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

Name			
School		Class	

Write your answers on the Test Paper

Time: 2 hours

Pages: 10

TEST SCORES	LISTENING	10	
	GRM/VCB	10	
	READING	10	
	WRITING	10	
	TOTAL	40	

LISTENING 1 (Items 1-5)

(5 marks)

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

finger puppets	dance	history	tourism	editor	film
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- | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 about ***Egyptian civilization***.

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

6. How old is this civilization?

7. What is this civilization called?

8. Where did the Egyptians bury their dead?

9. What were the dead bodies covered with?

_____.

10. How much money are the people ready to pay for the gold and silver?

_____.

LISTENING SCORE	
	10

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

For each item, read the definition and the example.

Then complete the word in the space provided.

You are given the first letter(s) of the word. Make sure your spelling is correct.

<p><u>Example:</u> (noun) a room where food is prepared and cooked e.g. They keep the fridge in the kit c h e n.</p>

1. (verb) *to make things to be sold in large numbers or quantities*
e.g. Anyone can **pro** _ _ _ _ salt from seawater with a simple experiment.
2. (noun) *an area of sand or small stones next to the sea or a lake*
e.g. There were some people beside a fishing boat on the **be** _ _ _ .
3. (noun) *a place where planes land and take off*
e.g. I went to the **air** _ _ _ _ to see my father.
4. (adverb) *in a way it is easy to see or hear*
e.g. The teacher explained everything very **cle** _ _ _ .
5. (noun) *a person who belongs to a particular country*
e.g. She is Chinese by birth but is now an American **cit**_ _ _ _ .

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GRAMMAR/VOCABULARY 2 (Items 6-10)

(2½ marks)

For each item, shade in the bubble under the correct option.
 (There are five extra words in the box.)

A bass boat is ⁽⁶⁾ _____ small type of boat designed for fishing in lakes ⁽⁷⁾ _____ rivers. Black bass is the name of a set of fish species found ⁽⁸⁾ _____ North American rivers. These boats ⁽⁹⁾ _____ used for fishing such species of fish. Usually bass boats are made ⁽¹⁰⁾ _____ aluminium or fiberglass and powered by a motor engine.

are	a	to	and	on	in	was	for	how	of
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- | | | | | | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 6. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

GRAMMAR/VOCABULARY 3 (Items 11-20)

(5 marks)

Complete the unfinished words in the text.
 Make sure you **spell** each word **correctly**.

EXAMPLE:

"Good morning! My name's Ahmed Al-Zedjali and I'm a student at a school in Muscat. I'm in Grade Six. My favourite subject is Maths."

TEXT

Oxford is one of the oldest and most ⁽¹¹⁾ **fam**_____ cities of England. It is ⁽¹²⁾ **ab**_____ 100 kilometres ⁽¹³⁾ **fr**_____ London. Oxford is ⁽¹⁴⁾ **we**__ - known for its university. People ⁽¹⁵⁾ **ha**_____ studied in this university for ⁽¹⁶⁾ **mo**_____ than 700 years. This city is ⁽¹⁷⁾ **al**_____ popular for its ⁽¹⁸⁾ **beau**_____ buildings. People from all ⁽¹⁹⁾ **ov**_____ the world ⁽²⁰⁾ **vi**_____ this city every year.

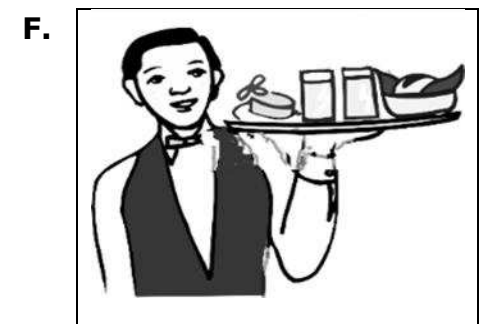
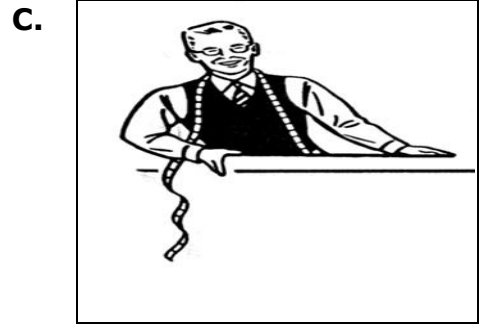
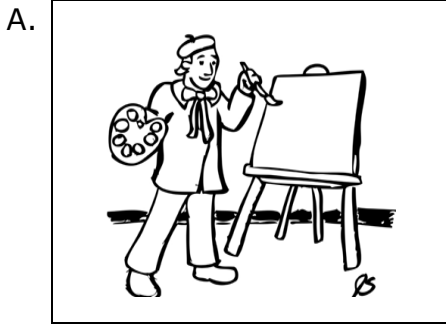
GRM/VCB SCORE	
	10

READING 1 (Items 1-4)

(4 marks)

Match the texts with the pictures.

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



Pictures

Texts

A	B	C	D	E	F
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1. Mr. Ali's job is to help people by fixing the problems of cars, vans and buses. He has great knowledge about machines.
2. He has been trained to fight the enemies of his country. He works in an army and protects his nation.
3. We improve our knowledge by learning many things from her every day. On some days, she reads out interesting stories from books.
4. His work is to serve food and he is employed in restaurants. He also supplies fresh drinks such as fruit juice.

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



READING 2 (Items 5–10)**(6 marks)**

Read the text. Then complete the task.

The internet is one of the greatest inventions in the history of mankind. Today it has become an important technology to be used by millions but using it too much could be unhealthy. In 2016, about three billion people were using the internet in the world. The number of users is increasing every day because it is very useful. Among the continents, about 50% of the people in Asia use the internet which is the highest in the world.

The internet has made communication faster and cheaper. This technology has made it possible to send and receive messages in few minutes across the world. We can also share our ideas with our friends and others by using emails, pictures, audio files and videos. The internet is a great source of information. We can search for information on any subject. Moreover, there are many online services available on the internet. For instance, we can buy an air-ticket from anywhere in the world. Anybody can watch movies, listen to music of different languages and play games online. It is easy to find a new friend with common interests on social networks such as Facebook, Twitter and Instagram. Nowadays, about 2.1 billion people have access to these social media in the world.

However, the internet is harmful in some ways. First of all, it can be used to spread false information very quickly. Addiction is another problem. People spend too much of their time on chatting and playing online games and fail to pay attention to their work or health. Let us learn to use the internet wisely and let us live a healthy life.

READING 2 (continued)

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

5. There were about _____ internet users in 2016.
 10 billion 3 billion 5 billion
6. The internet is a great source of _____ on any subject.
 transportation food information
7. About half of the population that live in _____ use the internet.
 Asia Europe Africa
8. It is easy to find and connect to a new friend on a _____.
 spider network failed network social network
9. About _____ people have social media access in the world.
 1.3 billion 2.1 billion 2.5 billion
10. People spend too much of their time on the internet because of _____.
 addiction bad health affection

READING SCORE
10

LISTENING SCRIPT

Grade 9

LISTENING 1

1. People watch it at a cinema or on a television. It is a story that is told using moving pictures. It is made more interesting with sounds.
2. This is a subject all about the things that happened in the past. Usually it is about the kings and queens who ruled the nations and the people.
3. Mr. Smith and Jim have travelled to many places around the world. They love to visit ancient buildings and collect information about their history.
4. My teacher had drawn faces on each of her fingers. She was moving her fingers to act out like a mother, father, sister and brother.
5. This is an art that involves music and body movements. People move their feet and their bodies in a way that matches the style and speed of music.

LISTENING 2

About 4000 years ago, the people who lived by the River Nile were highly civilized. They lived in cities and built temples for their gods. Also, they built tombs and pyramids where they buried their dead. This period of civilization is known as Ancient Egypt. The kings and queens of Ancient Egypt believed that after they died they went on a long journey. Their bodies had to be prepared for this journey and many valuable and beautiful things were put in the tombs with their bodies. They believed that they needed these things for a long journey to a New Life.

The bodies of the dead kings and queens were covered with perfumes and oils. Then they were wrapped in cloth. When a body is prepared in this way, it is called a mummy. A body which is mummified stays the same for thousands of years in the hot, dry sands of Egypt.

In ancient times, thieves often stole the gold and silver which were placed in the tombs with the bodies. Today, these tombs still attract robbers. Many people all over the world are ready to pay millions of dollars for the gold and silver from the tombs. These valuables from ancient times are called antiquities.

LISTENING 1 (5 mks)						
	finger puppets	dance	history	tourism	editor	film
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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input 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)	GRM/ VCB 1 (2.5 mks)
<p>6. 4,000 years (ago)</p> <p>7. Ancient Egypt</p> <p>8. In tombs and pyramids</p> <p>9. Perfumes and oils</p> <p>10. Millions of dollars</p>	<p>1. <u>produce</u></p> <p>2. <u>beach</u></p> <p>3. <u>airport</u></p> <p>4. <u>clearly</u></p> <p>5. <u>citizen</u></p>
<p><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></p>	<p><i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i></p>

GRM/ VCB 2 (2.5 mks)										
	are	a	to	and	on	in	was	for	how	of
6.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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

GRM/ VCB 3 (5 mks)	
11. fam <u>ous</u>	16. more <u>re</u>
12. ab <u>out</u>	17. als <u>o</u>
13. fr <u>om</u>	18. beaut <u>iful</u>
14. well <u>l</u>	19. over <u>er</u>
15. hav <u>e</u>	20. visit <u>it</u>

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

READING 1 (4 mks)						
	A	B	C	D	E	F
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" type="radio"/>

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

READING 2 (6 mks)			
5.	<input type="radio"/> 10 billion	<input checked="" type="radio"/> 3 billion	<input type="radio"/> 5 billion
6.	<input type="radio"/> transportation	<input type="radio"/> food	<input checked="" type="radio"/> information
7.	<input checked="" type="radio"/> Asia	<input type="radio"/> Europe	<input type="radio"/> Africa
8.	<input type="radio"/> spider network	<input type="radio"/> failed network	<input checked="" type="radio"/> social network
9.	<input type="radio"/> 1.3 billion	<input checked="" type="radio"/> 2.1 billion	<input type="radio"/> 2.5 billion
10.	<input checked="" type="radio"/> addiction	<input type="radio"/> bad health	<input type="radio"/> affection
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>			

WRITING 1 (4 mks)	
4	<ul style="list-style-type: none"> – Presents all the information, fully and clearly. – Writing is well-organised and coherent, with only minor language errors.
3	<ul style="list-style-type: none"> – Presents most of the information, clearly enough. – Writing contains some noticeable language errors and sometimes lacks coherence.
2	<ul style="list-style-type: none"> – Manages to present only some of the information; important points are missing or unclear. – Language contains frequent errors, some of which obscure meaning.
1	<ul style="list-style-type: none"> – A <u>very</u> feeble attempt at the task, presenting very little information. – Language used is extremely limited and/or seriously distorted.
0	<i>No attempt at the task: EITHER Irrelevant (Completely unrelated to the topic/ information provided) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR Complete nonsense</i>

WRITING 2 (6 mks)	
6	<ul style="list-style-type: none"> – Impact on intended reader(s) is <u>very positive indeed</u>. – Writing clearly succeeds in achieving its purpose. – Uses language which is very appropriate to reader and context. – A good range of structures and vocabulary, with an excellent level of accuracy.
5	<ul style="list-style-type: none"> – Impact on intended reader(s) is <u>positive</u>. – Writing succeeds to a large extent in achieving its purpose. – Uses language which is appropriate to reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
4	<ul style="list-style-type: none"> – Impact on intended reader(s) is <u>fairly positive</u>. – Writing has reasonable success in achieving its purpose. – There are clear attempts to use language appropriate to reader and context. – Grammar and vocabulary are reasonably correct, though limited in range.
3	<ul style="list-style-type: none"> – Impact on intended reader(s) is <u>mixed</u>. – Writing has partially achieved its main purpose, <u>but</u>: – Some of the language used is inappropriate to reader and context. – There is a noticeable lack of accuracy in the use of grammar and vocabulary.
2	<ul style="list-style-type: none"> – Impact on intended reader(s) is <u>rather negative</u>. – Writing only has very limited success in achieving its purpose. – There is little evidence of attempts to use appropriate language. – Grammar/Vocabulary contain frequent serious errors.
1	<ul style="list-style-type: none"> – Impact on intended readers(s) is <u>very negative</u>. – Writing clearly fails to achieve its intended purpose. – There is no evidence of any attempt to use appropriate language. – The language used is extremely limited and/or seriously distorted.
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the task/ instructions) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>
<p><i>Note 1: The task is to write a letter/ an e-mail, so students must include a greeting at the start and a closing at the end. If they do not, they will lose marks. PROCEDURE: Each marker marks the <u>content</u> of the e-mail according to the Rating Scale — then, if either the greeting or the closing are <u>missing</u>, deduct one mark from the content-score.</i></p> <p><i>Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</i></p>	