

ENGLISH LANGUAGE TEST

GRADE EIGHT

Semester Two

First 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 their jobs?"**

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

	fisherman	photographer	footballer	shopkeeper	farmer	scientist
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 "**Jewellery shop theft**"

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

6. When did the theft happen?

7. Where did the two brothers hide when they saw the thieves?

8. How many thieves could the two brothers see?

9. What did Ali suggest to scare the thieves?

10. What helped the police catch the thieves?

**LISTENING
SCORE**

10

**GRAMMAR/VOCABULARY 1 (Items 1-5)
marks)****(2½**

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. (adjective) costs a lot of money.

e.g. This mobile is very **expen** _ _ _ _ .

2. (noun) things that are true.

e.g. Scientists gather some **fa** _ _ _ about the growth of plants.

3. (verb) to keep someone or something safe from harm, damage or illness

e.g. Exercise and healthy food can **pro**_ _ _ _ people from a lot of diseases.

4. (noun) a list of all kinds of food that you can eat in a restaurant.

e.g. When we were in the restaurant, we asked the waiter for the **me** _ _ .

5. (adjective) not dangerous.

e.g. This swimming pool is **sa** _ _ for children.



GRAMMAR/VOCABULARY 2 (Items 6-10)
marks)

(2½

*For each item, shade in the bubble under the correct option.
 (There are five extra words in the box.)*

While Ali **(6)** _____ going to his work yesterday, he saw a thief stealing a disabled man’s bag. Ali hurried to help **(7)** _____ disabled man, but he couldn’t catch the thief. He gave **(8)** _____ descriptions of the thief to the police. The police hasn’t found him **(9)** _____. If they catch him, he **(10)** _____ be sent to prison.

	already	any	at	he	the	some	was	will	would	yet
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)
marks)**(5**

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 school **ool** in Muscat. I'm in Gr**ade** Six. My favo**urite** subject is Maths."

TEXT







There are many sharks in the sea **(11) ne**_____ Oman. Some of **(12) th**_____ are very big. Omani fishermen like to **(13) cat**_____ sharks **(14) bec**_____ their meat is good to eat. A shark's mouth is very **(15)lar**_____ and it has many sharp **(16) te**_____. Sharks are very **(17) dang**_____, they can**(18) att**_____ humans. There are some films at the **(19) cin**_____ that shows how strong and **(20) sc**_____ sharks are !

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	A	B	C	D	E	F
1.	Our school often arranges marathons for students. We run for two Kilometers. We all feel excited.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	I enjoy making sculptures on the sand with my sisters. We work together to design beautiful castle and shapes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Parents should guide their children how to fish. They should be patient and teach them how to hold a fishing line.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Ahmed spends his free time riding his bike with his father. It is a good exercise and they enjoy riding very much.	<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.

Many people choose to travel by public transport like buses, planes and trains instead of using their own cars. This is because, in general, the cars are often slow and expensive especially in long distance journeys.

Also public transportation does not need much of your attention. You don't have to focus on driving. You can spend your time reading or even writing or anything else. Moreover, public transport is better for the environment than driving a car. For example, If you like going to places riding a bike or walking, this type of public transport does not produce any kind of pollution.

On the other hand, public transport has some disadvantages. For example, public transport is not likely to pick you up at your house and drop you off the way a car does. Moreover, travelling in your own car means you can travel where you want without having to pay for more transport.

You can also make any stops if you like and travel anytime that is good for you. Finally, in my opinion, public transportation is really good for the people who don't have to buy a car or petrol or even pay for any insurance.

READING 2 (continued)

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

5.	Many people like to travel by public transport because it is _____ .					
<input type="radio"/>	expensive	<input type="radio"/>	fast	<input type="radio"/>	slow	
6.	Public transportation can make you _____ .					
<input type="radio"/>	relaxed	<input type="radio"/>	tired	<input type="radio"/>	worried	
7.	Biking is _____ for the environment.					
<input type="radio"/>	bad	<input type="radio"/>	good	<input type="radio"/>	unhelpful	
8.	You _____ travel by car anytime you like.					
<input type="radio"/>	can	<input type="radio"/>	can't	<input type="radio"/>	shouldn't	
9.	Travelling by car gives you _____ freedom to go anywhere at anytime.					
<input type="radio"/>	less	<input type="radio"/>	more	<input type="radio"/>	no	
10.	You do not have to buy any _____ when you use public transport.					
<input type="radio"/>	food	<input type="radio"/>	petrol	<input type="radio"/>	water	

READING SCORE	
	10

WRITING 1

(4 marks)

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

Whale shark
Temperate seas/600 meters deep
white /big/ 4.9 m
small head/large jaw, largest teeth, in the ocean
eat/ seals, otters and turtles
attack humans

Marker A	Marker B	Average

WRITING 2

(6 marks)

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

Situation: Your friend **Ali/Alya'a** is celebrating **his/her** birthday next month and **he/she** wants your advice about the best place to celebrate the party in.

Write a **letter/email** to tell **him/her** about the place you think is the best to celebrate the party in and give reasons.

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

Marker A	Marker B	Average

WRITING SCORE	
	10

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

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

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

1. I should be very polite and helpful with my customers when they come to my shop to buy their items.
 2. I'm strong and I can spend many hours at sea. I catch a lot of fish and sell them in the market.
 3. I do a tough job. I have to start very early in the morning to feed my animals and water my plants and fruit trees.
 4. My job is very interesting. I spend long hours in the laboratory and do my experiments. I enjoy my work a lot.
 5. I do an art job on different occasions. For example, people ask me to take pictures when they have a wedding party.
-

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

You are going to hear **a story** about **"Jewelry shop theft"**
Listen and for each item, write a short answer (**not more than FOUR WORDS**).

At around midnight, Ali and I were walking back home from a supermarket. In the middle of the road, we noticed a suspicious move in front of a jewelry shop. We hid behind a car to see what was happening. There were three men trying to break the door of a jewelry shop. We wanted to stop them. So, I suggested to Ali that we should phone the police. He said "No" because he thought the thieves might escape before the police arrive. Ali said that it would be better if we throw some stones towards them so that the thieves would be scarred and run. However, the theft was very fast and the thieves could run away with the stolen jewelry before we could do anything. We felt sad and went home. I told my father about the story. He said that we needn't to worry because the police would catch the thieves. Fortunately, the street video cameras had recorded the thieves so the police could catch them easily. We felt very happy about that.

LISTENING 1 (5 marks)

	fisherman	photographer	footballer	shopkeeper	farmer	scientist
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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 marks)

GRM/ VCB 1 (2.5 marks)

6.	at around midnight (midnight)	1.	expens <u>ive</u>
7.	behind a car	2.	fact <u>s</u>
8.	three thieves	3.	protect <u>t</u>
9.	throw stones towards the thieves.	4.	men <u>u</u>
10.	the street video cameras.	5.	saf <u>e</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)

	already	any	at	he	the	some	to	will	would	yet
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 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 checked="" 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 checked="" 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 checked="" 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>near</u>	16.	<u>teeth</u>
12.	<u>them</u>	17.	<u>dangerous</u>
13.	<u>catch</u>	18.	<u>attack</u>
14.	<u>because</u>	19.	<u>cinema</u>
15.	<u>large</u>	20.	<u>scary</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 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 checked="" type="radio"/>	<input type="radio"/>	<input 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"/>

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

READING 2 (6 marks)						
5.	<input type="radio"/>	expensive	<input checked="" type="radio"/>	fast	<input type="radio"/>	slow
6.	<input checked="" type="radio"/>	relaxed	<input type="radio"/>	tired	<input type="radio"/>	worried
7.	<input type="radio"/>	bad	<input checked="" type="radio"/>	good	<input type="radio"/>	unhelpful
8.	<input checked="" type="radio"/>	can	<input type="radio"/>	can't	<input type="radio"/>	shouldn't
9.	<input type="radio"/>	less	<input checked="" type="radio"/>	more	<input type="radio"/>	no
10.	<input type="radio"/>	money	<input checked="" type="radio"/>	petrol	<input type="radio"/>	water

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><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</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>: EITHER Irrelevant (Completely unrelated to the task/ instructions) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR 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.