

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 about their **jobs**. Who are they? Listen and for each item, shade in the bubble under the correct option.

waiter	diver	writer	taxi driver	sailor	ticket officer
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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 **person** talking about **a trip to Oman**.

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

6. Where do David and his wife come from?

7. When did they come to Oman?

8. How long did they stay in Al Sharqiya Sands?

9. How did they go to Nizwa?

10. What did they buy from Nizwa Souk?

**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.

<p><u>Example:</u> (noun) a room where food is prepared and cooked e.g. They keep the fridge in the kit c h e n.</p>

1. (adjective) very large

e.g. The blue whale is a **hu** _ _ animal that lives in the sea.

2. (verb) to go from one place to another

e.g. Many people like to **tra** _ _ _ and visit new places in their holidays.

3. (noun) a meal that you eat in the middle of the day

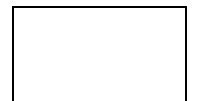
e.g. Yesterday, we had our **lu** _ _ _ in the new Turkish restaurant.

4. (adjective) not hot

e.g. People like to have **co** _ _ drinks in summer.

5. (noun) someone who flies the plane.

e.g. My brother is a **pi** _ _ _ . He works in Oman Air.



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.)

Pollution is an important issue that has ⁽⁶⁾ _____ discussed nowadays. Governments all around the world have ⁽⁷⁾ _____ put rules to stop destroying the environment. For example, people are not allowed to throw ⁽⁸⁾ _____ rubbish in the oceans. People also have to reduce the amount of water they use every day. ⁽⁹⁾ _____ all people protect the environment, the earth will be a safe place for everyone. Therefore, we ⁽¹⁰⁾ _____ work together to live happily with the nature.

is	If	with	must	any	in	been	yet	and	already
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|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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:

"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

Taha Hussein is one of the most fam_____Arab writers. He was born in Egypt in 1889. He had ma___ brothers and sisters. He became blind when he was three years o___. He studied at Al-Azhar University. Th___ he went to France to complete h___ study. He wrote different bo___. One of them is Al-Ayam which was translated t___ different languages su___ as English and French. He died in Octo_____ 1973 at the age of eighty fo_____.

GRM/VCB
SCORE

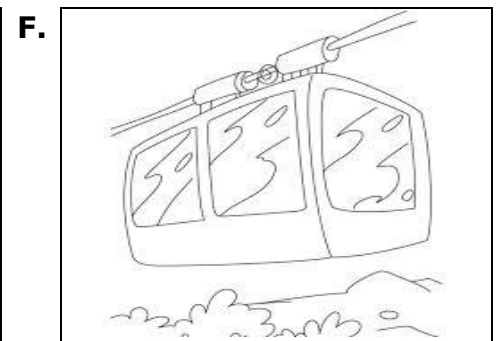
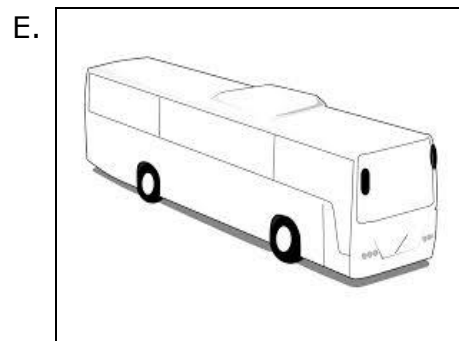
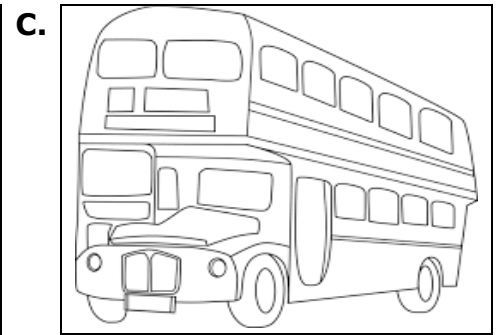
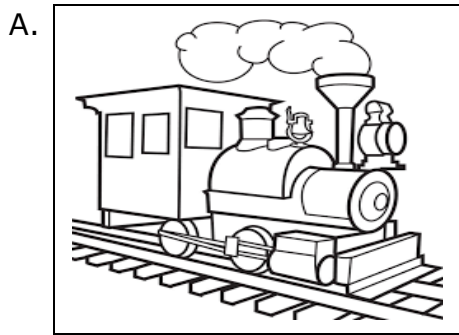
10

READING 1 (Items 1-4)

(4 marks)

Match the texts with the pictures.

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



Pictures

Texts

1. You can use it in the sea. It carries people and goods. People can have adventures by sailing on it.
2. It's a big metal cabin that goes along high wire cables. It can be very scary when there is a strong wind.
3. It is a three-wheeled motorcycle taxi. It is used in the crowded streets of Thailand. Its cost is not very expensive.
4. It has two levels. It is great for looking at all the sights of any city because passengers are higher than the cars and crowded.

A	B	C	D	E	F
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<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"/>	<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"/>	<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.

Food is an important thing for everyone. Most people choose to eat at their homes but some people choose to eat at restaurants. I think eating at home is healthier, cheaper and more comfortable.

Firstly, eating at home is much better for our health than eating outside. When you make the food yourself at home, you are sure that you are eating healthy and fresh food. You can control the amount of oil and salt you use. However, when you eat at a restaurant, none of these things are possible. Also, at home you can cook just enough food to satisfy yourself. In a restaurant you are often given too much or too little food on your plate.

Secondly, eating at home is cheaper. When you go to a restaurant you don't pay only for the meal, you also have to pay for the service provided. You have to spend much money for a simple meal than if you buy your own ingredients and make the food by yourself.

Finally, eating at home is more comfortable than having dinner in a public place. At home, you can be more relaxed than in a restaurant. You can wear comfortable clothes; even pyjamas. You can sit in a comfortable position on your favorite chair, on the sofa or on the floor. If you wish, you can watch TV or a video, or listen to a radio program. None of these can be done at a restaurant.

In conclusion, for reasons of comfort, cost and health eating at home is much better for me than going to a restaurant.

READING 2 (continued)

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

5. Most people _____ eating at their homes.

- like don't like refuse

6. When you are eating at home, the food is _____.

- fresh only healthy and fresh only healthy, fresh and enough

7. When you eat at home, you spend _____ money than when you eat at restaurants.

- less lots of more

8. You have to pay for _____ when you eat at restaurants.

- meals only meals and services services only

9. When you eat at home, you can be more _____.

- tired relaxed confused

10. The writer thinks that eating at home can be good for _____.

- money and health money only comfort, money and health

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**READING
SCORE**

10

LISTENING 1 (5 mks)						
	waiter	diver	writer	taxi driver	sailor	ticket officer
1.	<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"/>
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 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 mks)	GRM/ VCB 1 (2.5 mks)
6. Britain/ London	1. <u>huge</u>
7. (By) the end of November/ in November	2. <u>travel</u>
8. Two/ 2 nights	3. <u>lunch</u>
9. By taxi	4. <u>cold</u>
10. Some presents	5. <u>pilot</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 mks)										
	is	If	with	must	any	in	been	yet	and	already
6.	<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"/>
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 checked="" type="radio"/>
8.	<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"/>
9.	<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"/>
10.	<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"/>

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

GRM/ VCB 3 (5 mks)	
11. fam <u>ous</u>	16. book <u>s</u>
12. man <u>y</u>	17. t <u>o</u>
13. ol <u>d</u>	18. suc <u>h</u>
14. The <u>n</u>	19. Octo <u>ber</u>
15. hi <u>s</u>	20. fou <u>r</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 checked="" 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 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"/>

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

READING 2 (6 mks)		
5. <input checked="" type="radio"/> like	<input type="radio"/> don't like	<input type="radio"/> refuse
6. <input type="radio"/> fresh only	<input type="radio"/> healthy and fresh only	<input checked="" type="radio"/> healthy, fresh and enough
7. <input checked="" type="radio"/> less	<input type="radio"/> lots of	<input type="radio"/> more
8. <input type="radio"/> meals only	<input checked="" type="radio"/> meals and services	<input type="radio"/> services only
9. <input type="radio"/> tired	<input checked="" type="radio"/> relaxed	<input type="radio"/> confused
10. <input type="radio"/> money and health	<input type="radio"/> money only	<input checked="" type="radio"/> comfort, money and health
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

WRITING 1 (4 mks)	
4	– Presents all the information, fully and clearly. – Writing is well-organised and coherent, with only minor language errors.
3	– Presents most of the information, clearly enough. – Writing contains some noticeable language errors and sometimes lacks coherence.
2	– Manages to present only some of the information; important points are missing or unclear. – Language contains frequent errors, some of which obscure meaning.
1	– 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, or not written in English <u>OR</u> Complete nonsense

WRITING 2 (6 mks)	
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>
<p>Note 1: The task is to write a letter/ an e-mail, 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. PROCEDURE: 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>, deduct one mark from the content-score.</p> <p>Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	

Listening Scripts

LISTENING 1 (Items 1-5)

(5 marks)

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

1. Whenever I go under water I don't forget to take my digital camera to take photos of the wonderful scenes under the sea.
2. How can I help you sir? We have special Indian dish for dinner today, would like to try it or you can choose from the menu?
3. We will take about 20 minutes to arrive at the airport. Would you please put on your seat belt and enjoy your trip?
4. I almost finished writing my second book. It is about Children Stories and it is going to be published next month.
5. Good morning sir, the bus to Salalah will leave at ten o'clock. Would you like a single or return ticket?

LISTENING 2 (Items 6-10)

(5 marks)

You are going to hear a **person** talking about **a trip to Oman**. Listen and for each item, write a short answer (**not more than FOUR WORDS**)

Three years ago I decided to invite two of my friends from Britain to visit Oman .David and his wife arrived to Oman by the end of November. First I took them to the hotel to have a rest after the long journey . Next morning I took them in my car around Muscat .They felt excited when they saw Al Jalali and Al Mirani Forts in Mutrah. The next day I drove my four wheel car to Al Sharqiya Sands. They liked the scene there very much. They took some great pictures. We spent two nights there .They enjoyed the camel riding. They felt afraid at the beginning because it was their first time to ride a camel but later they liked it. Unfortunately I had a problem in my car so we took a taxi from Bidiya to Nizwa. The journey was long but it was full of beautiful scenes. They enjoyed looking at the green farms, the high mountains and the modern buildings along the road. They visited Nizwa Souk and they bought some presents for their friends and families .Before they returned back to London ,they promised to visit Oman again.