

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're going to hear five people speaking. **What** are they?

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

Fisherman	Photographer	Footballer	Shopkeeper	Farmer	Scientist
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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're going to hear about **Peter's holiday in Oman**.

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

6. Which place did Peter visit first?

7. How did they go around in Muscat?

8. What did Peter like in Wahiba sands?

9. What type of food did he have on the yacht?

10. What did they explore in Musandam?

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10

**LISTENING
SCORE**

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. (verb) to combine two or more ingredients together
e.g. **M** _ _ the butter and the sugar together, then add some milk.

2. (noun) a list of all kinds of food that are there for a meal
e.g. The waiter gave me a **m** _ _ _ in English and another one in Arabic.

3. (adjective) without any dirt
e.g. We should protect our environment and keep it **cl** _ _ _.

4. (noun) a thing used for eating or serving food
e.g. My mother eats her meals with a **sp** _ _ _ but she never uses a fork.

5. (adjective) with thin edge or point and can cut easily
e.g. For safety, we should keep all **sha** _ _ things away from babies.



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.)

Naser and Hala know that looking after water ⁽⁶⁾ _____ very important. For example, Naser ⁽⁷⁾ _____ turns off taps and repairs them if they are dripping. He also has some ways to use less water. He ⁽⁸⁾ _____ wash his car with a hosepipe, but he uses a bucket. In the same way, Hala prefers not to use ⁽⁹⁾ _____ dishwasher, she usually washes the dishes ⁽¹⁰⁾ _____ hand.

- a after always by doesn't don't is in near which

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

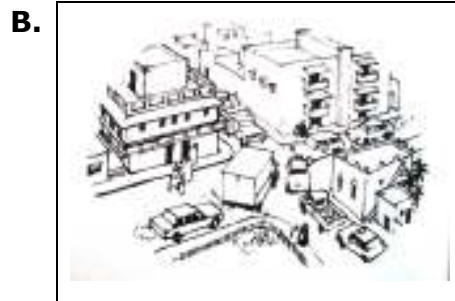
Alaska is a very (11) **co**_____ country. (12) **Dur**_____ winter, it is difficult to drive on roads. There is snow and (13) **i**_____ everywhere. The (14) **be**_____ way to go from one (15) **pl**_____ to another is by snowmobiles. (16) **Ma**_____ people use them because they are (17) **ea**_____ to drive. However, snowmobiles are (18) **mo**_____ dangerous than sledges because they (19) **a**_____ faster. That's why (20) **chil**_____ have to hold on tight and be careful.

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. The people in this part of Africa need water for themselves and their animals. They should also look for some food to eat.
2. Anna has had a road accident recently. She is discussing the issue with her husband to find out which mechanic they should consult.
3. John is inviting Jill and Jim to a dinner party. He needs to know what his friends would like to eat and drink.
4. Julia has celebrated her hundredth birthday and got many cards. She is having an interview for the BBC TV now.

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.

In the past the oceans were full of fish, but now the number of fish is less. This is because of overfishing. Overfishing happens when fishing company ships use nets, fishing methods and other equipment that catch too much fish. This also involves catching other sea animals.

In my opinion, it is a big problem that most of us don't know about. We don't hear about it. These fishing companies catch thousands of fish every day. Then they throw the ones they don't need. A lot of them die before they are back to water. Overfishing is dangerous because it destroys the environment of marine life. Marine life is amazing and balanced with millions of different types of fish and other sea animals. Scientists suggested that fishing companies should use big net mesh to reduce catching baby fish.

I strongly believe that we all have to do something to reduce overfishing. For example, we can tell people about it and we can help by eating less fish or buying the types that aren't endangered. Governments should also punish the fishing ships that catch too much fish.

READING 2 (cont'd)

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

5. Overfishing means that _____ catch too much fish.
 small fishing boats company ships fishermen with good methods
6. In the text, the writer thinks that we should _____ overfishing.
 know about like choose
7. Overfishing is a big problem because it kills thousands of fish and sea animals _____.
 weekly monthly daily
8. Marine life is _____ with different types of fish and other sea animals.
 endangered dangerous balanced
9. Scientists say that if fishing ships use nets with _____ holes, they reduce catching young fish.
 big small medium
10. The writer believes that _____ must do something to reduce overfishing.
 governments people people and governments

READING SCORE	
	10

LISTENING 1 (5 mks)						
	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 mks)	GRM/ VCB 1 (2.5 mks)
6. Muttrah suq	1. Mi <u>x</u>
7. (On the) big bus Muscat	2. me <u>nu</u>
8. Riding camels	3. cl <u>ean</u>
9. Sea food	4. sp <u>oon</u>
10. The mountains	5. sh <u>arp</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)										
	a	after	always	by	doesn't	don't	is	in	near	which
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 checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	<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"/>	<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. <u>cold</u>	16. <u>Many</u>
12. <u>During</u>	17. <u>easy</u>
13. <u>ice</u>	18. <u>more</u>
14. <u>best</u>	19. <u>are</u>
15. <u>place</u>	20. <u>children</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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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

READING 2 (6 mks)			
5.	<input type="radio"/> small fishing boats	<input checked="" type="radio"/> company ships	<input type="radio"/> fishermen with good methods
6.	<input checked="" type="radio"/> know about	<input type="radio"/> like	<input type="radio"/> choose
7.	<input type="radio"/> weekly	<input type="radio"/> monthly	<input checked="" type="radio"/> daily
8.	<input type="radio"/> endangered	<input type="radio"/> dangerous	<input checked="" type="radio"/> balanced
9.	<input checked="" type="radio"/> big	<input type="radio"/> small	<input type="radio"/> medium
10.	<input type="radio"/> governments	<input type="radio"/> people	<input checked="" type="radio"/> people and governments
<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	<i>No attempt at the task: 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</i>

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>: 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>
<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>	

ENGLISH LANGUAGE TEST

GRADE EIGHT

Semester Two, First Session

Listening Script

LISTENING 1 (Items 1-5)

(5 marks)

*You're going to hear five people speaking. **What** are they?*

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

- 1) I should be very polite and serve my customers when they come 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.**
- 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're going to hear about **Peter's holiday in Oman.***

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

Peter is a Canadian sportsman. He visited Oman last month and had a wonderful holiday. He arrived in Muscat on Monday. He stayed in Muscat for one day. In Muscat, he visited Muttrah suq. Then he went to see the two historic forts, Al Jalali and Mirany. The trip around Muscat was on the "Big Bus Muscat". The next day, he went to Wahiba sands. He liked riding the camels. He also learned about the life in the desert. He took a lot of photos. He returned to Muscat on Thursday and joined a group trip to Musandam on a beautiful yacht. He enjoyed the sea journey and the delicious sea food lunch on the yacht. When they reached Musandam, Peter was amazed by the view of the high mountains. There he joined a group of adventurers to explore the mountains. After three days he returned to Muscat on the same yacht. When Peter returned to Canada, he told his friends about his exciting visit to Oman.

(171 words)