

ENGLISH LANGUAGE TEST**GRADE EIGHT****Semester Two
Second Session**

Name			
School		Class	

Write your answers on the Test Paper**Time: ٢ hours****Pages: ١٠**

TEST SCORES	LISTENING	١٠	
	GRM/VCB	١٠	
	READING	١٠	
	WRITING	١٠	
	TOTAL	٤٠	

LISTENING 1 (Items 1-5)

(5 marks)

You're going to hear five people speaking. Where are they talking?
Listen and for each item, shade in the bubble under the correct option.

Classroom	tuk tuk	restaurant	ship	plane	hospital
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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're going to hear a story about a French old woman.

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

6. Where did the French woman live ?

7. Who did send the letter to her?

8. Why did she cry when reading the letter?

9. Why did she sell her books?

10. What did John and the woman sell to get a lot of money?

**LISTENING
SCORE**

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10

GRAMMAR/VOCABULARY ١ (Items ١-٥)**(٢½ marks)**

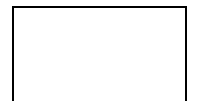
For each item, read the definition and the example.

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**.

١. (Verb) to go from one place to another.
e.g. We always **tr** _ _ _ _ by train.
٢. (Noun) a large area of salt water.
e.g. Blue whales live at the bottom of the **oc** _ _ _ .
٣. (adjective) not sad.
e.g. You will be **ha** _ _ _ to know that Ahmed is coming with us.
٤. (Noun) a person who fly and control the plane.
e.g. The **pi** _ _ _ talked to the passengers in the plane.
٥. (adjective) very big
e.g. The white shark is really a very **hu** _ _ animal.



GRAMMAR/VOCABULARY 2 (Items 6-10)

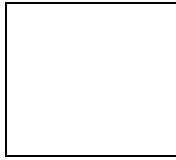
(2½ marks)

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

Nasser is a 10 years old boy ^(٦) _____ suffers from diabetes. He can't eat sweets and food that contains sugar. His disease began five years ^(٧) _____. He ^(٨) _____ overweight when he was a child. His parents used to ^(٩) _____ bad eating habits. They have ^(١٠) _____ travelling to many countries since 2012 to search for medicine. Doctors said he must follow a special diet to control his weight.

have	been	who	has	did	since	was	were	ago	is
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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! 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

Sherlock Holmes was one (11) **o**_____ the (12) **gre**_____ fictional detective. He was created by a British (13) **aut**_____. He was a tall man with short, dark hair. His (14) **bo**_____ was weak and (15) **unhe**_____. He was very clever and was (16) **fam**_____ for solving (17) **myst**_____ using logic and careful (18) **obser**_____. He normally (19) **enj**_____ solving puzzles and liked (20) **rea**_____ poetry.

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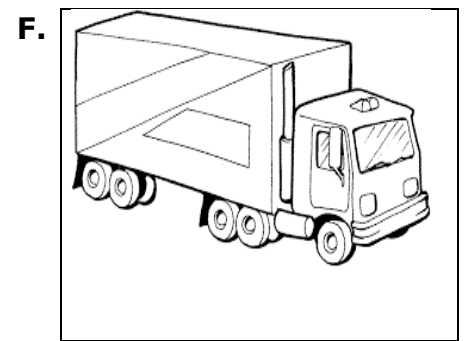
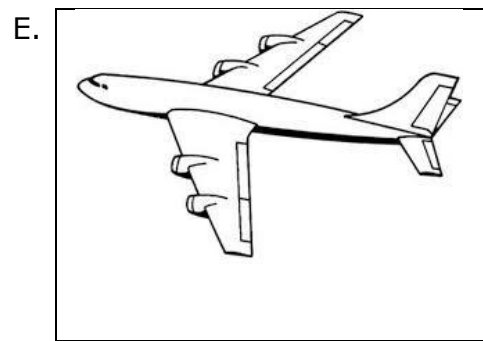
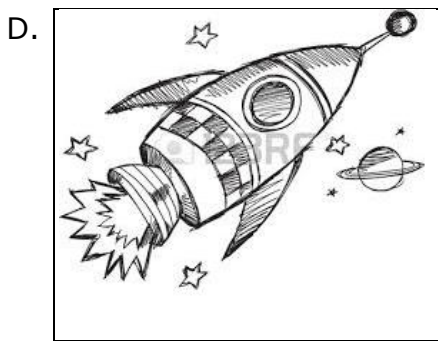
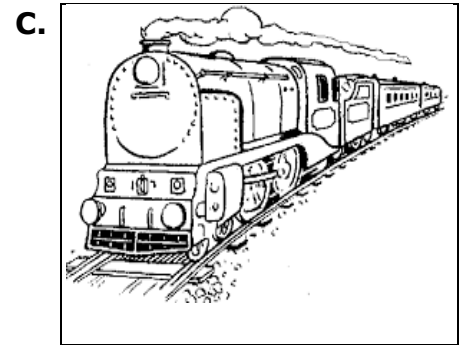
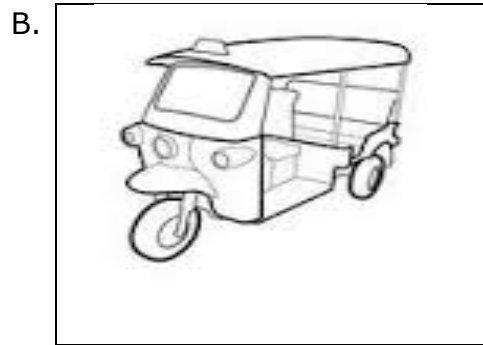
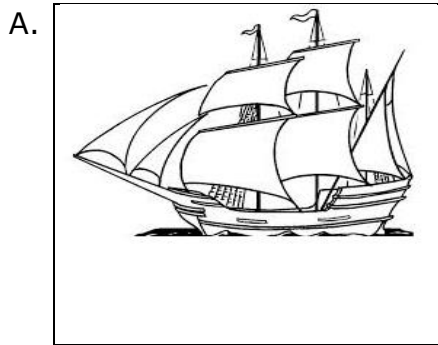
**GRM/VCB
SCORE**

10

READING \ (Items ١-٤)

(٤ marks)

Match the texts with the pictures. For each text, shade in the bubble under the correct option.



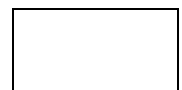
Pictures

Texts

A	B	C	D	E	F
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١. It can carry hundreds of people at the same time on air. It is fast and can move between countries very quickly.
٢. It can carry people and goods on wheeled containers. It can be very long and it moves on railway.
٣. It can carry people and goods on water. In the old days, most of them used wind-power to sail across seas.
٤. It can carry people to discover space and other planets. In the future, people can use them to visit Mars and the moon.

<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 9-10)**(6 marks)**

Read the text. Then complete the task.

Reducing the risk of diabetes

Keeping good health is important in people's lives. However, this is not easy. People need to think about their eating habits in order to keep their bodies healthy. For example, eating a lot of food which include sugar can be harmful to them. So, people who have diabetes have to control sugar level in their bodies. Some of them can do that by following certain diet programs.

On the other hand, some people think that diet programs are not the only solution. Having only diet control to manage diabetes will not be enough. Therefore, they suggest that people need to do exercises and follow a diet at the same time. Exercises and food control can definitely reduce the risk of diabetes. This means that people can eat food they like but they have to do exercises in order to keep healthy. For example, children who have diabetes can eat some sweets but involving them in sports would balance the sugar level in their bodies.

READING 2 (cont'd)

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

1. Keeping good health is not

- easy difficult different

2. One of the solutions to control sugar level in people's bodies is

- Drinking water sleeping Following diet programs

3. Having only diet control will not be

- useful enough important

4. Doing exercises can be solution to keep people healthy.

- another the only the worst

5. Peoplemake a balance between eating food and doing exercises in order to keep healthy.

- Shouldn't Should don't have

6.means having a high level of sugar in the blood.

- Overweight Diet Diabetes

READING SCORE
10

Al-Dhahira

٢٠١٤/٢٠١٥

ENGLISH LANGUAGE TEST**GRADE EIGHT****Semester Two
Second Session****Listening script ١**

١. Hi Ahmed, what are you doing here? Oh, I am sick. I have diabetes. Now, I came here for checking only.
٢. Fatema, how is the food? Do you like it? Oh I like eating here. It is delicious. Thank you so much.
٣. It is very comfortable. I like using flights when travelling to other countries. You are sitting and everything handing to you.
٤. Good morning my students. Today, we are going to finish the last unit in the book. So please be ready for the final exam.
٥. It is very interesting. I would like to travel in it. I can't imagine a cabin with three wheels. It is very traditional in some countries.

Listening script ٢

In ١٩٣٩ a French woman lived in a small flat in Paris. One day, she got a letter from her brother in Africa. She cried a lot because she didn't see him long time ago. She put the letter in a book and forgot it. In ١٩٧٧ she sold many of her books to a bookshop because nobody read them for long time. A boy, his name was John, bought that book after two years. Fortunately, He found that letter inside the book while he was reading. John read the address on the envelope. He went to the address and gave the letter to the old woman. She was very happy because her brother's letter returned back again. Later, John told her about the stamp on that letter that it is very precious. The old woman and the boy went to a stamp collector. He looked at the stamp and gave them a lot of money for that stamp.

LISTENING ١ (٥ mks)						
	classroom	tuk-tuk	restaurant	ship	plane	hospital
١.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
٢.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
٣.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
٤.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
٥.	<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 ٢ (٥ mks)	GRM/ VCB ١ (٢.٥ mks)
٦. France/ Paris	١. travel
٧. Her brother	٢. ocean
٨. She didn't see her brother for long time	٣. happy
٩. Nobody read them	٤. pilot
١٠. stamp	٥. huge

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 (2,0 mks)										
	have	been	who	has	did	since	was	were	ago	is
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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" 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 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 (0 mks)	
11. <u>of</u> 12. <u>greatest</u> 13. <u>author</u> 14. <u>body</u> 15. un <u>healthy</u>	16. <u>famous</u> 17. <u>mysterious</u> 18. <u>observation</u> 19. <u>enjoyed</u> 20. <u>reading</u>

Notes: Half-a-mark each. Spelling must be correct, including grammatical endings.

READING 1 (1 mks)						
	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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input 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"/> easy	<input checked="" type="radio"/> difficult	<input type="radio"/> different
6.	<input type="radio"/> drinking water	<input type="radio"/> sleeping	<input checked="" type="radio"/> following diet programs
7.	<input type="radio"/> useful	<input checked="" type="radio"/> enough	<input type="radio"/> important
8.	<input checked="" type="radio"/> another	<input type="radio"/> the only	<input type="radio"/> the worst
9.	<input type="radio"/> shouldn't	<input checked="" type="radio"/> should	<input type="radio"/> don't have
10.	<input type="radio"/> overweight	<input type="radio"/> diet	<input checked="" type="radio"/> diabetes

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>
<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>	