

ENGLISH LANGUAGE TEST

GRADE SEVEN

**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. Who are they talking to?
 Listen and for each item, shade in the bubble under the correct option.

zookeeper	teacher	baker	architect	policeman	doctor
-----------	---------	-------	-----------	-----------	--------

- | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 **Ali** talking about his **trip**.

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

6. Who did Ali go last month with ?

7. Where did they go first ?

8. What did they take from Dibba with them ?

9. How far is Khasab from Dibba ?

10. How did Ali feel about the trip ?

**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) not harmful

You should eat **heal**_ _ _ food if you want to have a strong body.

2. (noun) a collection of sheets

I read a nice **bo**_ _ about dolphins.

3. (verb) to have a very strong feeling of dislike/ don't like

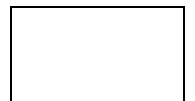
He **ha**_ _ _ eating cakes.

4. (adjective) having very little money.

He can't buy a house because he is very **p**_ _ _.

5. (verb) stayed alive after a difficult or dangerous situation.

Only few people **surv**_ _ _ _ the earth quick.



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.)

It was ⁽⁶⁾ _____ cold day ⁽⁷⁾ _____ September 1757. Four people
⁽⁸⁾ _____ walking through a great forest, near Lake Ontario. Two⁽⁹⁾ _____ the
travelers were white people - ⁽¹⁰⁾ _____ old man and a young women.

on	of	was	have	an	had	in	were	is	a
----	----	-----	------	----	-----	----	------	----	---

- | | | | | | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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

Dolphins are ⁽¹¹⁾ve___ intelligent and they ⁽¹²⁾se___ to be well loved by humans. They are able to ⁽¹³⁾fasc_____ us in a variety of ⁽¹⁴⁾wa___. They are ⁽¹⁵⁾cur_____ and they have been known to help ⁽¹⁶⁾peo_____ in many circumstances including rescues and with ⁽¹⁷⁾fis_____. There are 36 ⁽¹⁸⁾diff_____ species of dolphins that have been recognised. Dolphins are ⁽¹⁹⁾al___ found in Oman ⁽²⁰⁾espec_____ in Musandam.

--

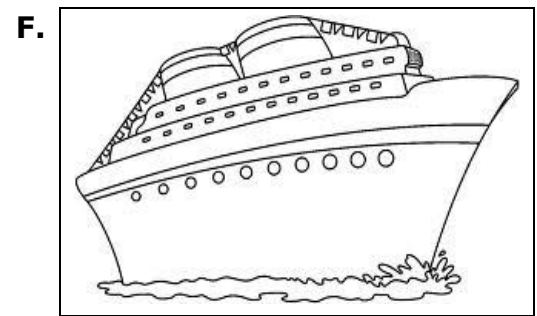
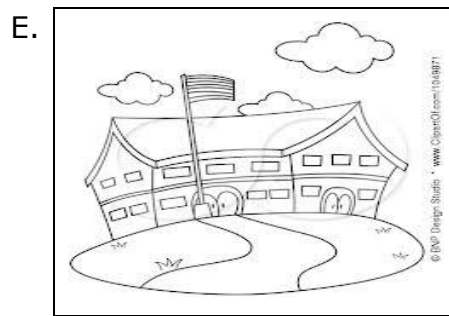
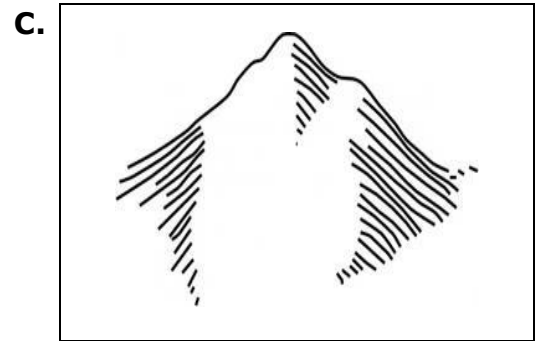
**GRM/VCB
SCORE**

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.



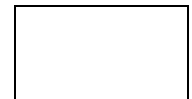
Pictures

Texts

1. It comes when we have heavy rain and it can kill animals and people. It sometimes destroys houses too.
2. It is very huge and deep. Small boats and large ships travel on it. Lots of creatures live in it.
3. We go to it five days a week to study different subjects. We meet our friends there and a lot of fun.
4. This place has lots of thick trees. Also, there you find different animals such as lions, tigers, wolves and big snakes.

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

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

Smoking is considered one of the increasing habits that spread in the world. Unfortunately, young people like to imitate their relatives or their stars and they pick up the smoking habit. This habit usually begins when boys try to experiment with every new thing that they can lay their hands on.

Many people argue that smoking has positives and negatives, but I believe that negatives are more than the positives. Maybe smoking can help some countries to increase their income as they have factories which make cigarettes or tobacco. For me, smoking should be banned at all cases because it causes lots of problems. It's so damging to your body. It makes you smell bad and it's rude to make others around you smell it. It's unhealthy because it causes lung cancer, loud coughing, heart attacks, etc...

I have never tried smoking and I will never do so. I advise all smokers to quit smoking as soon as possible before it's too late.

READING 2 (cont'd)

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

5. Smoking is found in _____.
- Oman only the world no where
6. Young people _____ smoking to imitate their relatives.
- quit stop start
7. One of the positives of smoking is increasing the _____ of some countries.
- problems income diseases
8. Smoking is _____ to your body.
- good bad useful
9. The writer _____ tried smoking.
- once twice never
10. The writer advises smokers to _____ smoking.
- stop Pick up continue

READING SCORE
10

LISTENING 1 (5 mks)						
	zookeeper	teacher	baker	architect	policeman	doctor
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 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"/>
5.	<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.

LISTENING 2 (5 mks)	GRM/ VCB 1 (2.5 mks)
6. friends	1. healthy
7. Sohar	2. book
8. lunch	3. hates
9. 110 kilometers	4. poor
10. very happy	5. survived

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)										
	on	of	was	have	an	had	in	were	is	a
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 checked="" type="radio"/>
7.	<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"/>
8.	<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"/>
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 type="radio"/>	<input checked="" 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)	
<p>11. <u>very</u></p> <p>12. <u>seem</u></p> <p>13. <u>fascinate</u></p> <p>14. <u>ways</u></p> <p>15. <u>curious</u></p>	<p>16. <u>people</u></p> <p>17. <u>fishing</u></p> <p>18. <u>different</u></p> <p>19. <u>also</u></p> <p>20. <u>especially</u></p>

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 type="radio"/>	<input checked="" 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"/> Oman <i>only</i>	<input checked="" type="radio"/> the world	<input type="radio"/> no where
6.	<input type="radio"/> quit	<input type="radio"/> stop	<input checked="" type="radio"/> start
7.	<input type="radio"/> problems	<input checked="" type="radio"/> income	<input type="radio"/> disease
8.	<input type="radio"/> good	<input checked="" type="radio"/> bad	<input type="radio"/> useful
9.	<input type="radio"/> once	<input type="radio"/> twice	<input checked="" type="radio"/> never
10.	<input checked="" type="radio"/> stop	<input type="radio"/> Pick up	<input type="radio"/> continue
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>			

WRITING 1 (4 mks)	
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 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>

ENGLISH LANGUAGE TEST

GRADE SEVEN

Semester Two

Second Session

2013/2014

Listening Scripts

Listening One

1. **Good morning. How are you? Could you please give me brown bread and cheese? How much are they?**
2. **I have high fever. I cough all the time and I can't sleep well since three days.**
3. **Sorry sir, I didn't do my homework. I was very sick yesterday and my father took me to the hospital.**
4. **Hi, where can we find the oryxes. We have been looking for them all over the zoo, but we couldn't find them.**
5. **I need you to draw me a map with four rooms, two bathrooms, a big hall and small kitchen.**

Listening Two

Last month, Ali went to Musandam with his friends. On Friday morning, we first drove to Sohar and then straight to the borders of the UAE. We were talking and making jokes all the way. When we entered the UAE, we decided to have our breakfast. We took the breakfast and had it by the sea. The scene was marvelous. Then we continued our trip until we reached Dibba which is one of Musandam's cities. There's only a mountains road to reach Khasab from Dibba. Therefore, we stopped to take our lunch and some other things with us. Khasab is about 110 kilometers from Dibba. We drove through the mountains and it was extremely an interesting experience for me. I enjoyed all the way and we had our lunch in the middle of the road. Later on, we reached Khasab and spent that night in one of the hotels there. The next day, we decided to have a voyage and saw lots of dolphins. I was very happy to have this trip and I'll repeat it very soon.