

**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: 10**

<b>TEST SCORES</b>	<b>LISTENING</b>	<b>10</b>	
	<b>GRM/VCB</b>	<b>10</b>	
	<b>READING</b>	<b>10</b>	
	<b>WRITING</b>	<b>10</b>	
	<b>TOTAL</b>	<b>40</b>	

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

**(5 marks)**

You are going to hear five people speaking. **what are those people's jobs ?**  
 Listen and for each item, shade in the bubble  under the correct option.

	nurse	teacher	Fisherman	waiter	tour guide	Diver
1.	<input type="radio"/>					
2.	<input type="radio"/>					
3.	<input type="radio"/>					
4.	<input type="radio"/>					
5.	<input type="radio"/>					

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

You are going to hear text about : "**Ahmad's visit**".

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

6. Where did Ahmed go for three days?

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7. How did he go to the hotel?

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8. When did he walk in the park?

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9. What did he buy for his family?

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10. What time did Ahmed's plane leave London?

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**LISTENING  
SCORE**

<b>10</b>

**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 **kit c h e n**.

1. ( **noun** ) a large fish that has a sharp teeth

e.g. Divers were attacked by a **sh** \_ \_ \_ .

2. ( **verb** ) to make a journey over a long distance

e.g. They always **tra** \_ \_ \_ to Muscat every week.

3. ( **adjective** ) being a long way from the top or surface

e.g. The bottom of the sea is very **d** \_ \_ \_ .

4. ( **adverb** ) at a fast speed

e.g. We are late, please walk **qui** \_ \_ \_ .

5. ( **verb** ) when water falls from the sky in small drops

e.g. It doesn't **r** \_ \_ \_ a lot in the desert.

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

**(2½ marks)**

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

Ali is a good boy. He has ( **6** ) ..... studying his lessons for two hours.  
He has already ( **7** ) .....two units. . He is ( **8** ) ..... to have  
a spelling test next week. If he gets high marks, his father ( **9** ) ..... buy  
him a nice present. He wants to be the ( **10** ) ..... student in the class. He  
also hopes to be a doctor in the future.

	would	best	will	studied	his	any	been	yet	going	Better
<b>6.</b>	<input type="radio"/>									
<b>7.</b>	<input type="radio"/>									
<b>8.</b>	<input type="radio"/>									
<b>9.</b>	<input type="radio"/>									
<b>10.</b>	<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**

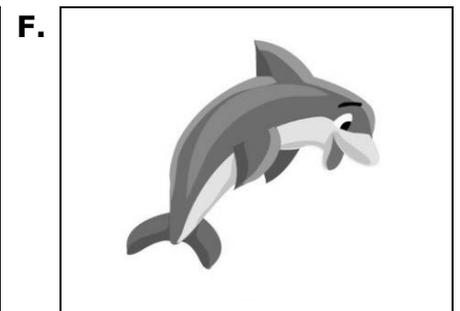
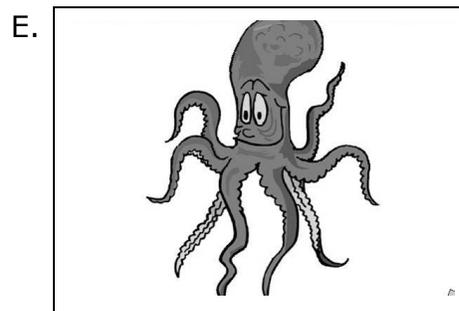
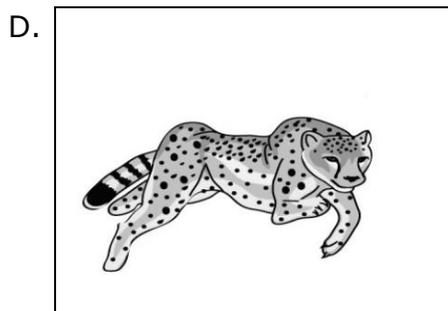
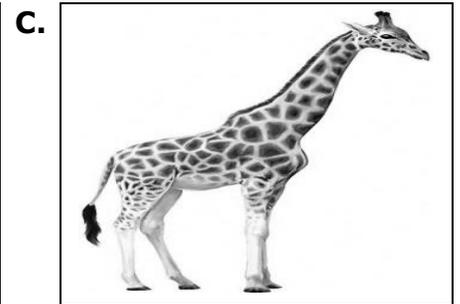
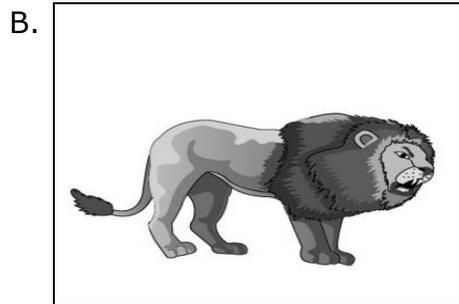
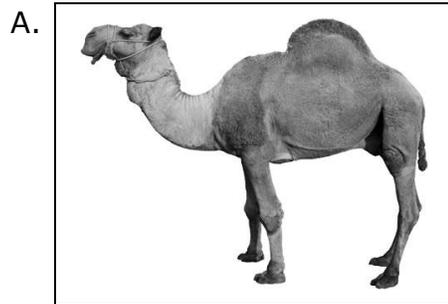
There are many sharks in the sea **(11) ne**\_\_\_\_\_ Oman. Some of **(12) th**\_\_\_\_\_ are very big. Omani fishermen like to **(13) cat**\_\_\_\_\_ sharks **(14) bec**\_\_\_\_\_ shark meat is good to eat. A shark's mouth is **(15) lar**\_\_\_\_\_ and it has many sharp **(16) te**\_\_\_\_\_. Sharks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

<b>GRM/VCB SCORE</b>	<b>10</b>

**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	A	B	C	D	E	F
1.	It lives in the sea. It makes wonderful shows and jumps in water. It is a friend to humans.	<input type="radio"/>					
2.	It is a very strong animal. All animals are afraid of him. It is called the " King of the Forest ".	<input type="radio"/>					
3.	This animal is tall. It lives in the desert. It can carry heavy things. It is called the " Ship of the Desert "	<input type="radio"/>					
4.	This animal is so fast. It is the fastest animal in the world. It is called the " Cleverest Hunter "	<input type="radio"/>					



**READING 2 (Items 5–10)****(6 marks)**

*Read the text. For each question, choose the correct answer:*

We get our knowledge about the world and our life from two sources: from experience and from books. Those two resources are both important, but which of them are more important?

Knowledge from books forms very important part of our knowledge. We learn knowledge from books to make our success and build our country. A student learns maths and scientific knowledge and become a scientist or engineer. We cannot learn without books. Moreover, we get knowledge about life and the world by reading books, magazines and newspapers. This is also very important, as we cannot experience everything by ourselves.

On the other hand, we cannot learn everything from books. "Experience is the best teacher" is an old say I agree with it. The most important and sometimes the hardest lessons we learn in life by taking part in situations. We learn how to deal with others or how to get self- respect from our experience, not from books.

Both learning sources, books and experience are very important to us. But in my opinion, knowledge from experience are more important, because without knowledge from experience it is impossible to get a real understanding of knowledge from books and how to use this knowledge to real world situations.

**READING 2 (cont'd)**

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

<b>5.</b>	Books and ..... are the main two sources of knowledge.					
	<input type="radio"/>	<b>school</b>	<input type="radio"/>	<b>college</b>	<input type="radio"/>	<b>experience</b>
<b>6.</b>	We get knowledge about the world and our ..... from two resources.					
	<input type="radio"/>	<b>life</b>	<input type="radio"/>	<b>lives</b>	<input type="radio"/>	<b>leaves</b>
<b>7.</b>	We cannot experience ..... by ourselves.					
	<input type="radio"/>	<b>anything</b>	<input type="radio"/>	<b>everything</b>	<input type="radio"/>	<b>something</b>
<b>8.</b>	Experience is the best .....					
	<input type="radio"/>	<b>learner</b>	<input type="radio"/>	<b>student</b>	<input type="radio"/>	<b>teacher</b>
<b>9.</b>	We learn in life by taking part in .....					
	<input type="radio"/>	<b>holidays</b>	<input type="radio"/>	<b>situations</b>	<input type="radio"/>	<b>games</b>
<b>10.</b>	Both learning sources are very ..... to us.					
	<input type="radio"/>	<b>important</b>	<input type="radio"/>	<b>unimportant</b>	<input type="radio"/>	<b>useless</b>

<b>READING SCORE</b>	<b>10</b>

**WRITING 1**

**(4 marks)**

Write a paragraph about "***The Great Oceans***". Use **ALL** the information in the box. Your writing should be **correct** and **well-organized**.

- 97% of our planet's water
- 300 and 500 million species
- Divers / new species
- The Atlantic Ocean / icebergs                      - more than 300 km wide
- The ocean bed / mountains, volcanoes and deep holes
- Deep ocean corals/ the oldest animals

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Marker A	Marker B	Average



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LISTENING 1 (5 mks)						
	nurse	teacher	Fisherman	waiter	tour guide	Diver
1.	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 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 mks)		GRM/ VCB 1 (2.5 mks)	
6.	To London	1.	<u>Shark</u>
7.	By taxi / He took a taxi	2.	<u>Travel</u>
8.	On Friday a afternoon	3.	<u>Deep</u>
9.	some souvenirs and presents	4.	<u>Quickly</u>
10.	At 10.30 / On Sunday evening	5.	<u>Rain</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)										
	would	best	will	studied	his	any	been	Yet	going	Better
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 checked="" 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 checked="" 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 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"/>

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

GRM/ VCB 3 (5 mks)			
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 mks)						
	A	B	C	D	E	F
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

READING 2 (6 mks)						
5.	<input type="radio"/>	school	<input type="radio"/>	college	<input checked="" type="radio"/>	experience
6.	<input checked="" type="radio"/>	life	<input type="radio"/>	lives	<input type="radio"/>	leaves
7.	<input type="radio"/>	anything	<input checked="" type="radio"/>	everything	<input type="radio"/>	something
8.	<input type="radio"/>	learner	<input type="radio"/>	student	<input checked="" type="radio"/>	teacher
9.	<input type="radio"/>	holidays	<input checked="" type="radio"/>	situations	<input type="radio"/>	adventures
10.	<input checked="" type="radio"/>	important	<input type="radio"/>	unimportant	<input type="radio"/>	useless

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

WRITING 1 (4 mks)	
4	<ul style="list-style-type: none"> <li>– Presents all the information, fully and clearly.</li> <li>– Writing is well-organised and coherent, with only minor language errors.</li> </ul>
3	<ul style="list-style-type: none"> <li>– Presents most of the information, clearly enough.</li> <li>– Writing contains some noticeable language errors and sometimes lacks coherence.</li> </ul>
2	<ul style="list-style-type: none"> <li>– Manages to present only some of the information; important points are missing or unclear.</li> <li>– Language contains frequent errors, some of which obscure meaning.</li> </ul>
1	<ul style="list-style-type: none"> <li>– A <u>very</u> feeble attempt at the task, presenting very little information.</li> <li>– Language used is extremely limited and/or seriously distorted.</li> </ul>
0	<p><u>No attempt at the task</u>: EITHER Irrelevant (Completely unrelated to the topic/ information provided) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR Complete nonsense</p>

**WRITING 2 (6 mks)**

<b>6</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader(s) is <u>very positive indeed</u>.</li> <li>– Writing clearly succeeds in achieving its purpose.</li> <li>– Uses language which is very appropriate to reader and context.</li> <li>– A good range of structures and vocabulary, with an excellent level of accuracy.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader(s) is <u>positive</u>.</li> <li>– Writing succeeds to a large extent in achieving its purpose.</li> <li>– Uses language which is appropriate to reader and context.</li> <li>– A fair range of structures and vocabulary, with a good level of accuracy.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader(s) is <u>fairly positive</u>.</li> <li>– Writing has reasonable success in achieving its purpose.</li> <li>– There are clear attempts to use language appropriate to reader and context.</li> <li>– Grammar and vocabulary are reasonably correct, though limited in range.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader(s) is <u>mixed</u>.</li> <li>– Writing has partially achieved its main purpose, <u>but</u>:</li> <li>– Some of the language used is inappropriate to reader and context.</li> <li>– There is a noticeable lack of accuracy in the use of grammar and vocabulary.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader(s) is <u>rather negative</u>.</li> <li>– Writing only has very limited success in achieving its purpose.</li> <li>– There is little evidence of attempts to use appropriate language.</li> <li>– Grammar/Vocabulary contain frequent serious errors.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>– Impact on intended readers(s) is <u>very negative</u>.</li> <li>– Writing clearly fails to achieve its intended purpose.</li> <li>– There is no evidence of any attempt to use appropriate language.</li> <li>– The language used is extremely limited and/or seriously distorted.</li> </ul>
<b>0</b>	<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/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 two marks** from the content-score.

**Note 2:** No marks should be awarded or deducted for the address. Any addresses should be ignored.

## Listening Scripts

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

**[5 marks]**

You are going to hear five people speaking. **what are those people's jobs ?**  
Listen and for each item, shade in the bubble  under the correct option.

1- Every day in the morning, I take my boat to the sea to catch some fish. Sometimes I catch a lot of fish and sometimes nothing.

2- I work in a big hospital. I always help ill people and give them medicine and injections. I also help doctors.

3- I serve people who come to the restaurant, where I work. I bring them food, drinks and desserts.

4- I show visitors around places of interest, such as towns and cities historical buildings, gardens, religious sites and museums.

5- I work at sea, rivers, lakes and canals. I dive under water. I enjoy seeing coral reefs and sea animals.

### **LISTENING 2 (Items 6-10)**

**[5 marks]**

You are going to hear text about: "**Ahmad's visit**".  
Listen and for each item, write a short answer (**not more than FOUR WORDS**).

Last summer, Ahmed went to London for three days. He left Oman on Thursday and arrived in London the next morning. He took a taxi to his hotel. After he washed and rested, He took a bus to the mosque and did Friday prayer. On Friday afternoon he walked in the park. On Friday evening Ahmad was tired, so he ate dinner in the hotel and went to bed early. On Saturday morning, Ahmed took a bus to The London Museum. He learned about the history of London. On Sunday morning, he walked to Oxford Street in order to buy some souvenirs and presents for his family. On Sunday evening, he took a taxi to the airport. His plane left London at 10.30 and arrived in Oman at 7.30 the next morning. Ahmed was so happy and enjoyed the visit a lot.