

## شكراً لتحميلك هذا الملف من موقع المناهج العمانية



## نموذج اختبار تجريبي

موقع المناهج ← المناهج العمانية ← الصف التاسع ← لغة انجليزية ← الفصل الأول ← الملف

تاريخ نشر الملف على موقع المناهج: 06:28:02 2023-11-16

## التواصل الاجتماعي بحسب الصف التاسع



## روابط مواد الصف التاسع على تلغرام

[الرياضيات](#)

[اللغة الانجليزية](#)

[اللغة العربية](#)

[التربية الاسلامية](#)

## المزيد من الملفات بحسب الصف التاسع والمادة لغة انجليزية في الفصل الأول

[اختبار قصير ثاني Writing and Vocabulary and Grammar](#)

1

[اختبار قصير أول](#)

2

[اختبار قصير أول One Quiz](#)

3

[اختبار قصير أول في Reading and Listening](#)

4

[اختبار قصير في Writing & Vocabulary / Grammar](#)

5

**REGION:**

**ENGLISH LANGUAGE TEST**

**GRADE NINE**

**End of Year Exam**

**First Session**

<b>Name</b>			
<b>School</b>		<b>Class</b>	

**Write your answers on the Test Paper**

**Time: 2 hours**

**Pages: 10**

<b>TEST SCORES</b>	<b>LISTENING</b>	<b>10</b>	
	<b>GRM/VCB</b>	<b>10</b>	
	<b>READING</b>	<b>10</b>	
	<b>WRITING</b>	<b>10</b>	
	<b>TOTAL</b>	<b>40</b>	

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

**(5 marks)**

You are going to hear five people speaking. Where are they?

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

camping site	fort	airport	nature reserve	hotel	restaurant
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- |    |                       |                       |                       |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
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**LISTENING 1 (Items 1-5)**

**(5 marks)**

You are going to hear five people speaking. Where are they?

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

a plumber	an accountant	a carpenter	an electrician	a dentist	a tour guide
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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 a story about “*The bag of gold coins*”.

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

6. How much money was there in the bag?

\_\_\_\_\_

7. What did the rich man say he had lost?

\_\_\_\_\_

8. Whom did the rich man offer to give a reward?

\_\_\_\_\_

9. What did the man and the beggar decide to do?

\_\_\_\_\_.

10. Who got the bag at last?

\_\_\_\_\_.

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**LISTENING  
SCORE**

<b>10</b>
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**VOCABULARY (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.

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

**1. (noun)**

e.g. We spent our summer **hol** \_ \_ \_ \_ in the UAE.

**2. (adjective)** containing strong flavour of spices.

e.g. My mother is cooking some food. It is so hot and **sp** \_ \_ \_ .

**3. (verb)** to do a job that you are paid for

e.g. I **wo** \_ \_ as a teacher in a school.

**4. (noun)** a story told using sound and moving pictures at a cinema or on TV

e.g. Would you like to go and see **a fi** \_ \_ tonight.

**5. (adverb)** in a happy way

e.g. She ran **hap** \_ \_ \_ \_ to greet her sister who has just arrived from London.

**GRAMMAR (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 robot is a special kind of machine. It **(6)** .....and follows instructions **(7)** ..... come from a computer. It **(8)** ..... not make mistakes or get tired. It never complains. Robots are all around us. Some robots are **(9)** ..... to make things. They can help make cars, explore dangerous places such as volcanoes. Some robots are used to clean things. Some robots can even recognize words. They can be used to help answer telephone calls. Some robots look like humans. But most robots do not. In the future, we **(10)** .....have even more robots. They will do things that we can't do things that we don't want to do. Or they will do things that are too dangerous for us.

used	move	which	is	moves	use	will	does	who	has
------	------	-------	----	-------	-----	------	------	-----	-----

- |     |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 (Items 6-10)**

**(2½ marks)**

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

It is sometime so difficult to decide where (6) \_\_\_\_\_ travel on holidays. Yet, good planning can make the process much easier. First, you have to make a list (7) \_\_\_\_\_ places where you wish to go to. Second, sort out (8) \_\_\_\_\_ places according to your budget. Third, you (9) \_\_\_\_\_ search very well for a comfortable accommodation to stay at. Finally, treat people there as (10) \_\_\_\_\_ you were one of them.

won't    these    is    to    if    should    of    this    be    are

6.

7.

8.

9.

10.



**GRAMMAR/VOCABULARY (Items 11-20)**

**(5 marks)**

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

Puppetry is a very (11) \_\_\_\_\_ form of theatre, which (12) \_\_\_\_\_ first created in the 5th century BC in Greece. Puppetry takes different shapes such (13) \_\_\_\_\_ finger puppets, socks puppets (14) \_\_\_\_\_ hand puppets. However, all of them share the process of performing objects to tell a (15) \_\_\_\_\_. The puppeteer often controls the (16) \_\_\_\_\_ of the puppet's mouth and (17) \_\_\_\_\_ like the (18) \_\_\_\_\_ voice. As used for (19) \_\_\_\_\_ the audience, puppetry exists (20) \_\_\_\_\_ almost all societies.

- |  |                                  |                                    |                              |
|--|----------------------------------|------------------------------------|------------------------------|
| 11. <input type="radio"/> final        | <input type="radio"/> ancient    | <input type="radio"/> present      | <input type="radio"/> modern |
| 12. <input type="radio"/> was          | <input type="radio"/> is         | <input type="radio"/> were         | <input type="radio"/> are    |
| 13. <input type="radio"/> if           | <input type="radio"/> so         | <input type="radio"/> though       | <input type="radio"/> as     |
| 14. <input type="radio"/> besides      | <input type="radio"/> and        | <input type="radio"/> in addition, | <input type="radio"/> too    |
| 15. <input type="radio"/> story        | <input type="radio"/> text       | <input type="radio"/> photo        | <input type="radio"/> news   |
| 16. <input type="radio"/> dance        | <input type="radio"/> appearance | <input type="radio"/> movement     | <input type="radio"/> colour |
| 17. <input type="radio"/> speaks       | <input type="radio"/> speak      | <input type="radio"/> spoke        | <input type="radio"/> spoken |
| 18. <input type="radio"/> shape        | <input type="radio"/> noise      | <input type="radio"/> character    | <input type="radio"/> sound  |
| 19. <input type="radio"/> entertaining | <input type="radio"/> showing    | <input type="radio"/> hearing      | <input type="radio"/> having |
| 20. <input type="radio"/> on           | <input type="radio"/> in         | <input type="radio"/> over         | <input type="radio"/> at     |

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**GRM/VCB  
SCORE**

<b>10</b>

**GRAMMAR/VOCABULARY (Items 11-20)**

**(5 marks)**

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

In the past, films (11)\_\_\_\_\_ short, silent and displayed in black and white. By 1908, the first (12)\_\_\_\_\_ was opened to (13)\_\_\_\_\_ the motion pictures. (14)\_\_\_\_\_ the old films seem simple to us, they were considered modern(15)\_\_\_\_\_ that time. People were (16)\_\_\_\_\_ in the projection of moving images. The first film was "The Arrival of a Train". People still remember the funny action that (17)\_\_\_\_\_ the film show(18)\_\_\_\_\_, the audience were so scared (19)\_\_\_\_\_ the sudden appearance of a train. So, many of them left their (20)\_\_\_\_\_.

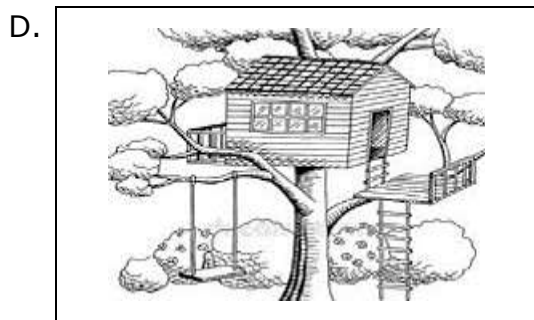
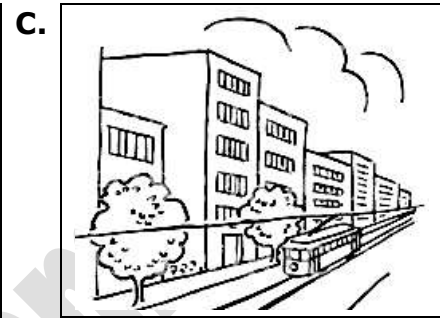
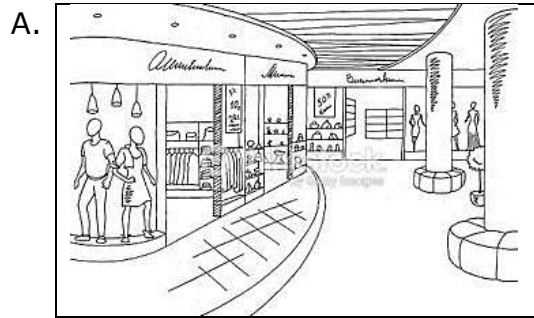
- |   |                                  |                                 |                                   |
|---|----------------------------------|---------------------------------|-----------------------------------|
| <b>11.</b> <input type="radio"/> was      | <input type="radio"/> were       | <input type="radio"/> is        | <input type="radio"/> are         |
| <b>12.</b> <input type="radio"/> court    | <input type="radio"/> factory    | <input type="radio"/> arena     | <input type="radio"/> theatre     |
| <b>13.</b> <input type="radio"/> show     | <input type="radio"/> stop       | <input type="radio"/> cut       | <input type="radio"/> do          |
| <b>14.</b> <input type="radio"/> before   | <input type="radio"/> if         | <input type="radio"/> Although  | <input type="radio"/> because     |
| <b>15.</b> <input type="radio"/> at       | <input type="radio"/> over       | <input type="radio"/> on        | <input type="radio"/> for         |
| <b>16.</b> <input type="radio"/> interest | <input type="radio"/> interested | <input type="radio"/> interests | <input type="radio"/> interesting |
| <b>17.</b> <input type="radio"/> what     | <input type="radio"/> where      | <input type="radio"/> when      | <input type="radio"/> who         |
| <b>18.</b> <input type="radio"/> started  | <input type="radio"/> removed    | <input type="radio"/> walked    | <input type="radio"/> added       |
| <b>19.</b> <input type="radio"/> about    | <input type="radio"/> from       | <input type="radio"/> with      | <input type="radio"/> by          |
| <b>20.</b> <input type="radio"/> masks    | <input type="radio"/> seats      | <input type="radio"/> courses   | <input type="radio"/> statuses    |

**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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- The Ice Hotel in Canada opens during winter only because it is made of ice and snow. It is re-built every December.
- Guests need to dive seven metres under the sea to reach the underwater Hotel in Florida. They enjoy watching the scenes of undersea life.
- The Green Magic Tree House in India is the perfect hotel for nature lovers. Guests must drive for many miles through the jungle to reach this hotel.
- Resorts are another type of hotels that are usually located near the sea. They provide the guests all sorts of entertainment and home comfort.

<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.*

In some modern countries, it is very common to see teenagers working everywhere in the city. Whatever part-time jobs the teenagers do, they prepare for their future. School may be the best place for proper education, but not for preparation for the outside working world. Indeed, teenagers learn a lot through the jobs they do when still being students.

In fact, teenagers learn how to manage their time. For example, employees need to start work at 7.00 in the early morning. In contrast, as students they have to manage their time and spend it properly on both studying and working.

Another point is that teenagers will appreciate the value of money. They work hard and realize how difficult it is to make money and that "money does not grow on trees". Before buying any expensive things, they will remember their parents' hard work and think more carefully whether they should buy such things.

Moreover, the major important benefit to working teenagers is that they get some good experiences that they can't get at school. They will also learn how to work in teams. This gives them the chance to share responsibilities and realize how to interact with other employees.

Although teenagers' priority to focus on their academic studies, part-time jobs are also important to improve their future professional performance at work. Personally, I think teenagers should be allowed to do some part-time jobs to get used to the working environment and learn how to manage their lives.

**READING 2 (continued)**

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

5. The idea of teenagers' part - time jobs is \_\_\_\_\_ in modern countries.

( strange - new - popular)

6. Teenagers can't get real work experience \_\_\_\_\_.

(at school -in part -time jobs - in full -time jobs)

7. Part- time jobs can help teenagers to become \_\_\_\_\_.

( punctual - irresponsible - carless)

8. Part- time jobs teach teenagers that it is \_\_\_\_\_ to earn money.

( unusual - hard - impossible)

9. Teenagers can develop their communication skills through\_\_\_\_\_.

(academic studies - earning money - team work)

10. For teenagers, studying is \_\_\_\_\_ working in part time jobs.

(as important as - less important than - more important than)

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<b>READING SCORE</b>	
	<b>10</b>



