

ENGLISH LANGUAGE TEST

GRADE EIGHT

Semester Two

Second 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. **What are they talking about?**
 Listen and for each item, shade in the bubble under the correct option.

	sharks	crimes	trains	diabetes	tea	space
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 "**Peter's holiday in Oman**"

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

6. When did Peter visit Oman?

_____ .

7. Where is Muttrah Suq?

_____ .

8. What did Peter like in Wahiba sands?

_____ .

9. What did Peter eat on the yacht?

_____ .

10. Where does Peter come from?

_____ .

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 **kitchen**.

1- (verb) to run away from a place or a dangerous situation

e.g. The police tried to catch the thief but he was able to **esc** _ _ _.

2- (noun) a strong hard hat that covers and protects the head.

e.g. It is advised to wear a **helm** _ _ before you ride your motorbike.

3- (adjective) very hungry.

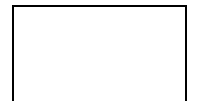
e.g. I have not eaten for the whole day. I am really **starv** _ _ _.

4- (verb) to show that an event or occasion is important by doing something special or enjoyable.

e.g. Next week, we will **celeb** _ _ _ _ the national day in all schools.

5- (noun) a list of the food that you can eat in a restaurant.

e.g. Waiter! Can you bring the **me**_ _ , please?



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.)

I have not decided **(6)**_____ where to go next summer holiday. However, it **(7)**_____ be a great idea if I can go to Salalah with my family. Now, I am fifteen years old and I **(8)** _____ not been there since I was a child. I am going to tell my father **(9)** _____ this idea. I hope that he does not have **(10)**_____work to do at that time. Until then, I think I have to get study for final exams.

	must	in	about	have	yet	some	any	told	may	already
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/VOCABULARY 3 (Items 11-20)**(5 marks)**

Complete the unfinished words in the text. Make sure you **spell** each word **correctly**.

EXAMPLE:

"Go **od** morning! My **y** name's Ahmed Al-Zedjali a **nd** I'm a stu**dent** at a sch**ool** in Muscat. I'm in Gr**ade** Six. My favo**urite** subject is Maths."

TEXT

I've **(11) be** _____ travelling to different countries since I **(12) join** _____ this company. The company **(13) pa** _____ for all travel costs including flight **(14) tick** _____ , food and accommodation. However, during my travels, I use different **(15) typ** _____ of transportation to **(16) mo** _____ from one place to **(17) anot** _____. I usually **(18) ta** _____ a taxi or the subway **(19) tra** _____ to go from and to the hotels. However, I like **(20) wor** _____ in this company.



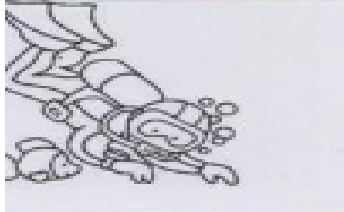

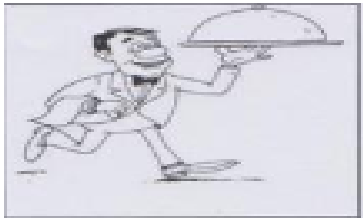

**GRM/VCB
SCORE**

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					
		A	B	C	D	E	F
1.	I like diving in deep waters to see different kinds of creatures. In fact it is a different world there.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	I like serving food to customers in restaurants. It is a good chance to know the favourite dishes of people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	I like my job because I work with the police to catch thieves and criminals. I like also to keep my country safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	I like working on ships. I carry goods on ships to different parts of the world. It is also interesting to visit different ports .	<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.

Parents have different opinions about reading scary stories to their children. A lot of the parents think that reading these stories for children can be a real danger.

They think that these stories can make children afraid of darkness and cause problems in their sleeping. After reading scary stories, children refuse to sleep alone and sometimes scream and cry while they are sleeping. Therefore, parents try to protect their children by making sure that the stories they read to their children are not scary at all.

However, scientists think that scary stories have lot of fun to children. Sometimes, they are not only entertaining, but also help children to explore their feelings. It looks impossible to stop children from reading or listening to such stories. They will grow up and certainly read scary stories at some points of their lives. They think also that if children are stopped from reading scary stories at home, they may read them somewhere else. They also say that some television programs such as cartoons have some scary pictures. Children also sometimes listen to such stories from their friends in the playgrounds or at schools. Therefore, parents should read different kinds of stories for children because scary stories are a natural part of children's life.

READING 2 (continued)

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

5.	Most parents think that scary stories are_____ .					
	<input type="radio"/>	funny	<input type="radio"/>	different	<input type="radio"/>	dangerous
6.	Scary stories make children feel afraid of_____ .					
	<input type="radio"/>	parents	<input type="radio"/>	darkness	<input type="radio"/>	reading

7.	Parents_____ read scary stories to their children to protect them.					
	<input type="radio"/>	never	<input type="radio"/>	sometimes	<input type="radio"/>	always
8.	Scientists say that scary stories can help children to_____ their feelings.					
	<input type="radio"/>	invent	<input type="radio"/>	explore	<input type="radio"/>	hide
9.	It is _____ to stop children from reading or listening to scary stories.					
	<input type="radio"/>	probable	<input type="radio"/>	possible	<input type="radio"/>	difficult
10.	It is _____for children to read or listen to scary stories.					
	<input type="radio"/>	nature	<input type="radio"/>	natural	<input type="radio"/>	naturally

READING SCORE	
	10

WRITING 1

(4 marks)

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

Fangtooth

Tropical ocean/ 1600 meters deep

black /short/ 18cm

small head/large jaw largest teeth in the ocean

small eyes/ small fins

reproduce/ laying eggs eat almost anything

Marker A	Marker B	Average

WRITING 2

(6 marks)

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

Situation: Your pen-friend **Sami/ Samia** has written an e-mail to you. **He/ She** wants information about the most popular dishes from different countries for a famous food magazine. Write a *letter/email* to Sami/ Samia giving **him/her** information about famous dish in your country, its ingredients and when people eat this dish.

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

Marker A	Marker B	Average

WRITING	
SCORE	10

**ENGLISH LANGUAGE TEST
GRADE EIGHT
Semester Two - Second Session
Listening Scripts**

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

*You are going to hear five people speaking. "What are they talking about?"
Listen and for each item, shade in the bubble under the correct option.*

1. Salim is suffering from that disease. He was told to avoid eating food that contains a lot of sugar such as sweets and cakes and to do exercises daily.
2. Many people die every year because of the attack of this kind of dangerous fish. However, not all of their attacks result in death.
3. It is a practical way of transport especially in crowded cities. Moreover, it is cheaper than driving our own cars.
4. Millions of people like to have this drink everyday. Some people prefer to have it hot while others like to have it cold.
5. It contains millions of stars and planets. Travelling there to the moon, Mars, and other planets is other dream for many people.

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

*You are going to hear a story about "Peter's holiday in Oman".
Listen and for each item, write a short answer (**not more than FOUR WORDS**).*

Peter is a Canadian sportsman. He visited Oman last month and had a wonderful holiday. He arrived in Muscat on Monday. He stayed in Muscat for one day. In Muscat, he visited Muttrah Suq. Then, he went to see the two historic forts, Al Jalali and Mirany. The trip around Muscat was on the " Muscat Big Bus". The next day, he went to Wahiba sands. He liked riding the camels. He also learned about the life in the desert. He took a lot of photos. He returned to Muscat on Thursday and joined a group trip to Musandam on a beautiful yacht. He enjoyed the sea journey and the delicious sea food lunch on the yacht. When they reached Musandam, Peter was amazed by the view of the high mountains. There, he joined a group of adventurers to explore the mountains. After three days, he returned to Muscat on the same yacht. When Peter returned to Canada, he told his friends about his exciting visit to Oman.

LISTENING 1 (5 marks)

	sharks	crimes	trains	diabetes	tea	space
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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"/>
3.	<input type="radio"/>	<input type="radio"/>	<input checked="" 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"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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

LISTENING 2 (5 marks)

GRM/ VCB 1 (2.5 marks)

6.	Last month	1.	esc <u>ape</u>
7.	In Muscat	2.	hel <u>met</u>
8.	Riding camels	3.	star <u>ving</u>
9.	Sea food	4.	celebr <u>ate</u>
10.	Canada	5.	men <u>u</u>

Notes: One mark each. Complete accuracy in grammar and spelling is not required, but answers must be clearly and convincingly correct.

Notes: Half-a-mark each. Spelling must be correct.

GRM/ VCB 2 (2.5 marks)

	must	in	about	have	yet	some	any	told	may	already
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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
8.	<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"/>	<input type="radio"/>
9.	<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"/>
10.	<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"/>

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

GRM/ VCB 3 (5 marks)

11.	<u>been</u>	16.	<u>moye</u>
12.	<u>joined</u>	17.	<u>another</u>
13.	<u>pays</u>	18.	<u>take</u>
14.	<u>tickets</u>	19.	<u>train</u>
15.	<u>types</u>	20.	<u>working</u>

Notes: Half-a-mark each. Spelling must be correct, including grammatical endings.

READING 1 (4 marks)

	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 checked="" type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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"/>

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

READING 2 (6 marks)						
5.	<input type="radio"/>	funny	<input type="radio"/>	different	<input checked="" type="radio"/>	dangerous
6.	<input type="radio"/>	parents	<input checked="" type="radio"/>	darkness	<input type="radio"/>	reading
7.	<input checked="" type="radio"/>	never	<input type="radio"/>	sometimes	<input type="radio"/>	always
8.	<input type="radio"/>	invent	<input checked="" type="radio"/>	explore	<input type="radio"/>	hide
9.	<input type="radio"/>	probable	<input type="radio"/>	possible	<input checked="" type="radio"/>	difficult
10.	<input type="radio"/>	nature	<input checked="" type="radio"/>	natural	<input type="radio"/>	naturally

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

WRITING 1 (4 marks)	
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	<p><i>No attempt at the task:</i> <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</p>

WRITING 2 (6 marks)

6	<ul style="list-style-type: none"> – Impact on intended reader(s) is <u>very positive indeed</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"> – Impact on intended reader(s) is <u>positive</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"> – Impact on intended reader(s) is <u>fairly positive</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"> – Impact on intended reader(s) is <u>mixed</u>. – Writing has partially achieved its main purpose, <u>but</u>: – 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"> – Impact on intended reader(s) is <u>rather negative</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"> – Impact on intended readers(s) is <u>very negative</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, or 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.