

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

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

**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 **type of transport** are they talking about?

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

tuk tuk	lorry	bus	motorbike	boat	aeroplane
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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 **Salim** talking about **his last summer holiday**.

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

**6.** Who did Salim's family visit in Salalah?

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**7.** Where did Salim keep his sea shells?

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**8.** Who was playing with the sand on the beach?

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**9.** What kind of birds did Salim see on the trees?

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**10.** How did Salim's family travel back to Muscat?

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**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.*

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) an opinion that you give to someone about what she/ he should do or how she/ he should do

e.g. *Let me give you some **ad** \_ \_ \_ \_ about how to keep healthy.*

- 2.** (noun) sweet food served after the main part of meal

e.g. *After we finished our dinner, we had some chocolate cake for **des** \_ \_ \_ \_.*

- 3.** (verb) to stop something from happening or to stop someone from doing something

e.g. *There are rules about safety on the road to **pre** \_ \_ \_ \_ car accidents.*

- 4.** (adjective) making sure you think about what you do so that you don't do anything wrong

e.g. *You will cut yourself with that knife if you are not **car** \_ \_ \_ \_ when washing it.*


- 5.** (adjective) not cheap

e.g. *His new car is very **exp** \_ \_ \_ \_ .He spent all his money to buy it.*



**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.)

Water is important <sup>(6)</sup>\_\_\_\_\_ no animal or plant can live without water. If you do not drink enough water, <sup>(7)</sup>\_\_\_\_\_ body will slow down. Then, your brain will not work well so you will have a headache <sup>(8)</sup>\_\_\_\_\_ start to feel sick. There <sup>(9)</sup>\_\_\_\_\_ two types of water; salt and fresh water. Most <sup>(10)</sup>\_\_\_\_\_ the fresh water in the world is frozen.

of	is	because	will	your	an	are	out	and	has
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6.          

7.          

8.          

9.          

10.          



**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**

I like apples the most. They are <sup>(11)</sup> **ta**\_\_\_\_\_ and juicy. They <sup>(12)</sup> **a**\_\_\_\_\_ rich in <sup>(13)</sup> **vita**\_\_\_\_\_. We can eat this fruit <sup>(14)</sup> **bef**\_\_\_\_\_ or after meals. They come in <sup>(15)</sup> **diff**\_\_\_\_\_ colours: green, yellow, red <sup>(16)</sup> **a**\_\_\_\_\_ gala. All colours are good <sup>(17)</sup> **t**\_\_\_\_\_ eat. Green apples help build <sup>(18)</sup> **str**\_\_\_\_\_ bones and teeth. Red apples are good <sup>(19)</sup> **f**\_\_\_\_\_ the heart. Gala apples are <sup>(20)</sup> **m**\_\_\_\_\_ favourite.

**GRM/VCB  
SCORE**

**10**

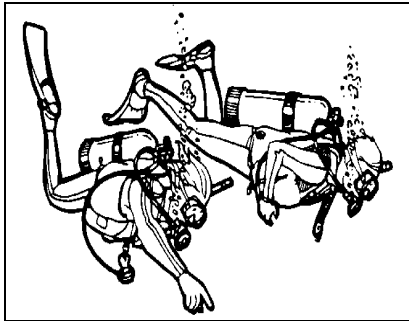
**READING 1 (Items 1-4)**

**(4 marks)**

Match the texts with the pictures.

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

A.



B.



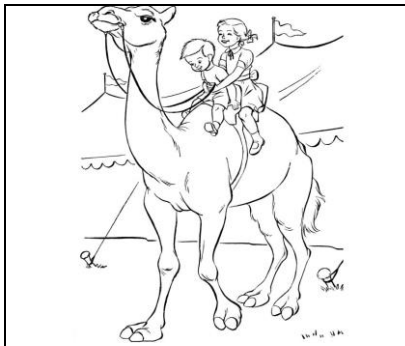
C.



D.



E.



F.



**Pictures**

**Texts**

1. Cooking is my hobby. At the weekends, I have fun cooking many dishes for my family. In the future, I want to work in a restaurant.
2. We had my sister's fourth birthday party last night. I baked her a pink cake with four candles. Her friends gave her many gifts.
3. I learned diving last year. As a diver, I must be healthy and brave. Under water, I enjoy the beautiful and colorful sea life.
4. We wanted to try desert life so we stayed in a camp. The next day, we travelled in the desert by camels.

A	B	C	D	E	F
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**READING 2 (Items 5–10)****(6 marks)**

*Read the text. Then complete the task.*

One of the worst restaurants I have ever been to is a Chinese one. I took my wife, daughter and son to have dinner there.

Inside the restaurant, the waiter gave us the menu to choose our food. We wanted some potato and carrot salad for our starter. We also had some fried chicken and chips with vegetables and rice for our main course.

We waited for an hour and half to get our food. I had to ask the waiter many times, about when they were going to bring the food. Then he came back with fish fingers and some soup as a starter. We all got unhappy about this mistake and told the waiter that this was not what we asked for.

By this time, my son was hungry and upset. I told him we could just forget the food and go home but my wife decided to see if they had finished our main course or not so we stayed.

Then the waiter brought the main course. The fried chicken was cold. The chips were soggy. The vegetables were very salty. All the food we had didn't taste good.

I would not recommend this place to anyone.



**READING 2 (continued)**

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

5. The man and his wife went to the restaurant with their \_\_\_\_\_.  
☐ friends                      ☐ children                      ☐ parents
6. The starter that the family wanted was made of \_\_\_\_\_.  
☐ vegetables                      ☐ fruit                      ☐ chicken
7. The family had to wait for \_\_\_\_\_ minutes for their food to finish.  
☐ 30                      ☐ 60                      ☐ 90
8. The family was unhappy because they had the wrong \_\_\_\_\_.  
☐ starter                      ☐ main course                      ☐ drink
9. The \_\_\_\_\_ wanted to stay in the restaurant to try their main course.  
☐ father                      ☐ son                      ☐ mother
10. The food that the family had was \_\_\_\_\_.  
☐ delicious                      ☐ tasteless                      ☐ cheap

**READING  
SCORE**

**10**

**WRITING 1****(4 marks)**

Write a paragraph about a WRITER called ***Khaled Hosseini***. Use ***ALL*** the information in the box. Your writing should be correct and well-organized.

**Khaled Hosseini**

doctor/writer

born/Afghanistan/1965

mother/teacher

went/America/1980

2003/wrote/ *first book*

well-known/70 countries

his life/movie/2007

Marker A	Marker B	Average

## WRITING 2

**(6 marks)**

Complete the following task. Write **at least 60 words**.

Situation: Imagine that your name is Salim/Salma. Your friend Nasir/Nasra is doing a project about Eid celebrations.

Write an **email** to your friend telling him/her about how people in Oman celebrate Eid. Tell him/her about Eid music, food and clothes. Describe where you and your family spend your Eid, who you usually visit and what activities you like to do.

*Your writing should be **clear** and **interesting**.*

[illegible]

Marker A	Marker B	Average

**WRITING  
SCORE**

10

## Listening Scripts

### Grade Eight- Semester Two- Session one 2016-2017

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

**(5 marks)**

*You are going to hear five people speaking. What type of transport are they talking about?*

1. Our flight to Dubai is today, so we will use this type of transport to fly there. We will arrive at the Airport in the evening.
2. Most school pupils use this type of transport to go to school and come back home. It has a long body with about 30 seats.
3. We use this type of transport to travel in the water. Fishermen use them to sail in the sea to catch fish.
4. We used this type of transport when we visited Thailand. It was like a motorcycle taxi with three wheels and a cabin.
5. One or two people can travel in this type of transport. It has two wheels. You must wear a helmet when you drive it.

#### **LISTENING 2 (Items 6-10)**

**(5 marks)**

*You are going to hear Salim talking about his last summer holiday.*

My name is Salim. I am from Muscat. Last summer holiday, my uncle invited my family to his new house on the beach of the Arabian Sea. He recommended a good tour company that gave us an amazing time in Salalah .

I enjoyed every place we visited in the tour but my favorite place was the beach. We walked along the beach. There were many sea shells on the beach. We collected them and put them into a bag. The white sand on the beach was very clean. We saw some young men go diving in the water. They were all wearing black clothes and carry heavy oxygen tanks. We also saw some little children building sandy houses on the beach.

We walked under the hot sun, but the weather was somewhat cool because of the wind. We saw some seagulls flying over the coconut trees.

We enjoyed ourselves very much on this day. It was a lovely holiday and we felt sad to leave. At the end of the holiday, we drove back to Muscat.

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LISTENING 1 (5 mks)						
	tuk tuk	lorry	bus	motorbike	boat	aeroplane
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 type="radio"/>	<input checked="" 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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>						

LISTENING 2 (5 mks)	GRAM/ VCB 1 (2.5 mks)
<p>6. his uncle</p> <p>7. a bag</p> <p>8. children</p> <p>9. seagulls</p> <p>10. by car Or drove/drive to Muscat</p>	<p>1. ad<u>vice</u></p> <p>2. des<u>ert</u></p> <p>3. pre<u>vent</u></p> <p>4. car<u>eful</u></p> <p>5. exp<u>ensive</u></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/ VCB 2 (2.5 mks)										
	of	is	because	will	your	an	are	out	and	has
6.	<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"/>	<input type="radio"/>
7.	<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"/>
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 checked="" 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.	<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"/>

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

GRM/ VCB 3 (5 mks)	
11. ta <u>sty</u>	16. <u>and</u>
12. a <u>re</u>	17. t <u>o</u>
13. vita <u>mins</u>	18. str <u>ong</u>
14. bef <u>ore</u>	19. f <u>or</u>
15. diff <u>erent</u>	20. m <u>y</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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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

READING 2 (6 mks)		
5. <input type="radio"/> friends	<input checked="" type="radio"/> children	<input type="radio"/> parents
6. <input checked="" type="radio"/> vegetables	<input type="radio"/> fruit	<input type="radio"/> chicken
7. <input type="radio"/> 30	<input type="radio"/> 60	<input checked="" type="radio"/> 90
8. <input checked="" type="radio"/> starter	<input type="radio"/> main course	<input type="radio"/> drink
9. <input type="radio"/> father	<input type="radio"/> son	<input checked="" type="radio"/> mother
10. <input type="radio"/> delicious	<input checked="" type="radio"/> tasteless	<input type="radio"/> cheap
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

WRITING 1 (4 mks)	
<b>4</b>	<ul style="list-style-type: none"> <li>– Presents all the information, fully and clearly.</li> <li>– Writing is well-organised and coherent, with only minor language errors.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>– Presents most of the information, clearly enough.</li> <li>– Writing contains some noticeable language errors and sometimes lacks coherence.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>– Manages to present only some of the information; important points are missing or unclear.</li> <li>– Language contains frequent errors, some of which obscure meaning.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>– A <u>very</u> feeble attempt at the task, presenting very little information.</li> <li>– Language used is extremely limited and/or seriously distorted.</li> </ul>
<b>0</b>	<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, or not written in English <u>OR</u> Complete nonsense

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