. _____
- 4. Al-Razi was born in 865 AD. He was a famous Muslim doctor and scientist. _____

A.	He drives them in the early morning to different places like Nizwa, Suhar and Sur.
B.	It is very famous in Oman. Omani men wear it in special ceremonies like Eids and weddings.
C.	She graduated from the College two years ago. She is a teacher who teaches English.
D.	They can be shown at the cinemas or online. Also, you can watch them on television.
E.	It is a very useful book. University students buy it to help them in their study.
F.	His books helped improve medicine. He clearly described smallpox disease.



READING 2 (Items 5–10)**(6 marks)**

Read the text. Then complete the task.

Dear Aisha,

How are you? I hope you and your family are doing well. I want to tell you about my favorite show. It is called *The Adventures of Noor and Sami*. It is a cartoon about two children who travel to different places and learn new things.

Noor is a smart and brave girl. Sami is a kind and funny boy. In every episode, they visit a new place, like a desert, a forest, or a big city. They always meet new people, help others, and solve problems. My favorite episode is when they go to a big library and find an old book with a secret message. They work together to solve the mystery.

I love this show because it teaches good lessons. It shows the importance of honesty, kindness, and helping others. Noor and Sami always pray on time, respect their parents, and work hard. It is a great show for children.

I watch this show every Friday evening. My younger brother enjoys it too, and we watch it together. Sometimes, we talk about the episode after it finishes.

Do you have a favorite show? I would love to hear about it. Maybe I can watch it too!

Take care,

Your friend, Sara

READING 2 (continued)

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

5. What type of show does Sara like?

6. Who are the main characters?

7. What did they find in the library episode?

8. Why does Sara like the show?

9. When does Sara watch the show?

10. Who watches the show with Sara?

READING
SCORE

10



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 checked="" 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 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 type="radio"/>	<input checked="" type="radio"/>

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

LISTENING 2 (5 mks)			
6.	<input type="radio"/> Germany	<input checked="" type="radio"/> The Netherlands	<input type="radio"/> Oman
7.	<input checked="" type="radio"/> May	<input type="radio"/> June	<input type="radio"/> September
8.	<input type="radio"/> 9	<input type="radio"/> 19	<input checked="" type="radio"/> 29
9.	<input type="radio"/> Europe	<input checked="" type="radio"/> India	<input type="radio"/> Gulf countries
10.	<input checked="" type="radio"/> fifth	<input type="radio"/> sixth	<input type="radio"/> seventh

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



GRM/ VCB (10 mks)		
1. <input type="radio"/> hospitality	● occasion	○ life
2. ● if	○ of	○ off
3. ● celebrate	○ respect	○ learn
4. ○ Who	○ Where	● Wherever
5. ○ for	● to	○ as
6. ○ Must	● After	○ Next
7. ○ symbols	○ teams	● meals
8. ● dishes	○ events	○ societies
9. ○ up	○ by	● with
10. ○ handicrafts	● traditions	○ languages

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

READING 1 (4 mks)	READING 2 (6 mks)																																			
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 15%;">A</td> <td style="width: 15%;">B</td> <td style="width: 15%;">C</td> <td style="width: 15%;">D</td> <td style="width: 15%;">E</td> <td style="width: 15%;">F</td> </tr> <tr> <td style="text-align: right; padding-right: 5px;">1.</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> <td style="text-align: center;">●</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> </tr> <tr> <td style="text-align: right; padding-right: 5px;">2.</td> <td style="text-align: center;">○</td> <td style="text-align: center;">●</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> </tr> <tr> <td style="text-align: right; padding-right: 5px;">3.</td> <td style="text-align: center;">●</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> </tr> <tr> <td style="text-align: right; padding-right: 5px;">4.</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> <td style="text-align: center;">●</td> </tr> </table>		A	B	C	D	E	F	1.	○	○	○	●	○	○	2.	○	●	○	○	○	○	3.	●	○	○	○	○	○	4.	○	○	○	○	○	●	<p>5. Cartoon / adventure</p> <p>6. Noor and Sami/ two children</p> <p>7. an old book</p> <p>8. It teaches good lessons</p> <p>9. (every)Friday evening</p> <p>10. Her younger brother</p>
	A	B	C	D	E	F																														
1.	○	○	○	●	○	○																														
2.	○	●	○	○	○	○																														
3.	●	○	○	○	○	○																														
4.	○	○	○	○	○	●																														
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>	<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>																																			



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.
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WRITING 2 (5 mks)	
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* **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.

Listening 1:

You are going to hear five short texts about **jobs in the tourism industry**. Match the pictures with the texts. For each text, shade in the bubble under the correct option.

1-I take people on tours around new places and tell interesting information about them. I get to see people from different countries and guide them during their trips.

2-I work in a hotel reception where I welcome guests and give them room keys. I listen to their complaints to make sure they have a nice stay.

3-I cook tasty food for people. I prepare meals from different places and make sure everything is fresh and delicious.

4-I fly a plane and take people to new places. I make sure the flight is safe and smooth. I talk to passengers to make sure everything is fine.

4- I fly a plane and travel from one country to another taking passengers. I keep flights safe and smooth.

5-I serve food and drinks to guests in a restaurant. I take their orders and make sure they are happy with the food they get.

Listening 2:

You are going to hear **an informative text** about **Shabab Oman**.

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

Shabab Oman is a sailing ship from Oman. It belongs to the Royal Navy of Oman and represents Omani history and culture. The ship was built in the Netherlands by Damen Shipyards. It was launched in May 2014, and arrived in Oman in September 2014.

The ship is very big. It is 85 meters long and has three masts. The tallest mast is 51 meters high. The ship has 29 sails, which help it move across the sea.

Shabab Oman has important purposes. It travels to different countries to share Omani culture and make friends around the world. It also helps train young Omani sailors in navigation and teamwork. The ship takes part in international festivals and sailing events, where people can learn about Omani history and maritime traditions.

Shabab Oman has been on many special journeys. In 2015, it went to India on the "**Indian Friendship Bridge**" journey. In 2017, it traveled to Europe on the "**Sail of Friendship and Peace**" journey, stopping at different European ports. In 2021, the ship visited many Gulf countries on its fifth journey, called "**Oman: A Renewed Approach.**"

The ship is like an ambassador for Oman. It helps people learn about Omani traditions, builds good relationships with other countries, and gives young sailors the chance to gain experience at sea.

REGION:

2023/2024

ENGLISH LANGUAGE TEST

GRADE NINE

Semester Two

First Session (morning)

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 **cultural facts**. Match the pictures with the texts. For each text, shade in the bubble under the correct option.

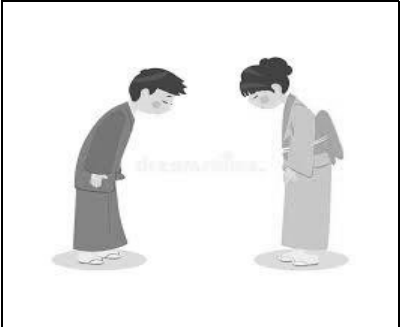
A. 

B. 

C. 

D. 

E. 

F. 

Pictures

Text	A	B	C	D	E	F
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 text about Taqah Fort.

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

6. Taqah Fort is about _____ kilometers from Salalah Governorate
 13 30 33
7. The fort was officially opened in _____.
 1992 1994 1996
8. In the past, the Fort has been a venue for _____ and national occasions.
 weddings religious sport
9. There are _____ floors in the fort.
 2 3 4
10. There are food and date stores, weapon stores, and a _____ in the courtyard
 playground prison garden

**LISTENING
SCORE****10**

VOCABULARY (Items 1–5)**(2½ marks)**

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

Success is when you work ⁽¹⁾ _____ and never give up on your goals. It's like ⁽²⁾ _____ a mountain, facing challenges, and reaching the top. Even if you stumble along the way, you keep trying until you succeed. Success is feeling ⁽³⁾ _____ of what you've accomplished and knowing that you did your best. It's like ⁽⁴⁾ _____ a tricky puzzle or winning a game after practicing a lot. Success is to ⁽⁵⁾ _____ in yourself and never give up!.

1. soft back bad hard
2. dealing surfing climbing floating
3. proud disappointed loyal sleepy
4. solving handing snoring fixing
5. demand believe arrive abandon

GRAMMAR (Items 6–10)**(2½ marks)**

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

6. What _____ the time now?
7. _____ many people were invited to the party?
8. How _____ is Ahmed? He's seven.
9. I _____ not interested in chess, I prefer football.
10. Ali and Salwa _____ celebrating at my house last night.

GRAMMAR/VOCABULARY (Items 11-20)

(5 marks)

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

In the blockade (11)_____ Gaza, life is (12)_____. Bombs explode, and buildings (13)_____ around us. Every day feels like a struggle just (14)_____ survive. We hide in fear, unsure (15)_____ we'll make it through another night. Food and water (16)_____ scarce, and electricity is a luxury we rarely have. I (17)_____ going to school and playing (18)_____ my friends. But despite the hardship, we (19)_____ onto hope, praying for peace and dreaming of a (20)_____ tomorrow.

- | | | | |
|-------------------------------------|------------------------------------|---------------------------------------|-----------------------------------|
| 11. <input type="radio"/> up | 11. <input type="radio"/> of | 11. <input type="radio"/> with | 11. <input type="radio"/> to |
| 12. <input type="radio"/> easy | 12. <input type="radio"/> normal | 12. <input type="radio"/> tough | 12. <input type="radio"/> great |
| 13. <input type="radio"/> raise | 13. <input type="radio"/> paint | 13. <input type="radio"/> collapse | 13. <input type="radio"/> shine |
| 14. <input type="radio"/> to | 14. <input type="radio"/> of | 14. <input type="radio"/> in | 14. <input type="radio"/> on |
| 15. <input type="radio"/> as | 15. <input type="radio"/> but | 15. <input type="radio"/> or | 15. <input type="radio"/> if |
| 16. <input type="radio"/> were | 16. <input type="radio"/> are | 16. <input type="radio"/> is | 16. <input type="radio"/> was |
| 17. <input type="radio"/> miss | 17. <input type="radio"/> travel | 17. <input type="radio"/> dissolve | 17. <input type="radio"/> gather |
| 18. <input type="radio"/> in | 18. <input type="radio"/> off | 18. <input type="radio"/> on | 18. <input type="radio"/> with |
| 19. <input type="radio"/> disappear | 19. <input type="radio"/> hold | 19. <input type="radio"/> manufacture | 19. <input type="radio"/> destroy |
| 20. <input type="radio"/> worse | 20. <input type="radio"/> dreadful | 20. <input type="radio"/> awful | 20. <input type="radio"/> better |

**GRM/VCB
SCORE**

10

READING 1 (Items 1–4)**(4 marks)**

Match the four texts on the left with the texts in the box. There are **two extra** texts in the box.)

1. As part of Omani culture, Faisal spends his weekends visiting relatives. _____
2. Salalah is one of the most famous tourist attractions in Oman. _____
3. Where I came from, many students have to work while studying. _____
4. Julia didn't want to spill any juice on her clothes that night. _____

- | |
|---|
| A. She knew that the dress had to be clean by the end of the party. |
| B. My brother worked as a dishwasher when he was studying at university. |
| C. They worked on fixing it all night, but it was no use. |
| D. He visits his grandparents in Nizwa every Thursday. |
| E. It was buried under their own house for fifty years. |
| F. It is visited by about 500 thousand tourists annually. |



READING 2 (Items 5–10)**(6 marks)**

Read the text. Then complete the task.

Dear Adam,

How are you? How is your family? It has been a while since we last met. I hear you broke one of the company's windows. Don't be upset, it could happen to anyone. I remember my first day on the job. When I was 15, I got an after-school job as a sacker, or a bag boy, at a local supermarket. Back in those days, sackers not only bagged customers' groceries but also carried them to their cars and loaded them in.

I accidentally broke a glass door while pushing a cart through the exit door of the store. I was anxious that I would lose my job, but we managed to clean up the broken glass and close off the exit.

The next morning, when I showed up for work, I got a call from the store manager to meet him in the office. He pulled out a pen and pad and said "The cost to replace the door glass was \$38.00. How much should we take out of your pay check each week to pay for it"?

I answered "Well sir, I will be making about \$22.00 a week after taxes. I will pay whatever you think is fair."

He put down the pen and smiled "That won't be necessary, just be more careful, and you can slow it down a bit!".

I worked for him for three years after that and was promoted to become a cashier. His name was John; he was a great first boss.

Your best friend.

William

READING 2 (continued)

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

5. How old was William when he got the job?

6. What does the word (*sacker*) mean?

7. What was William worried about after breaking the glass door?

8. How much did it cost to replace the door glass?

9. How much did William pay to the manager?

10. What was William's manager's name?

**READING
SCORE**

10

WRITING 2

(5 marks)

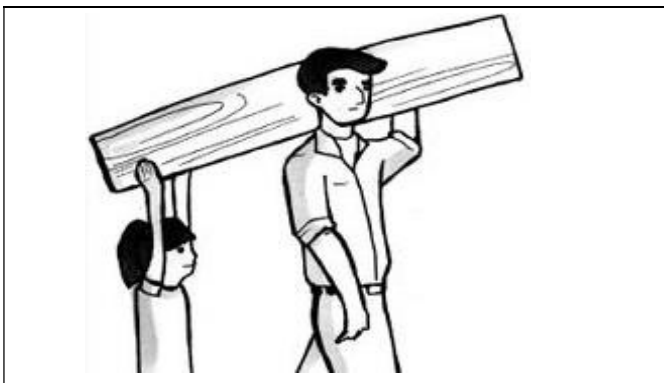
Write a story of at least **75 words** based on the following pictures.

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.

wood	birdhouse	carried	cut
opened	nailed	painted	put

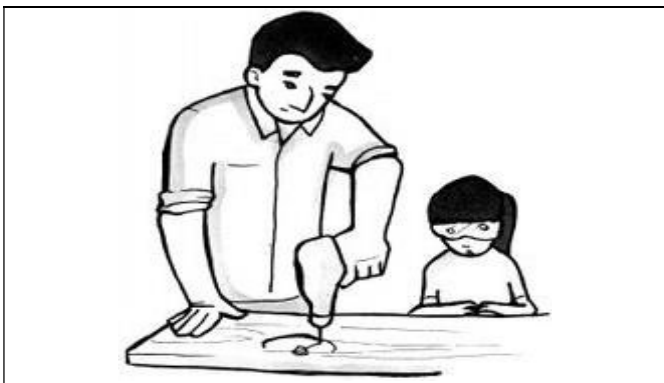
①



②



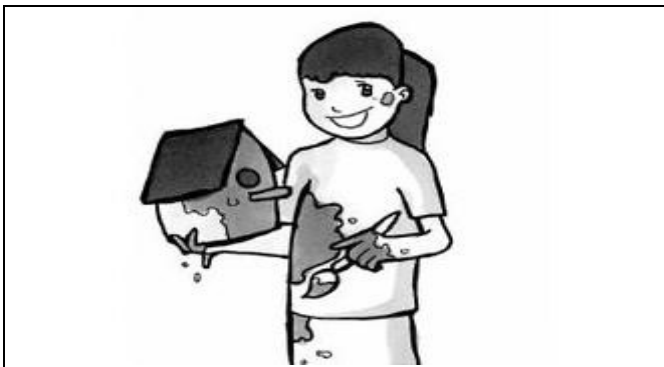
③



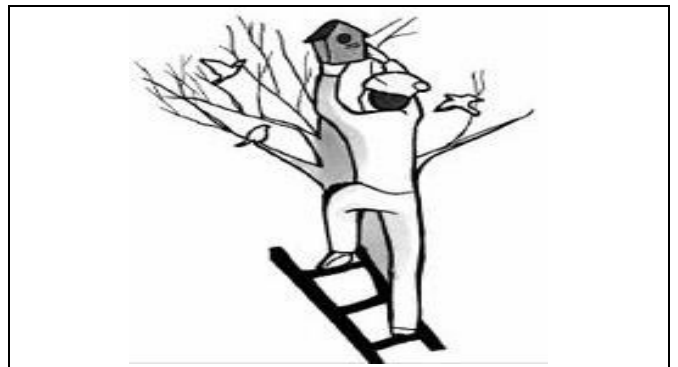
④



⑤



⑥



LISTENING 1

1. In Japan, it's customary to bow as a sign of respect when greeting someone. Bowing is an integral part of Japanese culture and reflects the importance of humility and politeness in society.
2. Italy is renowned for its rich culinary traditions, including pasta, pizza, and gelato. Italian cuisine varies by region, with each area boasting its own specialties and culinary techniques.
3. Palestinians have a strong sense of national identity and pride, rooted in their history, heritage and struggle. The Palestinian kufiyah became a symbol of resistance.
4. The Russian nesting dolls, or "Matryoshka dolls," are a popular symbol of Russian culture. These wooden dolls are painted and fit inside one another, with each doll typically representing a different character or theme.
5. The pyramids of Giza are iconic symbols of Egyptian culture and civilization. Built over 4,000 years ago, these monumental structures served as tombs for pharaohs and are considered among the Seven Wonders of the ancient world.

-----0-----00-----0-----

LISTENING 2 (225 words)

Oman is home to many castles and forts, which were built in the mountains. These structures are a testament to the rich and extensive history of Oman. One of these places is Taqah Fort. It is a historic site located in the centre of the city, around 33 kilometres from Salalah Governorate. The fort was built in the nineteenth century and was restored and renovated by the Ministry of Heritage and Culture in 1992. It was officially opened in 1994 and now attracts hundreds of tourists, both Arab and foreign, each year.

In the past, the Fort has been a venue for religious and national occasions. People used to hold customs such as folkloric shows, poetry recitals, and songs expressing these occasions in front of the Fort. These customs have become enduring traditions in the governorate and its districts.

The Fort is divided into two floors. The ground floor has the Fort's gate on the western side, leading to the courtyard. Inside the courtyard, you'll find food and date stores, weapon stores, and a prison. The eastern side of the courtyard has a well. The upper floor has bedrooms, a "Sablah" council, a kitchen, and areas for rest. The walls have holes for ventilation and lighting, and the roof is surrounded by triangular balconies facing upwards.

As Omanis, we are proud of our bright history.

LISTENING 1 (5 mks)						
	A	B	C	D	E	F
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 checked="" 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"/> 13	<input type="radio"/> 30	<input checked="" type="radio"/> 33
7.	<input type="radio"/> 1992	<input checked="" type="radio"/> 1994	<input type="radio"/> 1996
8.	<input type="radio"/> weddings	<input checked="" type="radio"/> religious	<input type="radio"/> sport
9.	<input checked="" type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
10.	<input type="radio"/> playground	<input checked="" type="radio"/> prison	<input type="radio"/> garden

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

VCB (2.5 mks)				
1.	<input type="radio"/> soft	<input type="radio"/> back	<input type="radio"/> bad	<input checked="" type="radio"/> hard
2.	<input type="radio"/> dealing	<input type="radio"/> surfing	<input checked="" type="radio"/> climbing	<input type="radio"/> floating
3.	<input checked="" type="radio"/> proud	<input type="radio"/> disappointed	<input type="radio"/> loyal	<input type="radio"/> sleepy
4.	<input checked="" type="radio"/> solving	<input type="radio"/> handing	<input type="radio"/> snoring	<input type="radio"/> fixing
5.	<input type="radio"/> demand	<input checked="" type="radio"/> believe	<input type="radio"/> arrive	<input type="radio"/> abandon

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

GRM (2.5 mks)

- 6. is
- 7. How
- 8. old
- 9. am
- 10. were

Notes: Half-a-mark each. Spelling must be correct, but ignore upper/ lower case.

GRM/ VCB (5 mks)

- | | | | |
|---|---------------------------------------|---|---|
| 11. <input type="radio"/> up | <input checked="" type="radio"/> of | <input type="radio"/> with | <input type="radio"/> to |
| 12. <input type="radio"/> easy | <input type="radio"/> normal | <input checked="" type="radio"/> tough | <input type="radio"/> great |
| 13. <input type="radio"/> raise | <input type="radio"/> paint | <input checked="" type="radio"/> collapse | <input type="radio"/> shine |
| 14. <input checked="" type="radio"/> to | <input type="radio"/> of | <input type="radio"/> in | <input type="radio"/> on |
| 15. <input type="radio"/> as | <input type="radio"/> but | <input type="radio"/> or | <input checked="" type="radio"/> if |
| 16. <input type="radio"/> were | <input checked="" type="radio"/> are | <input type="radio"/> is | <input type="radio"/> was |
| 17. <input checked="" type="radio"/> miss | <input type="radio"/> travel | <input type="radio"/> dissolve | <input type="radio"/> gather |
| 18. <input type="radio"/> in | <input type="radio"/> off | <input type="radio"/> on | <input checked="" type="radio"/> with |
| 19. <input type="radio"/> disappear | <input checked="" type="radio"/> hold | <input type="radio"/> manufacture | <input type="radio"/> destroy |
| 20. <input type="radio"/> worse | <input type="radio"/> dreadful | <input type="radio"/> awful | <input checked="" type="radio"/> better |

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

READING 1 (4 mks)						READING 2 (6 mks)	
	A	B	C	D	E	F	5. 15/ fifteen (years old)
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. Bag boy
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	7. Losing his job
3.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. 38/ Thirty eight (dollars)
4.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9. 0/ zero/ nothing
							10. John
<p><u>Notes:</u> One mark each. Responses must be indicated <u>clearly</u>.</p>							<p><u>Notes:</u> 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	<i>No attempt at the task:</i> EITHER Irrelevant (Completely unrelated to the pictures/ task/ instructions) OR Hardly any writing at all, or not written in English OR Complete nonsense

* **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.

REGION:

2023/2024

ENGLISH LANGUAGE TEST

GRADE NINE

Semester Two

First Session (afternoon)

Name			
School		Class	

Write your answers on the Test Paper

Time: 2 hours

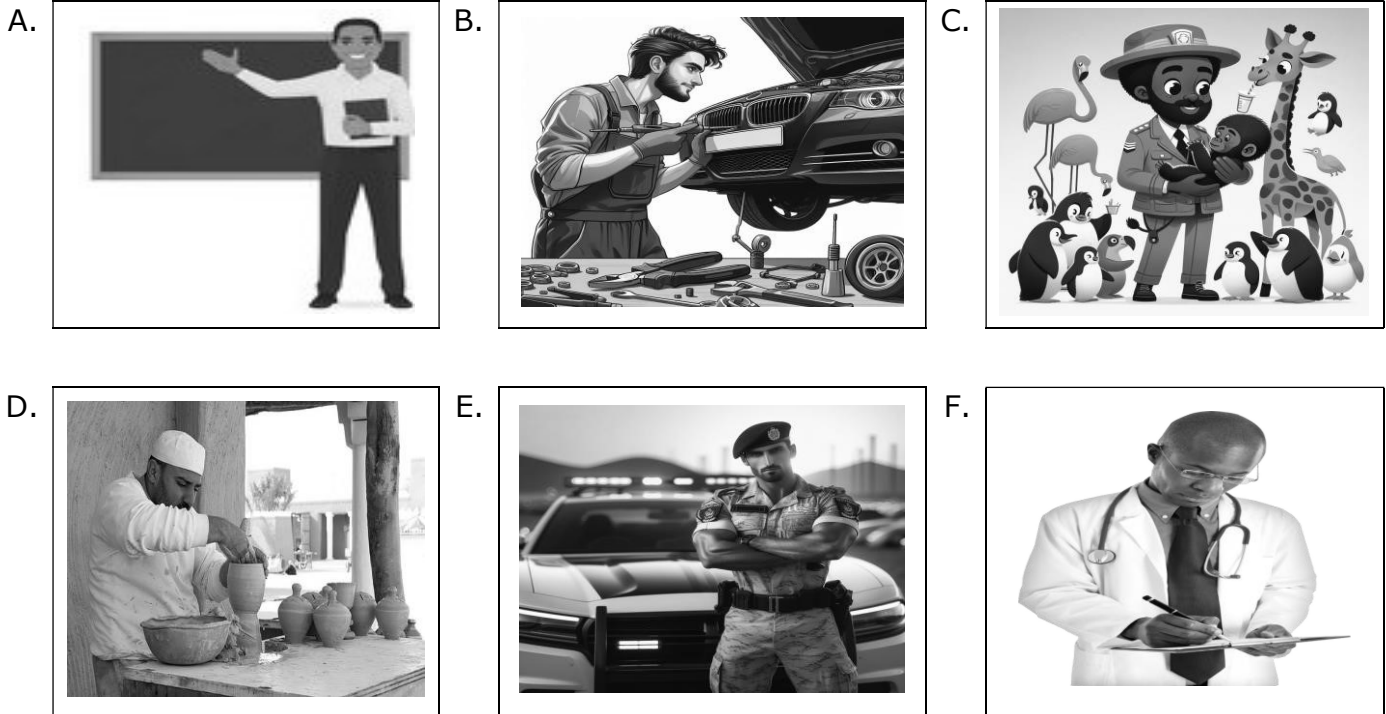
Pages: 10

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 jobs. 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"/>	<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 text about Oman National Museum.

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

6. The museum was opened in _____.

 2014 2015 2016

7. You can learn about the _____ of Oman when you visit the museum.

 past present future

8. The museum is located in _____.

 Muscat Nizwa Suhar

9. The museum uses _____ to help blind visitors.

 wheelchairs Brille language sign language

10. Kids can _____ when they visit the museum.

 learn play learn and play

--

**LISTENING
SCORE**

10

VOCABULARY (Items 1–5)**(2½ marks)**

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

If you can afford to ⁽¹⁾ _____ hundreds of money for one night in a hotel, you can stay on the beach at a ⁽²⁾ _____ hotel in Mexico. The ⁽³⁾ _____ are very comfortable. Each room has a ⁽⁴⁾ _____ pool. There isn't a restaurant, but there is a room service! If you visit this hotel, you can ⁽⁵⁾ _____, go swimming and eat good food. The staff will serve you all day.

1. take catch spend get
2. fantastic miserable delicious noisy
3. offices rooms staff guests
4. reading eating swimming playing
5. relax buy sell avoid

GRAMMAR (Items 6–10)**(2½ marks)**

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

6. Some children behave as _____ they are adults.
7. Salim and Ali _____ doing their homework now.
8. Laila said _____ she had finished doing her homework.
9. You have _____ study hard at school.
10. That's _____ pen. I lost it yesterday.

GRAMMAR/VOCABULARY (Items 11–20)

(5 marks)

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

Culture is ⁽¹¹⁾ _____ interesting aspect of society. It shapes ⁽¹²⁾ _____ we are and how we interact with the world around us. It also ⁽¹³⁾ _____ traditions, beliefs, art, and language that have been passed down through ⁽¹⁴⁾ _____. Respecting culture means honoring ⁽¹⁵⁾ _____ valuing these differences, even if they may be unfamiliar to us. ⁽¹⁶⁾ _____ comes into play when we understand that our actions can ⁽¹⁷⁾ _____ others within a cultural context. It is crucial to be mindful of how our words and behaviors affect those around ⁽¹⁸⁾ _____, showing respect for our beliefs and ⁽¹⁹⁾ _____. By embracing culture with respect and taking responsibility for our actions, we can create a more inclusive and ⁽²⁰⁾ _____ community where everyone feels valued and understood.

- | | | | |
|--------------------------------|-------------------------------------|------------------------------------|--------------------------------------|
| 11. <input type="radio"/> this | 12. <input type="radio"/> which | 13. <input type="radio"/> excludes | 14. <input type="radio"/> people |
| <input type="radio"/> the | <input type="radio"/> what | <input type="radio"/> involves | <input type="radio"/> generations |
| <input type="radio"/> a | <input type="radio"/> who | <input type="radio"/> takes | <input type="radio"/> friends |
| <input type="radio"/> an | <input type="radio"/> that | <input type="radio"/> divides | <input type="radio"/> parents |
| <input type="radio"/> and | <input type="radio"/> so | <input type="radio"/> because | <input type="radio"/> so |
| <input type="radio"/> Interest | <input type="radio"/> Entertainment | <input type="radio"/> Rights | <input type="radio"/> Responsibility |
| <input type="radio"/> impact | <input type="radio"/> impacts | <input type="radio"/> impacted | <input type="radio"/> impacting |
| <input type="radio"/> us | <input type="radio"/> them | <input type="radio"/> their | <input type="radio"/> our |
| <input type="radio"/> dreams | <input type="radio"/> languages | <input type="radio"/> food | <input type="radio"/> traditions |
| <input type="radio"/> friendly | <input type="radio"/> harmful | <input type="radio"/> disliking | <input type="radio"/> unfriendly |

**GRM/VCB
SCORE**

10

READING 1 (Items 1–4)**(4 marks)**

Match the four texts on the left with the texts in the box. There are **two extra** texts in the box.)

1. It is interesting to visit a country with sunny weather. _____
2. Pizza is a popular food in some countries. _____
3. My friend would like to get a job in the zoo. _____
4. Last week we went to the cinema. We watched a science fiction film. _____

A. He used to keep animals in the farm and take care of them.

B. However, make sure that you take sunglasses to protect your eyes.

C. She should consider a job in the airport like a pilot or an attendant.

D. You can make it at home or order it from a restaurant.

E. They will go to the market and buy some food.

F. It was about creatures that came to the earth from another planet.



READING 2 (Items 5–10)**(6 marks)**

Read the text. Then complete the task.

Dear John,

I felt happy to receive your email last week. It was great to hear about your last summer holiday. I'm writing to tell you about our visit to the Sultan Qaboos Grand Mosque in Muscat. I went there last weekend with my family.

The Sultan Qaboos Grand Mosque has a very huge building. It has five tall minarets and can hold up to 20,000 people inside. The mosque is made of stone, with doors, windows and embellishments made of wood and glass.

When we arrived there, the guide was waiting for us. He started to show us the different parts of the mosque. I really enjoyed visiting the big library at the Sultan Qaboos Grand Mosque. It has tons of cool books - over 23,000! From science and art to stories for kids, there's something for everyone. It's like a treasure chest of knowledge, inspired by the late Sultan who wanted Oman to keep learning and growing.

By the way, the guide told us that non-Muslims are allowed to visit the mosque every day except Friday, from 8.30am until 11am. Visitors are asked to dress modestly and in a way that befits a place of worship. Children under the age of ten are not allowed inside the prayer halls, and the use of mobile phones should be avoided as a sign of respect.

That's all for now. I have an English exam tomorrow. I will take some time to study for the exam.

Best wishes.

READING 2 (continued)

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

5. Where is the Sultan Qaboos Grand Mosque located?

6. When did Sami visit the mosque?

7. How many minarets does the mosque have?

8. What were the doors and windows of the mosque made of?

9. What did Sami like more about the mosque?

10. Why using mobile phones is not allowed inside the prayer halls?

**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.

family	Mobile phone	picnic	drive
help	Accident	blame	injured

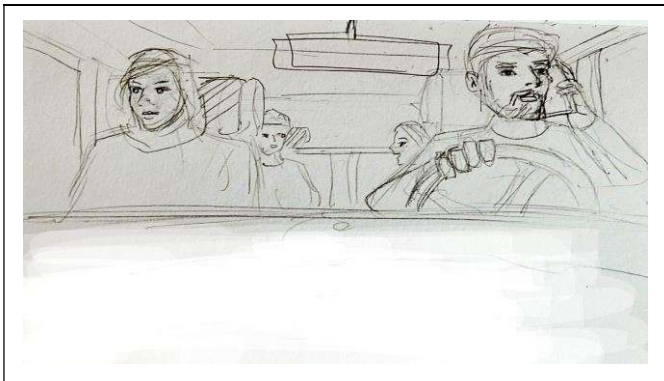
①



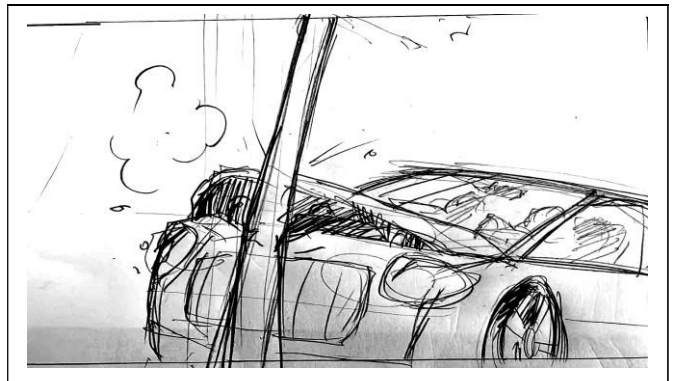
②



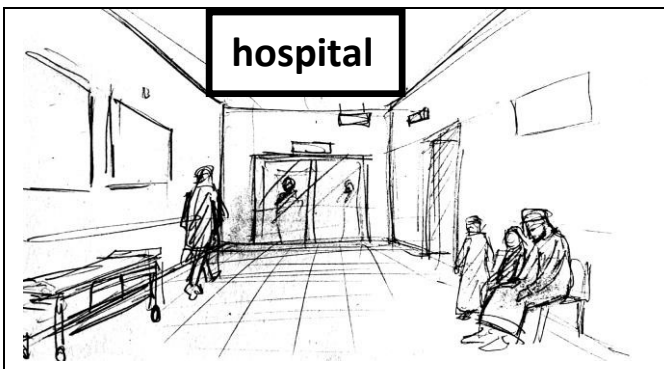
③



④



⑤



⑥



Listening 1

1. I help people stay healthy and fit by providing medical care and advice.
2. I work with animals, caring for them and making sure they have everything they need to live happily.
3. I spend my days working with my hands, creating and repairing things like machines.
4. I serve and defend others, keeping them safe and secure in various situations.
5. I teach others new skills and knowledge, helping them grow and reach their full potential.

-----0-----0-----0-----0-----

Listening 2

The National Museum, which opened its doors to the public in 2016, is like a giant storybook, showcasing Oman's fascinating history from ancient times to today. It's not just about dusty old artifacts; it's a place to learn about traditions, inventions, and how people lived in the past.

Imagine stepping into a beautiful building that looks like a palace, right in the heart of Muscat. The Museum faces the Qasr Al-Alam Palace at the opposite end of Muscat's ceremonial boulevard.

Inside, you'll find over 7,000 amazing objects, from traditional clothes and tools to cool digital experiences. There are even special sections for kids to explore and play.

But the museum isn't just about fun! It also helps people around the world appreciate Oman's unique culture. They share knowledge and skills with other museums and even have special features for visitors with disabilities. It has labels for exhibits written in braille for people who are blind.

So, if you're curious to teach your kids about Oman's past and want a fun learning adventure, the National Museum is the place to be!

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

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

LISTENING 2 (5 mks)			
6.	<input type="radio"/> 2014	<input type="radio"/> 2015	<input checked="" type="radio"/> 2016
7.	<input checked="" type="radio"/> past	<input type="radio"/> present	<input type="radio"/> future
8.	<input checked="" type="radio"/> Muscat	<input type="radio"/> Nizwa	<input type="radio"/> Suhar
9.	<input type="radio"/> wheelchairs	<input checked="" type="radio"/> Brille language	<input type="radio"/> sign language
10.	<input type="radio"/> learn	<input type="radio"/> play	<input checked="" type="radio"/> learn and play

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

VCB (2.5 mks)				
1.	<input type="radio"/> take	<input type="radio"/> catch	<input checked="" type="radio"/> spend	<input type="radio"/> get
2.	<input checked="" type="radio"/> fantastic	<input type="radio"/> miserable	<input type="radio"/> delicious	<input type="radio"/> noisy
3.	<input type="radio"/> offices	<input checked="" type="radio"/> rooms	<input type="radio"/> staff	<input type="radio"/> guests
4.	<input type="radio"/> reading	<input type="radio"/> eating	<input checked="" type="radio"/> swimming	<input type="radio"/> playing
5.	<input checked="" type="radio"/> relax	<input type="radio"/> buy	<input type="radio"/> sell	<input type="radio"/> avoid

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

GRM (2.5 mks)

6. if
7. are
8. that
9. to
10. my

Notes: Half-a-mark each. Spelling must be correct, but ignore upper/ lower case.

GRM/ VCB (5 mks)

- | | | | |
|---|--|--------------------------------------|---|
| 11. <input type="radio"/> this | <input type="radio"/> the | <input type="radio"/> a | <input checked="" type="radio"/> an |
| 12. <input type="radio"/> which | <input type="radio"/> what | <input checked="" type="radio"/> who | <input type="radio"/> that |
| 13. <input type="radio"/> excludes | <input checked="" type="radio"/> involves | <input type="radio"/> takes | <input type="radio"/> divides |
| 14. <input type="radio"/> people | <input checked="" type="radio"/> generations | <input type="radio"/> friends | <input type="radio"/> parents |
| 15. <input checked="" type="radio"/> and | <input type="radio"/> with | <input type="radio"/> because | <input type="radio"/> so |
| 16. <input type="radio"/> Interest | <input type="radio"/> Entertainment | <input type="radio"/> Rights | <input checked="" type="radio"/> Responsibility |
| 17. <input checked="" type="radio"/> impact | <input type="radio"/> impacts | <input type="radio"/> impacted | <input type="radio"/> impacting |
| 18. <input checked="" type="radio"/> us | <input type="radio"/> them | <input type="radio"/> their | <input type="radio"/> our |
| 19. <input type="radio"/> dreams | <input type="radio"/> languages | <input type="radio"/> food | <input checked="" type="radio"/> traditions |
| 20. <input checked="" type="radio"/> friendly | <input type="radio"/> harmful | <input type="radio"/> disliking | <input type="radio"/> unfriendly |

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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5. Muscat
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. Last weekend
3.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7. Five (5)
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	8. Wood and glass
							9. (The big) library
							10. A sign of respect
<u>Notes:</u> One mark each. Responses must be indicated clearly.						<u>Notes:</u> One mark each. Complete accuracy in grammar and spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.	

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	<i>No attempt at the task:</i> EITHER Irrelevant (Completely unrelated to the pictures/ task/ instructions) OR Hardly any writing at all, or not written in English OR Complete nonsense

* **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

REGION:

2023/2024

ENGLISH LANGUAGE TEST

GRADE NINE

Semester Two

Resit Session

Name			
School		Class	

Write your answers on the Test Paper

Time: 2 hours

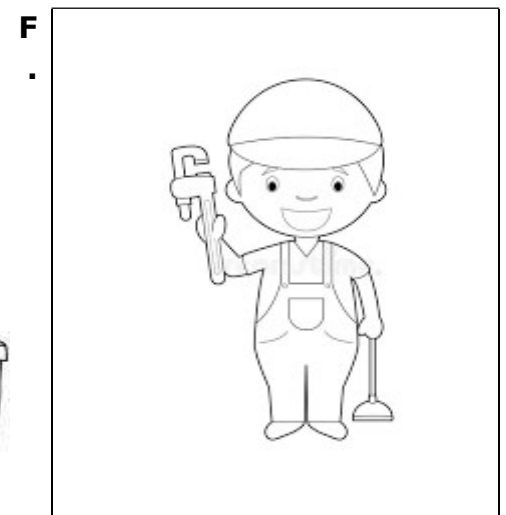
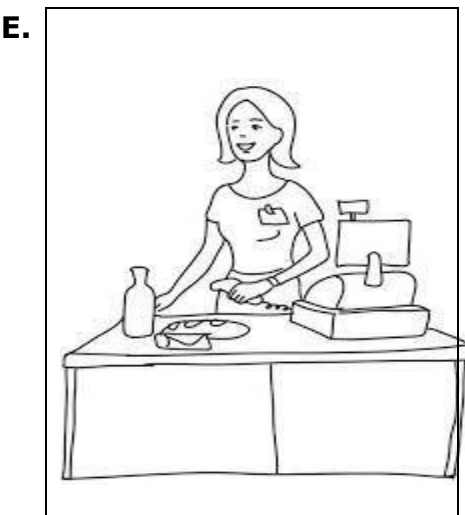
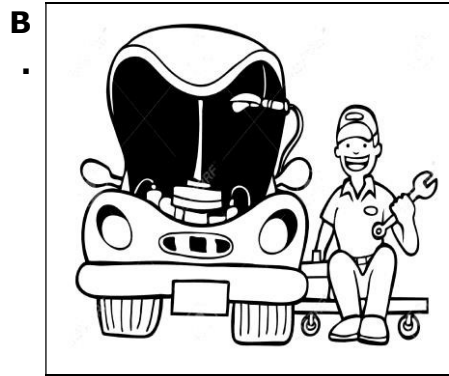
Pages: 10

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 jobs. 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"/>	<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 Mark talking about his visit to Oman.

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

6. What is the weather like in AL Jabal Al Akhdar?

 Hot Cold Warm

7. What did mark learn in Al Jabal Al Akhdar?

 Picking fruits Garden types Watering plants

8. Where did mark see the mud houses?

 Alhamra Nizwa AL Jabal Al Akhdar

9. What traditional products can you buy from Nizwa traditional souq?

 Cars Swords Cloths

10. How was mark feeling about Sharqiyah Sands?

 Awful Not interesting Pleased**LISTENING
SCORE****10**

VOCABULARY (Items 1–5)**(2½ marks)**

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

Last month, my friends joined me to Muscat ⁽¹⁾ _____. We saw a magician who made things ⁽²⁾ _____ in front of our eyes. Also, we saw some Omani ⁽³⁾ _____ which showed recycling of farm materials like palm leaves. Lots of tourists were there and they loved a ⁽⁴⁾ _____ who was playing an traditional instrument. Not only this, the event in general reflected Omani ⁽⁵⁾ _____ to the whole world.

1. society festival neighbour responsibility
2. respect citizen decorate disappear
3. handicrafts teams nations suggestions
4. teacher doctor musician engineer
5. values difference guest language

GRAMMAR (Items 6–10)**(2½ marks)**

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

6. How _____ brothers have you got?
7. I can't drink that coffee. It's _____ hot.
8. Do you have any homework? Yes, I _____.
9. They have waited _____ 5 hours.
10. If I wear you, I _____ buy an iPhone.

GRAMMAR/VOCABULARY (Items 11-20)

(5 marks)

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

teachers (11)_____ students learn new things. They (12)_____ lessons, answer questions, (13)_____ help students understand difficult topics. Teachers prepare lesson plans and activities (14)_____make learning fun and interesting. (15)_____ also grade assignments and tests to (16)_____ how well students are doing. Being a teacher (17)_____patience, kindness, and good communication skills. It's (18)_____ rewarding job (19)_____you get to see students grow and succeed. Now, if you have a chance, (20)_____you be a teacher?

- | | | | | |
|-----|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| 11. | <input type="radio"/> helps | <input type="radio"/> help | <input type="radio"/> helped | <input type="radio"/> helping |
| 12. | <input type="radio"/> explore | <input type="radio"/> contract | <input type="radio"/> nominate | <input type="radio"/> explain |
| 13. | <input type="radio"/> as | <input type="radio"/> and | <input type="radio"/> but | <input type="radio"/> however |
| 14. | <input type="radio"/> to | <input type="radio"/> for | <input type="radio"/> in | <input type="radio"/> on |
| 15. | <input type="radio"/> She | <input type="radio"/> We | <input type="radio"/> They | <input type="radio"/> I |
| 16. | <input type="radio"/> relax | <input type="radio"/> employ | <input type="radio"/> see | <input type="radio"/> organise |
| 17. | <input type="radio"/> requires | <input type="radio"/> smuggle | <input type="radio"/> thrill | <input type="radio"/> visit |
| 18. | <input type="radio"/> the | <input type="radio"/> a | <input type="radio"/> an | <input type="radio"/> under |
| 19. | <input type="radio"/> because | <input type="radio"/> also | <input type="radio"/> moreover | <input type="radio"/> first |
| 20. | <input type="radio"/> would | <input type="radio"/> are | <input type="radio"/> were | <input type="radio"/> will |

**GRM/VCB
SCORE**

10



READING 1 (Items 1–4)**(4 marks)**

Match the four texts on the left with the texts in the box. There are **two extra** texts in the box.)

1. In Morocco, weddings are vibrant celebrations filled with traditional rituals and customs.

2. Mystery stories captivate readers with suspense, interest, and unexpected twists.

3. Doctors dedicate their lives to healing and saving others with expertise and compassion.

4. I don't enjoy watching shows very much. I find them boring and a waste of time.

A. These stories keep audiences engaged as they reveal secrets and uncover hidden truths.

B. His work involves diagnosing, repairing, and maintaining vehicles to ensure they operate safely

C. From henna ceremonies to elaborate feasts, these festivities unite families and honour cultural heritage.

D. He always thinks about himself and forget to help others. No one likes his behaviour.

E. They diagnose illnesses, provide treatment, and offer comfort to patients, embodying the noble pursuit of healthcare.

F. I prefer spending my time reading stories and novels which let me imagine the scene.



READING 2 (Items 5–10)**(6 marks)**

Read the text. Then complete the task.

Dear Salim,

I am writing to let you know that I finally got a Software Engineer position in Google. I am so happy to share this news with you. As I told you earlier, my previous job was so bored to me. I kept working on fixing uncountable bugs of an existing system. So, I started seeking new job opportunities 2 months ago.

Since I walked in Google's office during my first interview, I immediately knew that this was my ideal workplace. My major responsibility is tuning search results on several Google's products. The most exciting thing is that my supervisor is a pioneer in this area around the world. I believe that I can get enormous cutting-edge knowledge from him.

There was a second interview and it was so comfortable to me. It was to sign the contract and to get an idea about the job. I was ready to start immediately.

Furthermore, I have bought a new house near my office. I sincerely invite you to come to visit next month if you are free at that point of time.

Best wishes,

Mohammed

READING 2 (continued)

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

5. Who is the email from?

6. In which company did he find a job?

7. What was Mohammed's responsibility in the previous job?

8. When did he start looking for a new job?

9. How many interviews did he do in the new company?

10. Why did Mohammed invite Salim next month?

**READING
SCORE**

10

Listening 1:

- 1- I want my clients to see me as a professional who is dedicated to find justice. Being a lawyer is not, and should not be, simply about earning a high salary.
- 2- Plumbing is a booming career and offers individuals great job satisfaction, flexibility, and the chance to earn good money. It is nice to be manager of yourself.
- 3- For as long as I can remember, it has been my dream to be a mechanical engineer. It is natural since I belong to a family of engineers.
- 4- I am a social person and love to meet and talk to people. It is fun to be a cashier as a job and a hobby at the same time.
- 5- Many people may don't like us when they see us. But it is our duty to keep people safe. I think police officers are children's heroes.

Listening 2:

Oman has many attractive sites to visit. Lots of them in Al Dakhiliyah Governorate, which are attracting visitors in the last ten years. For example, tourists can visit Al Jabal Al Akhdar, which is characterised by cold weather in the winter season and is distinguished by old houses and methods of building them. During the trip, visitors can learn about working on the gardens and how to irrigate them using the old traditional methods. Tourists also may visit Misfat Al-Abriyyin in wilayat of Al-Hamra, where they will be drawn to the beautiful scenery and the mud buildings that are distinguished by a different engineering system.

Moving to Nizwa, traditional market has a long history. It has shops that were built in a beautiful way. Omanis work in them, especially the youth, explaining that these stores offer many products, especially local ones such as traditional daggers, swords, and Omani sweets that have a special flavour.

Tourists also can visit the Sharqiyah Sands, which is visited by a large number of tourists due to the presence of camps that express Bedouin life. The tourist adventures in the desert have a beautiful and distinctive character, which attracts many tourists to these beautiful golden sands. I was really happy to have this experience.

REGION:

page 1 of 4

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

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

LISTENING 2 (5 mks)			
6	<input type="radio"/> Hot	<input checked="" type="radio"/> Cold	<input type="radio"/> Warm
7.	<input type="radio"/> Picking fruits	<input type="radio"/> Garden types	<input checked="" type="radio"/> Watering plants
8.	<input checked="" type="radio"/> Alhamra	<input type="radio"/> Nizwa	<input type="radio"/> ALJabal Al Akhdar
9.	<input type="radio"/> Cars	<input checked="" type="radio"/> Swords	<input type="radio"/> Cloths
10.	<input type="radio"/> Awful	<input type="radio"/> Not interesting	<input checked="" type="radio"/> Pleased

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

VCB (2.5 mks)				
1.	<input type="radio"/> society	<input checked="" type="radio"/> festival	<input type="radio"/> neighbour	<input type="radio"/> responsibility
2.	<input type="radio"/> respect	<input type="radio"/> citizen	<input type="radio"/> decorate	<input checked="" type="radio"/> disappear
3.	<input checked="" type="radio"/> handicrafts	<input type="radio"/> teams	<input type="radio"/> nations	<input type="radio"/> suggestions
4.	<input type="radio"/> teacher	<input type="radio"/> Doctor	<input checked="" type="radio"/> musician	<input type="radio"/> engineer
5.	<input checked="" type="radio"/> values	<input type="radio"/> difference	<input type="radio"/> guest	<input type="radio"/> language

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

GRM (2.5 mks)

6. many
7. too
8. do
9. for
10. would

Notes: Half-a-mark each. Spelling must be correct, but ignore upper/ lower case.

GRM/ VCB (5 mks)

- | | | | | |
|-----|---|---------------------------------------|---------------------------------------|--|
| 11. | <input type="radio"/> helps | <input checked="" type="radio"/> help | <input type="radio"/> helped | <input type="radio"/> helping |
| 12. | <input type="radio"/> explore | <input type="radio"/> contract | <input type="radio"/> nominate | <input checked="" type="radio"/> explain |
| 13. | <input type="radio"/> as | <input checked="" type="radio"/> and | <input type="radio"/> but | <input type="radio"/> however |
| 14. | <input checked="" type="radio"/> to | <input type="radio"/> for | <input type="radio"/> in | <input type="radio"/> on |
| 15. | <input type="radio"/> She | <input type="radio"/> We | <input checked="" type="radio"/> They | <input type="radio"/> I |
| 16. | <input type="radio"/> relax | <input type="radio"/> employ | <input checked="" type="radio"/> see | <input type="radio"/> organise |
| 17. | <input checked="" type="radio"/> requires | <input type="radio"/> smuggle | <input type="radio"/> thrill | <input type="radio"/> visit |
| 18. | <input type="radio"/> the | <input checked="" type="radio"/> a | <input type="radio"/> an | <input type="radio"/> under |
| 19. | <input checked="" type="radio"/> because | <input type="radio"/> also | <input type="radio"/> moreover | <input type="radio"/> first |
| 20. | <input type="radio"/> would | <input type="radio"/> are | <input type="radio"/> were | <input checked="" type="radio"/> will |

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 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"/>
<p><i>Notes: One mark each. Responses must be indicated clearly.</i></p>						<p>5. Mohammed</p> <p>6. Google</p> <p>7. fixing uncountable bugs</p> <p>8. 2\ two months ago</p> <p>9. 2 interviews</p> <p>10. To see the new house</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	<i>No attempt at the task:</i> EITHER Irrelevant (Completely unrelated to the pictures/ task/ instructions) OR Hardly any writing at all, or not written in English OR Complete nonsense

* **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.