

**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: 11**

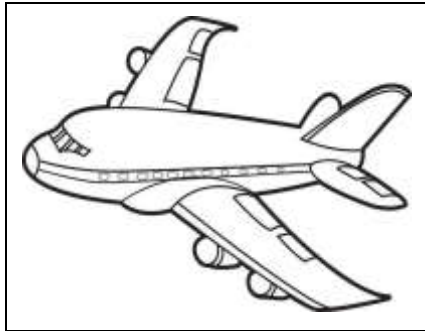
TEST SCORES	LISTENING	10	
	GRM/VCB	10	
	READING	10	
	WRITING	10	
	TOTAL	40	

**LISTENING 1 (Items 1–5)**

**(5 marks)**

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

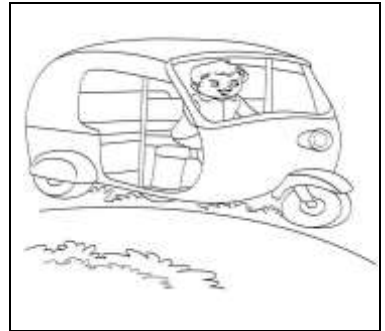
**A.**



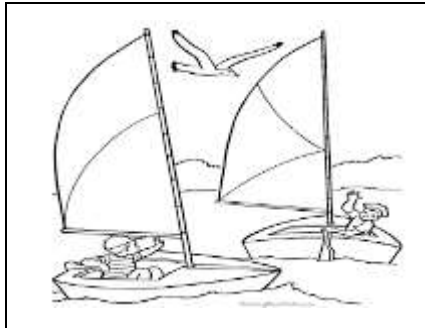
**B.**



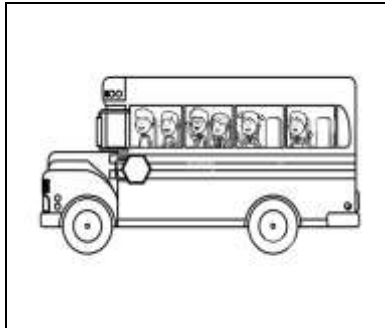
**C.**



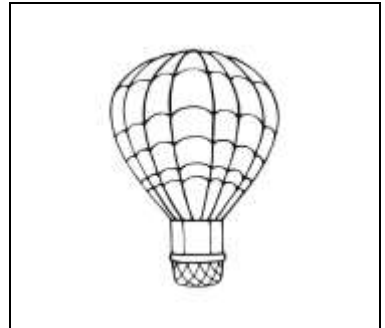
**D.**



**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 a text about **public buses in Oman**.

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

6. Public buses services start from Sohar and end at \_\_\_\_\_.  
☐ Salalah                      ☐ Sur                      ☐ Muscat
7. In Oman the buses are comfortable and \_\_\_\_\_.  
☐ crowded                      ☐ safe                      ☐ tiring
8. Mwasalat buses encourage \_\_\_\_\_ ways travelling.  
☐ short                      ☐ long                      ☐ rough
9. The colours of the small buses are white and \_\_\_\_\_.  
☐ red                      ☐ green                      ☐ black
10. The bigger bus ticket price is about \_\_\_\_\_ OR.  
☐ 90                      ☐ 9                      ☐ 19

**LISTENING  
SCORE**

**10**

**VOCABULARY (Items 1–5)****(2½ marks)**

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

(There are three extra words in the box.)

People eat junk food because it's <sup>(1)</sup> \_\_\_\_\_, but everybody can have a delicious meal at home. The only problem is that buying <sup>(2)</sup> \_\_\_\_\_ ingredients and cooking them takes time. Moreover, people prefer to <sup>(3)</sup> \_\_\_\_\_ time doing other activities, such as meeting friends and watching films. These activities may lead to health problems like heart <sup>(4)</sup> \_\_\_\_\_. Therefore, every person must follow a balanced <sup>(5)</sup> \_\_\_\_\_ to maintain his health.

fresh	breath	diseases	tasty	low	spend	cook	diet
-------	--------	----------	-------	-----	-------	------	------

- |    |                       |                       |                       |                       |                       |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. | <input type="radio"/> | <input type="radio"/> | <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"/> | <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"/> | <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"/> | <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"/> | <input type="radio"/> | <input type="radio"/> |

**GRAMMAR (Items 6–10)****(2½ marks)**

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

6. She \_\_\_\_\_ read a book yet.
7. \_\_\_\_\_ he saw a snake, he would run away.
8. We are going \_\_\_\_\_ visit our uncle next week.
9. Ali \_\_\_\_\_ buy any burgers yesterday.
10. They have been walking on the beach \_\_\_\_\_ 1 hour.



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

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

The great white shark <sup>(11)</sup> \_\_\_\_\_ the world's largest fish. It is a <sup>(12)</sup> \_\_\_\_\_ fish. It <sup>(13)</sup> \_\_\_\_\_ sea animals and cuts them into small pieces by its sharp <sup>(14)</sup> \_\_\_\_\_. It eats different sea animals like small fish <sup>(15)</sup> \_\_\_\_\_ seals. Most sharks and other ocean creatures are now at risk of extinction <sup>(16)</sup> \_\_\_\_\_ of overfishing. Great white sharks have been <sup>(17)</sup> \_\_\_\_\_ for years. People <sup>(18)</sup> \_\_\_\_\_ them for fins, teeth and sport prizes. Therefore, governments <sup>(19)</sup> \_\_\_\_\_ act now to <sup>(20)</sup> \_\_\_\_\_ overfishing.

- |                                    |                                  |                                |                                 |
|------------------------------------|----------------------------------|--------------------------------|---------------------------------|
| 11. <input type="radio"/> is       | <input type="radio"/> are        | <input type="radio"/> was      | <input type="radio"/> were      |
| 12. <input type="radio"/> peaceful | <input type="radio"/> dangerous  | <input type="radio"/> safe     | <input type="radio"/> quite     |
| 13. <input type="radio"/> helps    | <input type="radio"/> encourages | <input type="radio"/> breathes | <input type="radio"/> attacks   |
| 14. <input type="radio"/> tail     | <input type="radio"/> fins       | <input type="radio"/> teeth    | <input type="radio"/> mouth     |
| 15. <input type="radio"/> and      | <input type="radio"/> but        | <input type="radio"/> already  | <input type="radio"/> yet       |
| 16. <input type="radio"/> but      | <input type="radio"/> or         | <input type="radio"/> and      | <input type="radio"/> because   |
| 17. <input type="radio"/> suffer   | <input type="radio"/> suffers    | <input type="radio"/> suffered | <input type="radio"/> suffering |
| 18. <input type="radio"/> play     | <input type="radio"/> hunt       | <input type="radio"/> live     | <input type="radio"/> practise  |
| 19. <input type="radio"/> must     | <input type="radio"/> have       | <input type="radio"/> very     | <input type="radio"/> has       |
| 20. <input type="radio"/> increase | <input type="radio"/> grow       | <input type="radio"/> stop     | <input type="radio"/> advise    |

**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. The white whale is the smallest species of whales that lives in the Arctic Ocean. \_\_\_\_\_
2. Ali is the only farmer in our village. He grows many vegetables. \_\_\_\_\_
3. Pizza is considered a healthy meal if vegetables are used to prepare it. \_\_\_\_\_
4. One of the best types of transport in London is the Thames River boats. \_\_\_\_\_

- |           |   |
|-----------|---|
| <b>A.</b> | However, it may turn out to be unhealthy dish if its main ingredients are full-fat cheese and meat. |
| <b>B.</b> | It was built by the ancient Egyptians more than 2,560 years ago as a tomb for Pharaoh Khufu.        |
| <b>C.</b> | This ocean creature faces many challenges to survive, like sea pollution.                           |
| <b>D.</b> | Therefore, she went with her family to meet her cousin who had returned from America recently.      |
| <b>E.</b> | They are used to see the most important landmarks of Britain and to enjoy the water view.           |
| <b>F.</b> | He is interested in planting different types of carrots and tomatoes in his farm.                   |



**READING 2 (Items 5–10)****(6 marks)***Read the text. Then complete the task.*

Dear Mr. Ali,

I am writing to complain about a meal we had in your restaurant yesterday. My family and I had booked a table for six but when we arrived, there were no free tables and we had to wait for 45 minutes to have a table.

From a menu of 12 dishes, only three were available and their quality was poor. The fish tasted awful and the waiter was rude. When we told him about this, he started shouting at us. Additionally, the drinks we ordered were not served in the right way. We asked the waiter to bring cold water, but he brought water at room temperature without our permission. The salad, on the other hand, was tasteless. We didn't like it because no sauce was added to it.

We have eaten in your restaurant five times in the past, but this is the first time we have received such a bad service. I am not asking for a refund, but I would like you to improve the quality of your dishes and service.

Yours sincerely,

Ahmed



**READING 2 (continued)**

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

**5.** When did the family visit the restaurant?

---

**6.** How long did the family wait before they found a table?

---

**7.** How many dishes does the menu have?

---

**8.** What did the family order?

---

**9.** Why was the salad tasteless?

---

**10.** How many times did the family visit the restaurant?

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**READING  
SCORE**

<b>10</b>

**(5 marks)**

-Do you agree or not? Give your reasons.

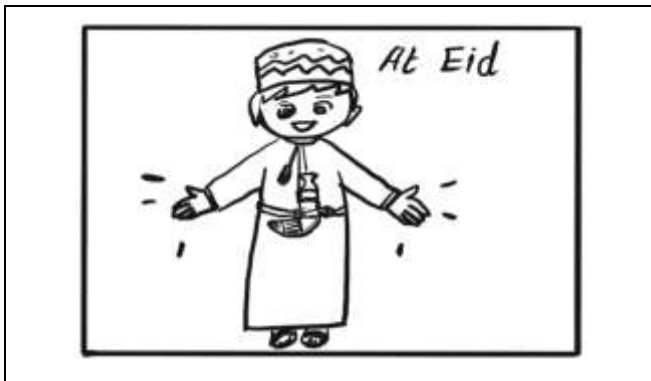
[illegible]9

**WRITING 2****(5 marks)**

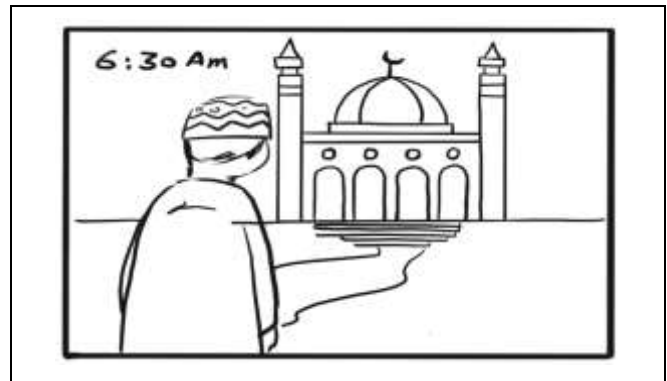
Write a story of at least **60 words** based on the following pictures. You can use the words in the box to help you. You can also put in more details to make your story lively and interesting.

wear	go/masjid	get/money	eat/family
barbecue	burn	help/doctor	sad/father

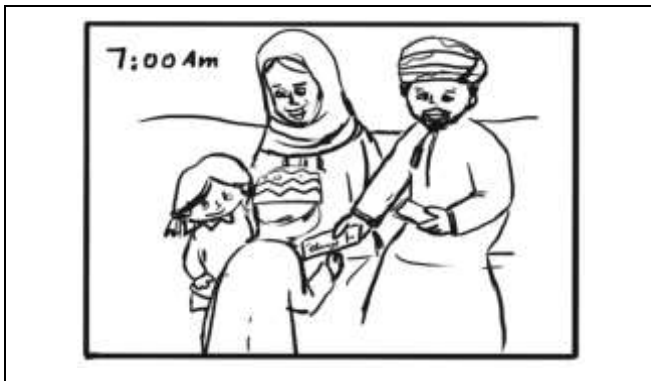
①



②



③



④



⑤



⑥



This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**WRITING  
SCORE**

<b>10</b>

\*\*\*\*\*

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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/> Salalah	<input type="radio"/> Sur	<input type="radio"/> Muscat
7.	<input type="radio"/> crowded	<input checked="" type="radio"/> safe	<input type="radio"/> tiring
8.	<input type="radio"/> short	<input checked="" type="radio"/> long	<input type="radio"/> rough
9.	<input checked="" type="radio"/> red	<input type="radio"/> green	<input type="radio"/> black
10.	<input type="radio"/> 90	<input type="radio"/> 9	<input checked="" type="radio"/> 19

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

VCB (2.5 mks)								
	fresh	breath	diseases	tasty	low	spend	cook	diet
1.	<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"/>
2.	<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"/>
3.	<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"/>
4.	<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"/>
5.	<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 (2.5 mks)

6. hasn't
7. If
8. to
9. didn't
10. for

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

## GRM/ VCB (5 mks)

- |   |  |  |  |
|---|--|--|--|
| 11. <input checked="" type="radio"/> is   | <input type="radio"/> are                  | <input type="radio"/> was              | <input type="radio"/> were                 |
| 12. <input type="radio"/> peaceful        | <input checked="" type="radio"/> dangerous | <input type="radio"/> safe             | <input type="radio"/> quite                |
| 13. <input type="radio"/> helps           | <input type="radio"/> encourages           | <input type="radio"/> breathes         | <input checked="" type="radio"/> attacks   |
| 14. <input type="radio"/> tail            | <input type="radio"/> fins                 | <input checked="" type="radio"/> teeth | <input type="radio"/> mouth                |
| 15. <input checked="" type="radio"/> and  | <input type="radio"/> but                  | <input type="radio"/> already          | <input type="radio"/> yet                  |
| 16. <input type="radio"/> but             | <input type="radio"/> or                   | <input type="radio"/> and              | <input checked="" type="radio"/> because   |
| 17. <input type="radio"/> suffer          | <input type="radio"/> suffers              | <input type="radio"/> suffered         | <input checked="" type="radio"/> suffering |
| 18. <input type="radio"/> play            | <input checked="" type="radio"/> hunt      | <input type="radio"/> live             | <input type="radio"/> practice             |
| 19. <input checked="" type="radio"/> must | <input type="radio"/> have                 | <input type="radio"/> very             | <input type="radio"/> has                  |
| 20. <input type="radio"/> increase        | <input type="radio"/> grow                 | <input checked="" type="radio"/> stop  | <input type="radio"/> advise               |

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.	yesterday
1.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6.	45 minutes (45)
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	7.	12 (dishes)
3.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8.	Fish, salad and cold water (One item is acceptable.)
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	9.	<i>Because</i> no sauce was added/ no sauce.
							10.	Five times (five or 5)
<u>Notes:</u> One mark each. Responses must be indicated <u>clearly</u> .							<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"> <li>-Expresses opinions on topics in a lively, convincing way.</li> <li>- Supports all points effectively with relevant evidence and detail.</li> <li>- Essays are very well-organised, clear and coherent.</li> <li>- A varied range of grammar and vocabulary with a very good level of accuracy.</li> </ul>
4	<ul style="list-style-type: none"> <li>- Expresses opinions on topics in a reasonably convincing way.</li> <li>- Supports most points with relevant evidence and detail.</li> <li>- Essays are generally well-organised and, for the most part, clear and coherent.</li> <li>- A fair range of grammar and vocabulary with a good level of accuracy</li> </ul>
3	<ul style="list-style-type: none"> <li>- expresses opinions on topics, in a somewhat limited way.</li> <li>- Is inconsistent in supporting points with relevant evidence and detail.</li> <li>- Essays are poorly organised but are still reasonably clear and coherent.</li> <li>- A limited range of grammar and vocabulary with a reasonable level of accuracy</li> </ul>
2	<ul style="list-style-type: none"> <li>- Express opinions on topics, but the results are clearly inadequate.</li> <li>- Is generally weak in supporting points with relevant evidence.</li> <li>- Essays lack organization, lacking in coherence and sometimes unclear.</li> <li>- A very limited range of grammar and vocabulary with frequent errors.</li> </ul>
1	<ul style="list-style-type: none"> <li>-Makes only very feeble attempts to express opinions on topics.</li> <li>- Fails to support points with any relevant evidence.</li> <li>- Essays are incoherent and confusing.</li> <li>- Extremely limited range of grammar and vocabulary with frequent serious errors.</li> </ul>
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"> <li>– Produces narratives which are fully successful in engaging the reader.</li> <li>– Lively, effective use of appropriate detail.</li> <li>– Writing is very well-structured, clear and coherent.</li> <li>– A varied range of grammar and vocabulary with a very good level of accuracy</li> </ul>
4	<ul style="list-style-type: none"> <li>– Produces narratives which are reasonably successful in engaging the reader.</li> <li>– Generally good use of appropriate detail.</li> <li>– Writing is generally well-structured, and mostly clear and coherent.</li> <li>– A fair range of grammar and vocabulary with a good level of accuracy.</li> </ul>
3	<ul style="list-style-type: none"> <li>– Produces narratives which are only partially successful in engaging the reader.</li> <li>– Somewhat limited use of appropriate detail.</li> <li>– Writing is well-structured but is still reasonably clear and coherent.</li> <li>– A limited range of grammar and vocabulary with a reasonable level of accuracy</li> </ul>
2	<ul style="list-style-type: none"> <li>– Produces narratives which have very limited success in engaging the reader.</li> <li>– Inadequate use of appropriate detail.</li> <li>– Writing is poorly-structured, and often unclear.</li> <li>– A very limited range of grammar and vocabulary with frequent errors.</li> </ul>
1	<ul style="list-style-type: none"> <li>– Produces narratives which fail entirely to engage the reader.</li> <li>– Little or no use of appropriate detail.</li> <li>– Writing is incoherent and confusing.</li> <li>– Extremely limited range of grammar and vocabulary with frequent serious errors.</li> </ul>
0	<u>No attempt at the task</u> : <u>EITHER</u> Irrelevant (Completely unrelated to the pictures/ task/ instructions) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> 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.