

ENGLISH LANGUAGE TEST

GRADE EIGHT

Semester Two

First 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. What are they talking about?
 Listen and for each item, shade in the bubble under the correct option.

sharks	crimes	trains	diabetes	tea	space
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1.

2.

3.

4.

5.

LISTENING ٢ (Items ٦-١٠)

(٥ marks)

You're going to hear **a story** about **Jewellery shop theft**.

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

٦. When did the theft happen?

٧. Where did the two brothers hide when they saw the thieves?

٨. How many thieves could the two brothers see?

٩. What did Ali suggest to scare the thieves?

١٠. What had recorded the thieves?

**LISTENING
SCORE**

١٠

GRAMMAR/VOCABULARY (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 run away from a place or dangerous situation.

e.g. It is very difficult for criminals to **esc** _ _ _ from the prison.

2. (noun) a strong hard hat that covers and protect the head.

e.g. it is advised to wear a **hel** _ _ _ before you ride your motorbike.

3. (adjective) very hungry.

e.g. I have not eaten for the whole day. I am really **sta** _ _ _ _ _.

4. (verb) to show that an event or occasion is important by doing something special or enjoyable

e.g. next week, we will **cele** _ _ _ _ _ the national day in the school.

5. (noun) a list of the food that you can eat in a restaurant.

e.g. Waiter!. Can you please bring the **me** _ _ ?

GRAMMAR/VOCABULARY ٢ (Items ٦-١٠)

(٢½ marks)

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

I have not decided (٦)_____ what to do in summer holiday. However, it
 (٧)_____ be a great idea if I can go to Salalah with my family. Now, I am fifteen
 years old and I have not been there (٨)_____ ٢٠٠٥. I am going to (٩)_____
 my father about this idea. I hope that he does not have (١٠)_____ work to do at
 that time. Until then, I think I have to get back to study for final exams.

must	in	tell	since	yet	some	any	told	may	already
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٦.	<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"/>
٧.	<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"/>
٨.	<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"/>
٩.	<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"/>
١٠.	<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 ٣ (Items ١١-٢٠)**(٥ 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

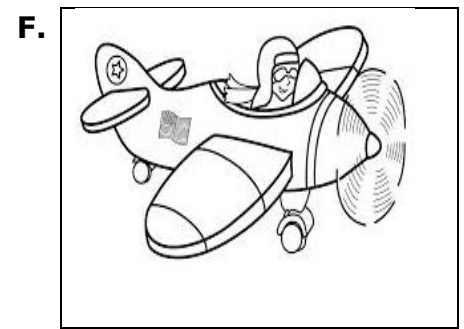
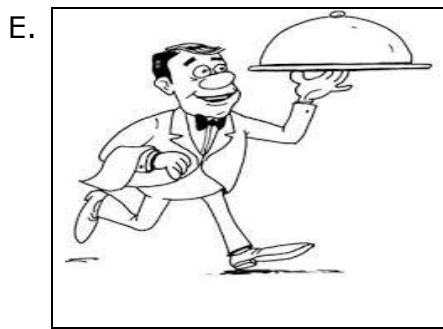
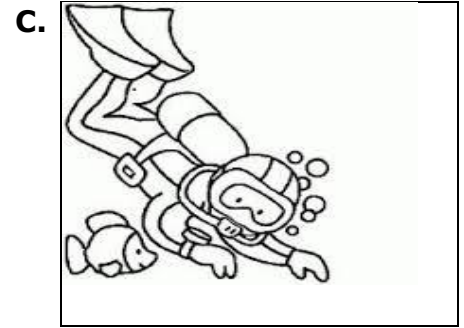
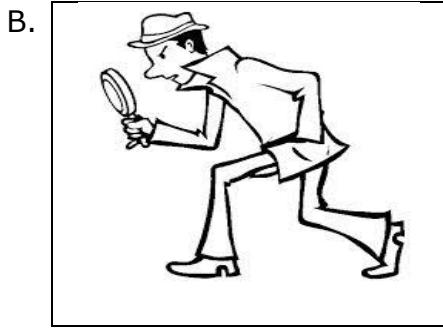
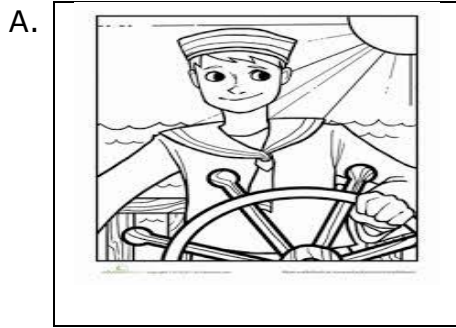
I've (')**be**___ travelling to different countries since I (')**joi**___ this company. The company (')**pa**___ for all travel costs including flight (')**tic**___ , food and accommodation. However, during my travels, I use different (')**ty**___ of transportation to (')**mo**___ from a place to (')**ano**___. I usually (')**ta**___ a taxi or the (')**sub**___ train to go from and to the hotels. However, I like (')**wor**___ in this company.

**GRM/VCB
SCORE**

READING ١ (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. I like diving in deep waters to see different kinds of creatures. In fact it is a different world there.
٢. I like serving food to customers in restaurants. It is a good chance to know the favorite dishes of people.
٣. I like my job because I work with the police to catch thieves and criminals. I like also to keep my country a safe place.
٤. I like working on ships. I carry goods on ships to different parts of the world. It is also interesting to visit different ports.

<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)**(16 marks)**

Read the text. Then complete the task.

Parents have different opinions about reading scary stories to their children. A lot of the parents think that reading these stories for children can be a real danger. They think that these stories can make children afraid of darkness and cause problems in their sleeping. After reading scary stories, children refuse to sleep alone and sometimes scream and cry while they are sleeping. Therefore, parents try to protect their children by making sure that the stories they read to their children are not scary at all.

However, scientists think that scary stories have a lot of fun to children. Sometimes they are not only entertaining, but also help children to explore their feelings. It looks impossible to stop children from reading or listening to such stories. They will grow up and certainly read scary stories at some points of their lives. They think also that if children are stopped from reading scary stories at home, they may read them somewhere else. They also say that some television programs such as cartoons have some scary pictures. Children also sometimes listen to such stories from their friends in the playgrounds or at schools. Therefore, parents should read different kinds of stories for children because scary stories are a natural part of children's life.

READING 2 (cont'd)

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

- 1. Most parents think that scary stories are
 funny different dangerous

- 2. Scary stories make children feel scared of..... .
 parents darkness reading

- 3. To protect them, parents..... read scary stories to their children.
 never sometimes always

- 4. Scientists say that scary stories can be for children.
 boring entertaining dangerous

- 5. Children can read and listen to scary stories..... .
 only at home only at school almost anywhere

- 6. Scientists say that parentsread scary stories for their children.
 should shouldn't never

READING SCORE
10

Transcript- Listening 1

1. Salim is suffering from that disease. He was told to avoid eating food that contains a lot of sugar such as sweets and cakes and to do exercises daily.
2. Many people die each year because of the attack of this kind of dangerous fish. However, not all of their attacks result in death.
3. It is a practical way of transport especially in crowded cities. Moreover, it is cheaper than driving our own cars.
4. Millions of cups of this kind of drink are drunk each day. Some people prefer to have it hot while others like to drink it cold.
5. It contains millions of stars and planets. Travelling there to the moon, Mars, and other planets is a dream for many people.

Transcript- Listening 2

At around midnight, Ali and I were walking back home from a supermarket. In the middle of the road, we noticed a suspicious move in front of a jewellery shop. We hid behind a car to see what was happening. There were three men trying to break the door of a jewelry shop. We wanted to stop them. So, I suggested to Ali that we should phone the police. He said "No" because he thought the thieves might escape before the police arrive. Ali said that it would be better if we throw stones toward them so that the thieves would be scarred and run. However, the theft was very fast and the thieves could run away with the stolen jewellery before we could do anything. We felt sad and went home. I told my father about the story. He said that we need not worry and the police would catch the thieves. Fortunately, the street video cameras had recorded the thieves so the police could catch them easily. We felt very happy about that.

LISTENING ١ (٥ mks)						
	sharks	crimes	trains	diabetes	tea	space
١.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
٢.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
٣.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
٤.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
٥.	<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 ٢ (٥ mks)	GRM/ VCB ١ (٢.٥ mks)
٦. around midnight (midnight)	١. esc <u>ape</u>
٧. behind a car	٢. hel <u>met</u>
٨. three men / three thieves	٣. star <u>ving</u>
٩. to throw stones / throw stones	٤. cele <u>brate</u>
١٠. street video cameras/ videos cameras	٥. me <u>nu</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 (2,0 mks)										
	must	in	tell	since	yet	some	any	told	may	already
6.	<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"/>
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 checked="" 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 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 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"/>

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

GRM/ VCB 3 (0 mks)	
11. be <u>en</u>	16. mo <u>ve</u>
12. jo <u>ined</u>	17. ano <u>ther</u>
13. pa <u>ys</u>	18. ta <u>ke</u>
14. tic <u>kets</u>	19. sub <u>way</u>
15. ty <u>pes</u>	20. wor <u>king</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 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 checked="" type="radio"/>	<input 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"/>

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

READING 2 (6 mks)			
5.	<input type="radio"/> funny	<input type="radio"/> different	<input checked="" type="radio"/> dangerous
6.	<input type="radio"/> parents	<input checked="" type="radio"/> darkness	<input type="radio"/> reading
7.	<input checked="" type="radio"/> never	<input type="radio"/> sometimes	<input type="radio"/> always
8.	<input type="radio"/> boring	<input checked="" type="radio"/> entertaining	<input type="radio"/> dangerous
9.	<input type="radio"/> only at home	<input type="radio"/> only at school	<input checked="" type="radio"/> almost everywhere
10.	<input type="radio"/> should not	<input checked="" type="radio"/> should	<input type="radio"/> must

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 (1 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>	