

ENGLISH LANGUAGE TEST

GRADE EIGHT

**Semester One
Second Session**

| | | | |
|---------------|--|--------------|--|
| Name | | | |
| School | | Class | |

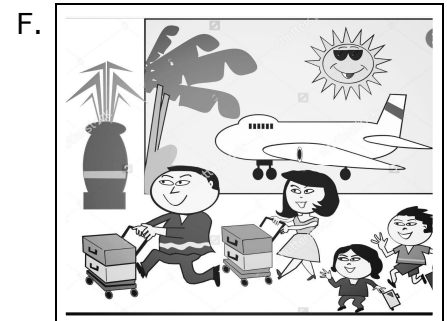
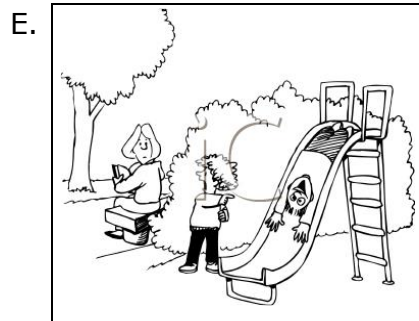
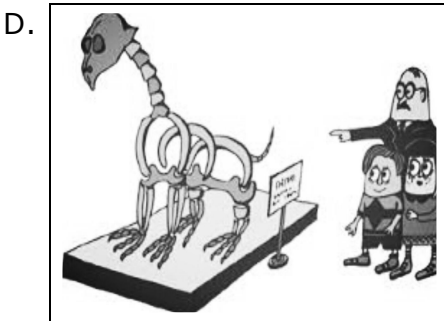
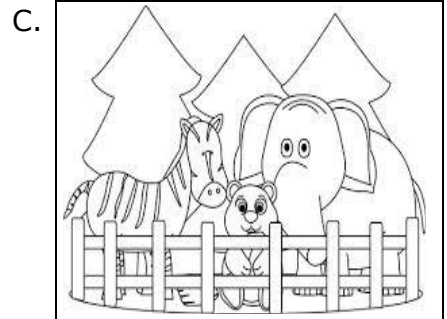
Write your answers on the Test Paper
Time: 2 hours **Pages: 9**

| | | | |
|------------------------|------------------|-----------|--|
| 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 **life in the city**. Match the pictures with the texts. For each text, shade in the bubble under the correct option.



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 hear a short text about **Polar Bears**.

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

6. Polar bears are known as _____ bears.

 western freezing fury

7. They have got _____ skin.

 brown flat paws long fur

8. They use their _____ to catch other animals.

 sharp claws flat paws long fur

9. Polar bears mainly eat _____.

 fish seals plants

10. They are _____ animals because of losing their natural habitats.

 fast endangered amazing

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**LISTENING
SCORE**

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| 10 |

GRAMMAR/VOCABULARY 1 (Items 1–5)

(2½ marks)

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

Skateboarding is one of the outdoor ⁽¹⁾ _____. Teenagers ⁽²⁾ _____ practicing this sport in their free time. However, skateboarding must be practiced far away from ⁽³⁾ _____ where little kids usually play. Also, teenagers should be ⁽⁴⁾ _____ when they play this sport. It is dangerous since it requires great balance. Therefore, there are special clubs where you can ⁽⁵⁾ _____ and meet friends who share the same interests.

- | | | |
|----------------------------------|----------------------------------|---------------------------------|
| 1. <input type="radio"/> models | <input type="radio"/> activities | <input type="radio"/> buildings |
| 2. <input type="radio"/> spend | <input type="radio"/> enjoy | <input type="radio"/> find |
| 3. <input type="radio"/> parks | <input type="radio"/> stations | <input type="radio"/> banks |
| 4. <input type="radio"/> careful | <input type="radio"/> lazy | <input type="radio"/> careless |
| 5. <input type="radio"/> design | <input type="radio"/> clean | <input type="radio"/> join |

GRAMMAR/VOCABULARY 2 (Items 6–10)

(2½ marks)

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

6. I would like to have a piece _____ cake.
7. This magazine is _____ interesting than school books.
8. These two forts _____ built four hundred years ago.
9. Sorry, I can't come. I _____ doing my homework now.
10. The exam was difficult _____ I answered all questions.

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

Speaker A: Hello Ahmed. **Ha**_____ you finished your science **pro**_____?

Speaker B: Not yet. It took me some time collecting the **mate**_____ such as wood, cardboard **a**_____ elastic bands.

Speaker A: Oh! What do you want to **inv**_____ ?

Speaker B: I'll make a strange type of bikes: a flying bike.

Speaker A: It sounds nice. Well, I **c**_____ help you. I **bou**_____ a book about making bikes from the bookshop.

Speaker B: That's **gr**_____! It will help me **wi**_____ the information I need.

Speaker A: Okay then. Let's meet tomorrow **a**_____ your house.

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**GRM/VCB
SCORE**

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| 10 |

READING 1 (Items 1–4)

(4 marks)

Match the four texts on the left with the texts in the box. Shade in the bubble under the correct option.

- 1. Paris is a famous capital city of shopping malls and centres.
- 2. Surfing is one of the most extreme sports in the world.
- 3. Internet is a great invention that has made our lives easier.
- 4. Chitwan National Zoo is a very beautiful place to visit in Nepal.

| |
|---|
| A. It keeps around 900 animals such as Asian elephants, jungle cats and Indian rhinos. |
| B. It has a special climate which is called Tropical Monsoon. It is warm and rainy. |
| C. Therefore, it is a special place for buying bags, clothes and perfumes. |
| D. The computers make a huge change in people’s lives. |
| E. It is an easy way to get different information through websites. |
| F. It is quite dangerous, and you need to be a very good swimmer. |

| | | | | | |
|---|---|---|---|---|---|
| A | B | C | D | E | F |
|---|---|---|---|---|---|

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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"/> |

READING 2 (Items 5–10)**(6 marks)**

Read the text. Then complete the task.

Dear Samia,

Hi friend! I am sorry I didn't write earlier as my family moved to Dar es Salam because of my father's job.

Dar es Salam is a great city with many beautiful places to visit. Last Sunday, our teacher took us on a trip to Dar es salam Zoo. There are many animals. We could get close to them and gave them some food. Well, you know that I love monkeys a lot, so I took lots of photos of them.

Here, you do not have to worry about food as there are many restaurants such as the Indian and Thai restaurant. Last night my family and I went to a popular restaurant called Karafuu. The food was delicious. However, my friends here told me about another restaurant called Mamboz that I'd like to visit next time.

The weather in Dar es Salam keeps changing. When we first came here, we all got sick and I spent a week on bed, so I couldn't go to school. It rained all day and night! Later we knew that there are two rainy seasons: "the long rains" in April and May and "the short rains" in November and December.

That's all about me. How about you?

Sincerely,

Mona

READING 2 (continued)

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

5. Why did they move to Dar es Salam?

6. When was the school trip?

7. Where did the students go?

8. Which restaurant did they eat at?

9. How long did she stay on bed?

10. How many rainy seasons are in Dar es Salam?

**READING
SCORE**

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WRITING 1

(5 marks)

Write at least **60 words** on the following topic:

“It is very interesting to live in another country”

-Do you agree or not? Give your reasons.

Your writing should be **clear** and **well-organized**.

| Marker A | Marker B | Average |
|----------|----------|---------|
| | | |

WRITING 2

[5 marks]

Complete the following task. Write at least 60 words.

Write about your last holiday.

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

| Marker A | Marker B | Average |
|----------|----------|---------|
| | | |

| | |
|----------------|-----------|
| WRITING | |
| SCORE | 10 |

| LISTENING 1 (5 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 checked="" 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"/> |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" 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) | | | |
|---------------------|--|---|--|
| 6. | <input checked="" type="radio"/> western | <input type="radio"/> freezing | <input type="radio"/> thick |
| 7. | <input type="radio"/> white | <input type="radio"/> brown | <input checked="" type="radio"/> black |
| 8. | <input checked="" type="radio"/> sharp claws | <input type="radio"/> flat paws | <input type="radio"/> long fur |
| 9. | <input type="radio"/> fish | <input checked="" type="radio"/> seals | <input type="radio"/> plants |
| 10. | <input type="radio"/> fast | <input checked="" type="radio"/> endangered | <input type="radio"/> amazing |

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

| GRM/ VCB 1 (2.5 mks) | | | |
|----------------------|--|---|---------------------------------------|
| 1. | <input type="radio"/> models | <input checked="" type="radio"/> activities | <input type="radio"/> buildings |
| 2. | <input type="radio"/> spend | <input checked="" type="radio"/> enjoy | <input type="radio"/> find |
| 3. | <input checked="" type="radio"/> parks | <input type="radio"/> stations | <input type="radio"/> banks |
| 4. | <input checked="" type="radio"/> careful | <input type="radio"/> lazy | <input type="radio"/> careless |
| 5. | <input type="radio"/> design | <input type="radio"/> clean | <input checked="" type="radio"/> join |

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

| GRM/ VCB 2 (2.5 mks) | GRM/ VCB 3 (5 mks) | |
|---|--|---|
| 6. <i>of</i> 7. <i>more</i> 8. <i>were</i> 9. <i>'m / am</i> 10. <i>but</i> | 11. Have 12. project 13. materials 14. and 15. invent | 16. can 17. bought 18. great 19. with 20. at |
| <i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i> | <i>Notes: Half-a-mark each. Spelling <u>must</u> be correct, including grammatical endings.</i> | |

| READING 1 (4 mks) | READING 2 (6 mks) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|-----------------------|----------------------------------|-----------------------|----------------------------------|----------------------------------|----------|----|-----------------------|-----------------------|----------------------------------|-----------------------|-----------------------|-----------------------|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------|----|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------|-----------------------|----|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| <table border="0" style="width: 100%; text-align: center;"> <tr> <td></td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td>1.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>2.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> <tr> <td>3.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>4.</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table> | | A | B | C | D | E | F | 1. | <input type="radio"/> | <input type="radio"/> | <input checked="" 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 checked="" 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. Because of father's job 6. last Sunday 7. Dar es Salam zoo 8. karafua 9. a week 10. Two / 2 |
| | A | B | C | D | E | F | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. | <input type="radio"/> | <input type="radio"/> | <input checked="" 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 checked="" 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"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i> | <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> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| WRITING 1 (5 mks) | |
|--------------------------|--|
| 5 | <ul style="list-style-type: none"> -Expresses opinions on topics in a lively, convincing way. – Supports all points effectively with relevant evidence and detail. – Essays are very well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy. |
| 4 | <ul style="list-style-type: none"> – Expresses opinions on topics in a reasonably convincing way. – Supports most points with relevant evidence and detail. – Essays are generally well-organised and, for the most part, clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy |
| 3 | <ul style="list-style-type: none"> – expresses opinions on topics, in a somewhat limited way. – Is inconsistent in supporting points with relevant evidence and detail. – Essays are poorly- organised, but are still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy |
| 2 | <ul style="list-style-type: none"> _Express opinions on topics, but the results are clearly inadequate. – Is generally weak in supporting points with relevant evidence. – Essays lack organization, lacking in coherence and sometimes unclear. – A very limited range of grammar and vocabulary with frequent errors. |
| 1 | <ul style="list-style-type: none"> -Makes only very feeble attempts to express opinions on topics. – Fails to support points with any relevant evidence. – Essays are incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors. |
| 0 | <p><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</p> |

| WRITING 2 (5 mks) | |
|--------------------------|--|
| 5 | <ul style="list-style-type: none"> – Produces narratives which are fully successful in engaging the reader. – Lively, effective use of appropriate detail. – Writing is very well-structured, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy |
| 4 | <ul style="list-style-type: none"> – Produces narratives which are reasonably successful in engaging the reader. – Generally good use of appropriate detail. – Writing is generally well-structured, and mostly clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy. |
| 3 | <ul style="list-style-type: none"> – Produces narratives which are only partially successful in engaging the reader. – Somewhat limited use of appropriate detail. – Writing is well-structured, but is still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy |
| 2 | <ul style="list-style-type: none"> – Produces narratives which have very limited success in engaging the reader. – Inadequate use of appropriate detail. – Writing is poorly-structured, and often unclear. – A very limited range of grammar and vocabulary with frequent errors. |
| 1 | <ul style="list-style-type: none"> – Produces narratives which fail entirely to engage the reader. – Little or no use of appropriate detail. – Writing is incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors. |
| 0 | <p><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</p> |

* **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.