

ENGLISH LANGUAGE TEST

GRADE SEVEN

Semester Two

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.

mammoth	turtle	Blue whale	dodo	tiger	Oryx
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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"/> |

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

You are going to hear a story about **Salma**.

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

6. Who did Salma travel with?

7. Where did they go last year?

8. Who did they stay with?

9. What did they see on their way?

10. How long did they stay in Bahrain?

**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 big.

e.g. The blue whale is a **la** _ _ _ animal in the sea.

2. (verb) catch animals.

e.g. People **hu** _ _ elephants for their skin and tusks.

3. (noun) a place where you go to see the doctor.

e.g. Fatma! Are you sick? Why don't you go to the **hos** _ _ _ _ _?

4. (adj) loud voice and not quiet.

e.g. The class is very **no** _ _ _ . Please, stop talking.

5. (adj) known by everyone

e.g. Ibn Sinna was a **fam** _ _ _ physician.



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.)

Many animals are endangered of being extinct **(6)** _____ they are hunted. Another problem for animals is that they have nowhere to **(7)** _____. Many forests **(8)** _____ disappearing and many animals cannot find food or place to live. When we pollute the earth with rubbish or chemicals, lots of animals suffer and die. If we don't **(9)** _____ pollution, many animals **(10)** _____ disappear forever.

have	are	because	is	will	live	on	to	has	stop
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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! Myy name's Tameem and I'm a student at a
school in Salalah. I'm in Grade Six. My favourite subject is English."

TEXT

Let me introduce myself. My name is Ahmed and I **(11) a**_____ 15 years **(12)**
o_____. I **(13) wou**_____ like to tell you **(14) ab**_____ my favourite food. I like
fruits and **(15) veget**_____. For example, bananas, oranges **(16) a**_____
tomatoes. My mother always asks me to go **(17) sho**_____ and buy **(18) so**_____
fruit every day. I also go to buy pizza. I like **(19) ea**_____ pizza with my **(20)**
fam_____.

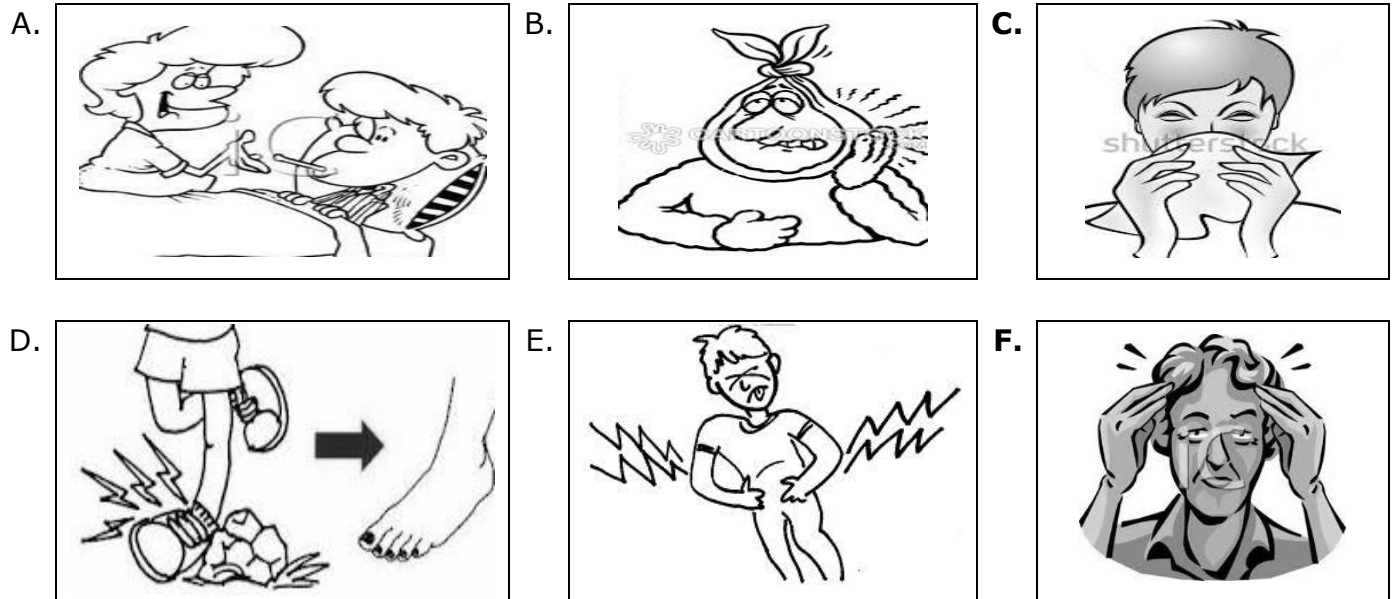
**GRM/VCB
SCORE**

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

A	B	C	D	E	F
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1. You can't open your mouth. If you have a pain like this you must go to the dentist and treat your tooth quickly.
2. Oh! I cannot stand up! I have a stomachache. I have to see the doctor and take the medicine. Please, Can you take me to the hospital?
3. Yesterday, I went with my friends to play football. While I was playing, I fell down. I had a swollen ankle.
4. I didn't sleep well last night because I was working on my computer. What should I do if I have a headache?

<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.***THE BEE**

I like bees. Bees live in a place that is called a hive. There are three kinds of bees: workers, drones, and queens. Only one queen bee can live in each hive. If she is lost or dead, the other bees will stop their work.

I have always watched bees and what they do. Bees are very wise and busy little creatures. They all join together to build cells of wax for their honey. Each bee takes its proper place, and does its own work. Some go out and gather honey from the flowers; others stay at home and work inside the hive.

The cells which they build are all of one shape and size, and no room is left between them. The cells are not round, but have six sides.

Did you ever look into a glass hive to see the bees while at work? It is pleasant to see how busy they always are.

But the drones do not work. Before winter comes, all the drones are driven from the hive so that they may not eat the honey which they did not gather.

It is not quite safe for children to handle bees. They have sharp stings that they use in their defense against any danger. I really like these busy creatures

READING 2 (cont'd)

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

5. _____ are not kind of bee.

Workers

Kings

Queens

6. _____ can live in a hive.

One queen

Two queens

Three queens

7. A cell hive has _____ sides.

four

five

six

8. Bees gather honey from _____.

the hive

flowers

leaves

9. _____ do not work.

Bees and drones

Bees

Drones

10. All drones are driven from the hive before _____.

autumn

winter

spring

**READING
SCORE**

10

WRITING 1

(4 marks)

Write a paragraph about an animal called **Arabian oryx**. Use **ALL** the information in the box. Your writing should be correct and well-organized.

The Arabian oryx

Long/straight horns

Skin/ white grass/ leaves/ trees

deserts/ mountains Jiddat Al Harasees

extinct stop/ shoot

Marker A	Marker B	Average

Grade Seven Listening Scripts (Items 1-10)

Listening 1: (Items 1-5)

- 1- This bird lived in the Indian Ocean. It had very small wings, but it couldn't fly.
- 2- This animal lives in the deserts. It is white and beautiful. It has got two very long straight horns. It is in Oman.
- 3- This animal is the largest mammal in the world. Its colour is blue. It's 30 meters long and lives in the Northern Pacific Ocean.
- 4- This animal was covered by its shells. It lives on the land and in the sea. Its colour green.
- 5- This was a huge animal. It has furry coat and long tusks. It looks like an elephant, but it is not an elephant.

Listening 2: (Items 6-10)

Salma is an active student in the class. She is among the ten top students in the class. Salma is a helpful girl. She always helps her friends and family whenever they ask.

Salma likes to travel with her family every summer. They have been to many wonderful places around the world. During the last two years Salma and her family didn't travel outside the Arabian Gulf Countries because of money reasons.

In 2012 Salma went with her family on holiday to Dubai. They had an amazing time and nice memories. The only thing that they didn't like in Dubai was the traffic jam as it took them a very long time to move from one place to another. However, the many attractions made Dubai one of famous holiday destinations in the world.

Last year Salma and her family decided to spend their holiday in Bahrain where they have relatives living there. Salma's aunt was waiting at Bahrain airport to pick them up to her house. Salma was very happy to stay with her aunt. On their way to her aunt's house they saw nice buildings and beaches. The city of Manama is very clean and quiet.

It was a great holiday where the families had the time to sit together. They spent one week in Bahrain and they enjoyed it so much.

LISTENING 1 (5 mks)						
	mammoth	turtle	Blue whale	dodo	tiger	Oryx
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 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"/>
5.	<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.

LISTENING 2 (5 mks)	GRM/ VCB 1 (2.5 mks)
6. Her family 7. They went to Bahrain 8. with their aunt 9. nice buildings and beaches 10. One week (seven days)	1. <u>large</u> 2. <u>hunt</u> 3. hos <u>pital</u> 4. no <u>isy</u> 5. fam <u>ous</u>
<i>Notes: One mark each. Complete accuracy in grammar and spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.</i>	<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i>

GRM/ VCB 2 (2.5 mks)										
	have	are	because	is	will	live	on	to	has	stop
6.	<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"/>
7.	<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"/>
8.	<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"/>
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 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)	
11. <u>am</u> 12. <u>old</u> 13. <u>would</u> 14. <u>about</u> 15. <u>vegetable</u>	16. <u>and</u> 17. <u>Shopping</u> 18. <u>some</u> 19. <u>eating</u> 20. <u>family</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 checked="" 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 type="radio"/>	<input checked="" type="radio"/>

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

READING 2 (6 mks)			
5.	<input type="radio"/> Workers	<input checked="" type="radio"/> kings	<input type="radio"/> Queens
6.	<input checked="" type="radio"/> One queen	<input type="radio"/> Two queens	<input type="radio"/> Three queens
7.	<input type="radio"/> four	<input type="radio"/> five	<input checked="" type="radio"/> six
8.	<input type="radio"/> The hive	<input checked="" type="radio"/> flowers	<input type="radio"/> leaves
9.	<input type="radio"/> Bees and drones	<input type="radio"/> bees	<input checked="" type="radio"/> drones
10.	<input type="radio"/> autumn	<input checked="" type="radio"/> winter	<input type="radio"/> spring

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

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>