

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

Name			
School		Class	

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

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

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

You are going to hear five people speaking. **Who are they talking to?**

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

Doctor	Policeman	Friend	Teacher	Delivery driver	Shop cashier
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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"/> |

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LISTENING 2 (Items 6-10)**(5 marks)**

You are going to hear a story about a **French old woman**. Listen and for each item, write a short answer (not more than FOUR WORDS).

6. Where did the French woman live?

7. Who sent the letter to her?

8. Why did she cry when reading the letter?

9. Why did she sell her book?

_____.

10. What did John and the woman sell to get a lot of money?

_____.

**LISTENING
SCORE**

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) The person whose age is from 13 to 19 years.
e.g. My younger son is a **teen** _ _ _ _ because he is over thirty.
2. (adverb) in a way it easy to see or hear.
e.g. The teacher explained everything very **cle** _ _ _ _.
3. (verb) To use money to pay for things.
e.g. We **s** _ _ _ _ a lot of money on clothes.
4. (adjectives) Rude.
e.g. Some people think it is **impo** _ _ _ _ to ask someone about his/her age.
5. (noun) a person who belongs to a particular country.
e.g. She is Chinese by birth but is now an American **cit** _ _ _ _.

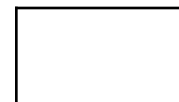
GRAMMAR (Items 6-10)**(2½ marks)**

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

It is important to balance between studying and having fun. When you study for your exam, try to find a place **(6)**_____ you can feel relaxed. Some students keep studying until they feel tired, then they do other things as a change. For example, they play **(7)**_____ their friends or they play some computer games. Some students **(8)**_____ study all the time behave as if they don't need time **(9)** _____ have fun. Remember that you need time to study, rest **(10)**_____ have fun .

was	who	his	and	where	which	to	with	her	is
-----	-----	-----	-----	-------	-------	----	------	-----	----

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

**GRAMMAR/VOCABULARY (Items 11-20)****(5 marks)**

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

The poet ,Ahmed Shawqi, is a ⁽¹¹⁾ _____ Arab poet. He liked writing poems ⁽¹²⁾ _____ plays. He is one of ⁽¹³⁾ _____ most ⁽¹⁴⁾ _____ Arab poets in the 20th ⁽¹⁵⁾ _____. Ahmed Shawqi ⁽¹⁶⁾ _____ born in Egypt ⁽¹⁷⁾ _____ 1870. Both of ⁽¹⁸⁾ _____ parents were born in Egypt. He ⁽¹⁹⁾ _____ law in the university and ⁽²⁰⁾ _____ in 1887.

- | | | | | |
|-----|-------------------------------|-------------------------------|-------------------------------|---------------------------------|
| 11. | <input type="radio"/> clear | <input type="radio"/> famous | <input type="radio"/> happy | <input type="radio"/> big |
| 12. | <input type="radio"/> through | <input type="radio"/> and | <input type="radio"/> about | <input type="radio"/> by |
| 13. | <input type="radio"/> the | <input type="radio"/> then | <input type="radio"/> that | <input type="radio"/> than |
| 14. | <input type="radio"/> fast | <input type="radio"/> good | <input type="radio"/> tall | <input type="radio"/> important |
| 15. | <input type="radio"/> year | <input type="radio"/> decade | <input type="radio"/> century | <input type="radio"/> age |
| 16. | <input type="radio"/> were | <input type="radio"/> was | <input type="radio"/> are | <input type="radio"/> is |
| 17. | <input type="radio"/> at | <input type="radio"/> on | <input type="radio"/> in | <input type="radio"/> of |
| 18. | <input type="radio"/> her | <input type="radio"/> him | <input type="radio"/> his | <input type="radio"/> them |
| 19. | <input type="radio"/> injured | <input type="radio"/> studied | <input type="radio"/> thought | <input type="radio"/> brought |
| 20. | <input type="radio"/> studied | <input type="radio"/> broke | <input type="radio"/> wrote | <input type="radio"/> graduated |

GRM/VCB
SCORE

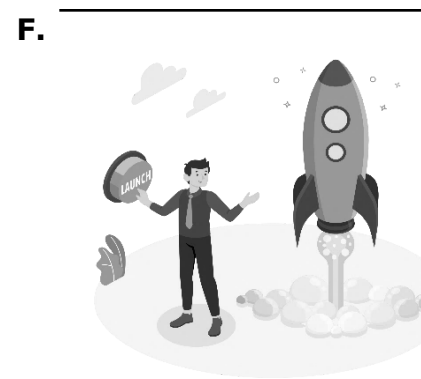
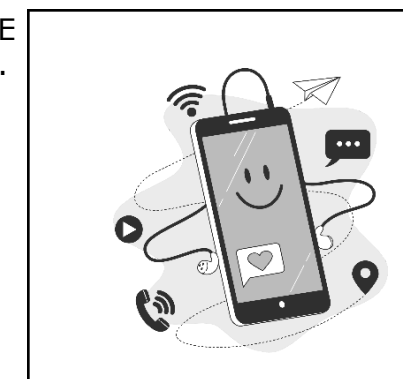
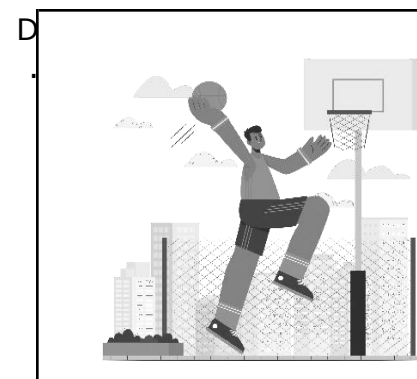
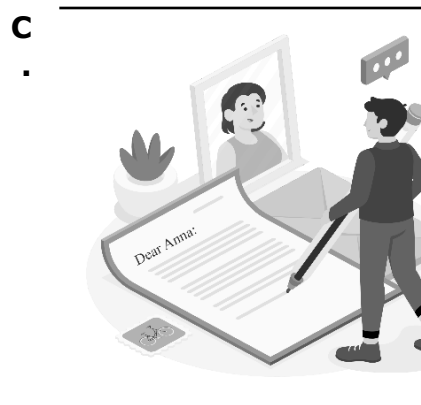
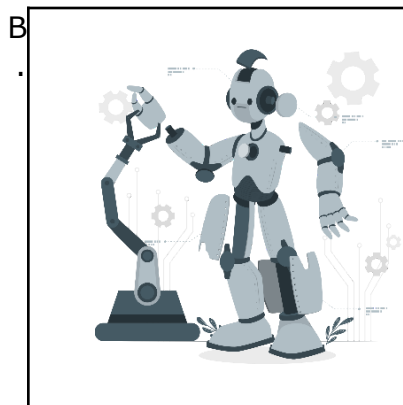
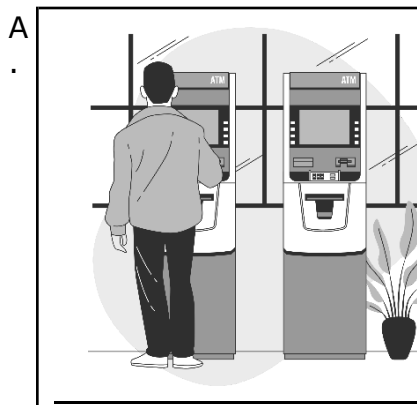
10

(4 marks)

READING 1 (Items 1-4)

Match the texts with the pictures.

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



Texts

- By using this invention, you can call, text or chat with friends and family.
- Hani wrote a little letter to his friend. Anna inviting her for his birthday.

Pictures

A	B	C	D	E
<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"/>

3. At first astronauts started to travel into space, the moon and planets in rockets. ☐ ☐ ☐ ☐ ☐ ☐
4. People can use their bank cards to withdraw money anytime from ATMs. ☐ ☐ ☐ ☐ ☐ ☐

**READING 2 (Items 5–10)****(6 marks)**

Read the text. Then complete the task.

Teenagers nowadays face more challenges and stress than teenagers who lived in the past centuries. There are various reasons causing this, such as the busy lives they lead and the pressure that is put on them. I fully agree with this view as I believe young people are highly stressed nowadays as compared to the past.

One of the reasons to teenagers' stress is the fast-paced life that we are all living. People in the past lived slower lives as compared to today, causing lower levels of stress. Teenagers are supposed to go to school, do their homework, study for their exams, excel academically, and participate in various activities. In addition to these tasks, they are also required to socialize with people around them and work part-time or volunteer to get experience. All of these are factors that cause teenagers to be pressured and lead to high levels of stress and even mental health problems. For example, shy teenagers find it hard and scary to lead such a life since they are not social.

To conclude, young people who live nowadays are faced with many challenges and difficulties leading to increased stress levels as opposed to previous generations. The busy lives they lead is only one of many factors that affect them negatively.

READING 2 (continued)

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

5. According to the writer, teenagers are more stressful in the _____.

☐ past ☐ present ☐ future

6. Life in the past was _____ than life in the present.

☐ better ☐ faster ☐ slower

7. Teenagers in the past are _____ stressful.

☐ not ☐ less ☐ more

8. Shy teenagers think that social life is _____.

☐ boring ☐ interesting ☐ difficult

9. Having many tasks to do can make teenagers _____.

☐ excited ☐ relaxed ☐ pressured

10. Having a busy life has _____ effect on teenagers.

☐ positive ☐ negative ☐ no

READING
SCORE

10

WRITING 1**(4 marks)**

Write a paragraph about an inventor called *Steve Jobs*. Use **ALL** the information in the box. Your writing should be correct and well-organized.

Steve Jobs

born/ February 24, 1955 first job/ video game designer
education/ Reed College found/ Apple Company/ 1976
products/ iPhones, iPods, iPads, Mac books
married/ 1991/ four children
die/ cancer/ age 56

Marker A	Marker B	Average

WRITING 2**(6 marks)**

Complete the following task. Write **at least 75 words**.

Situation: Imagine that your friend Fahad/ Farah asked you about your best friend
Write an email to Fahad/ Farah telling her about your best friend describing her and why she is the best.

Your writing should be clear and well-organized

Marker A	Marker B	Average

**WRITING
SCORE**

10

Listening 1

- 1- Hello. Why is it taking so long for my delivery to arrive? I have been waiting for an hour?
- 2- Hi how much for the groceries I have bought. Do you accept credit cards? If now I will have to return these items.
- 3- Hi Mr. Ahmed I was absent yesterday because I had an appointment at the dentist, can you tell me if we have any homework's.

4- Hi Salim when will we go to play football today? I have to know because I have karate lessons at 5 P.M.

5- I have been having stomach pains for a while now and recently I feel dizzy. Do you know what is wrong with me?

Listening two Scrip:

In 1939 a French woman lived in a small flat in Paris. One day, she got a letter from her brother in Africa. She cried a lot because she didn't see him long time ago. She put the letter in a book and forgot it. In 1977 she sold many of her books to a bookshop because nobody read them for long time. A boy, his name was John, bought that book after two years. Fortunately, he found that letter inside the book while he was reading. John read the address on the envelope. He went to the address and gave the letter to the old woman. She was very happy because her brother's letter returned back again, Later, John told her that the stamp on that letter is very precious. The old woman and the boy went to a stamp collector. He looked at the stamp and gave them a lot of money for it

GRADE NINE — ENGLISH LANGUAGE
SEMESTER ONE, 2021/2022, FIRST SESSION
GOVERNORATE:

MARKING GUIDE
TOTAL MARKS: 40
page 1 of 4

LISTENING 1 (5 mks)						
	Doctor	policeman	friend	teacher	Delivery driver	Shop cashier
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input 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 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)	VCB (2.5 mks)
<p>6. Small flat in paris</p> <p>7. Her brother</p> <p>8. Did not see her brother for a long time</p> <p>9. Nobody read them for a long time</p> <p>10. A stamp</p>	<p>1. teenager</p> <p>2. spend</p> <p>3. clearly</p> <p>4. impolite</p> <p>5. citizen</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>	<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i>

	GRM (2.5 mks)									
	was	who	his	and	where	which	to	with	her	is
6.	<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"/>	<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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	<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"/>
9.	<input type="radio"/>	<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"/>

10. ☐ ☐ ☐ ☒ ☐ ☐ ☐ ☐ ☐ ☐

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

GRM/ VCB (5 mks)

11.	<input type="radio"/>	clear	<input type="radio"/>	famous	<input type="radio"/>	happy	<input type="radio"/>	big
12.	<input type="radio"/>	through	<input type="radio"/>	and	<input type="radio"/>	about	<input type="radio"/>	by
13.	<input checked="" type="radio"/>	the	<input type="radio"/>	then	<input type="radio"/>	that	<input type="radio"/>	than
14.	<input type="radio"/>	fast	<input type="radio"/>	good	<input type="radio"/>	tall	<input type="radio"/>	important
15.	<input type="radio"/>	year	<input type="radio"/>	decade	<input type="radio"/>	century	<input type="radio"/>	age
16.	<input type="radio"/>	were	<input type="radio"/>	was	<input type="radio"/>	are	<input type="radio"/>	is
17.	<input type="radio"/>	at	<input type="radio"/>	on	<input type="radio"/>	in	<input type="radio"/>	of
18.	<input type="radio"/>	her	<input type="radio"/>	him	<input type="radio"/>	his	<input type="radio"/>	them
19.	<input type="radio"/>	injured	<input type="radio"/>	studied	<input type="radio"/>	thought	<input type="radio"/>	brought
20.	<input type="radio"/>	studied	<input type="radio"/>	broke	<input type="radio"/>	wrote	<input type="radio"/>	graduated

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

READING 1 (4 mks)

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

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

READING 2 (6 mks)		
5.	<input type="radio"/> past	<input checked="" type="radio"/> present <input type="radio"/> future
6.	<input type="radio"/> better	<input type="radio"/> faster <input checked="" type="radio"/> slower
7.	<input type="radio"/> not	<input checked="" type="radio"/> less <input type="radio"/> more
8.	<input type="radio"/> boring	<input type="radio"/> interesting <input checked="" type="radio"/> difficult
9.	<input type="radio"/> excited	<input type="radio"/> relaxed <input checked="" type="radio"/> pressured
10.	<input type="radio"/> positive	<input checked="" type="radio"/> negative <input type="radio"/> no

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	<u>No attempt at the task:</u> <u>EITHER</u> Irrelevant (Completely unrelated to the topic/ information provided) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, <u>OR</u> Not written in English <u>OR</u> Complete nonsense

WRITING 2 (6 mks)	
6	<ul style="list-style-type: none"> – Message to the intended reader(s) is <u>very clear</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"> – Message to the intended reader(s) is fairly <u>clear</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"> – Message to the intended reader(s) is <u>partially clear</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"> – Message to the intended reader(s) is <u>mixed</u>. – Writing has partially achieved its main purpose. – 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"> – Message to the intended reader(s) is <u>mostly unclear</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"> – Message to the intended readers(s) is <u>unclear</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, <u>OR</u> Not written in English <u>OR</u> Complete nonsense</p>

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 content of the e-mail according to the Rating Scale — then, if either the greeting or the closing are missing, **deduct one mark** from the content-score.

Note 2: No marks should be awarded or deducted for the address. Any addresses should be ignored.