

**ENGLISH LANGUAGE TEST**

**GRADE EIGHT**

**Semester One**

**Session**

<b>Name</b>			
<b>School</b>		<b>Class</b>	

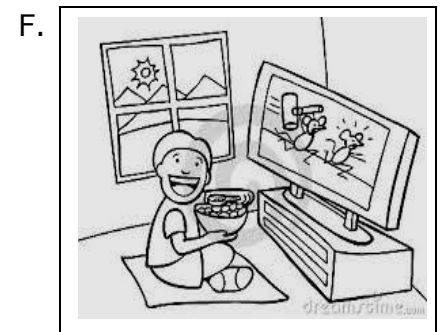
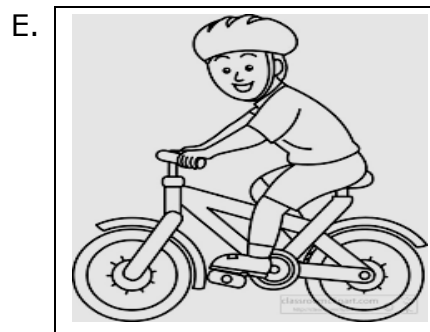
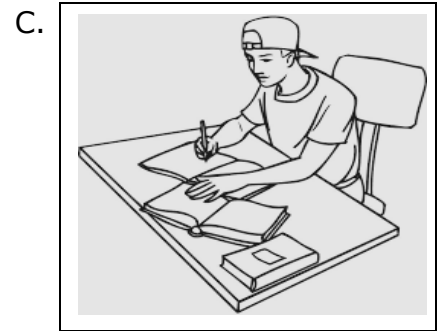
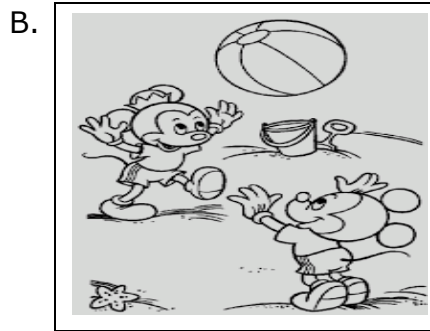
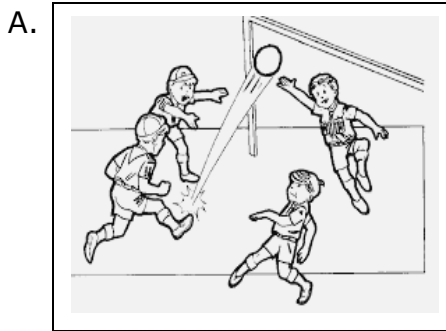
**Write your answers on the Test Paper**  
**Time: 2 hours**                      **Pages: 9**

<b>TEST SCORES</b>	<b>LISTENING</b>	<b>10</b>	
	<b>GRM/VCB</b>	<b>10</b>	
	<b>READING</b>	<b>10</b>	
	<b>WRITING</b>	<b>10</b>	
	<b>TOTAL</b>	<b>40</b>	

**LISTENING 1 (Items 1-5)**

**(5 marks)**

You are going to hear five short texts about some activities. Match the pictures with the texts. For each text, shade in the bubble  under the correct option.



**Pictures**

Text	A	B	C	D	E	F
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 talk about **mountain gorillas**.

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

6. The largest number of mountain gorillas lives in \_\_\_\_\_.
- Asia                       Africa                       Europe
7. Gorillas' fur protects them from \_\_\_\_\_.
- heat of the sun               cold weather               other animals
8. Because of humans, gorillas usually live in \_\_\_\_\_ conditions.
- unsafe                       comfortable               peaceful
9. Mountain gorillas feed on \_\_\_\_\_.
- fish                       insects                       wild fruit
10. Newborn gorillas are \_\_\_\_\_.
- very small                       brown in colour               huge

**LISTENING  
SCORE**

<b>10</b>

**GRAMMAR/VOCABULARY 1 (Items 1–5)**

**(2½ marks)**

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

Dear friends of "Save the White Tiger Fund",  
 Thank you for your generous donations that helped us open a new <sup>(1)</sup> \_\_\_\_\_ park in India to protect white tigers left there. <sup>(2)</sup> \_\_\_\_\_, white tigers are still endangered, and we need your help again. But this time in Pakistan where about 7,000 white tigers <sup>(3)</sup> \_\_\_\_\_ in the wild. The situation in Pakistan is especially <sup>(4)</sup> \_\_\_\_\_. Experts believe that by 2020, white tigers in Pakistan will be <sup>(5)</sup> \_\_\_\_\_ because of hunting.

- |                                   |                                     |                                   |
|-----------------------------------|-------------------------------------|-----------------------------------|
| 1. <input type="radio"/> research | <input type="radio"/> wildlife      | <input type="radio"/> craft       |
| 2. <input type="radio"/> Suddenly | <input type="radio"/> Unfortunately | <input type="radio"/> Fortunately |
| 3. <input type="radio"/> exist    | <input type="radio"/> eat           | <input type="radio"/> Play        |
| 4. <input type="radio"/> safe     | <input type="radio"/> fine          | <input type="radio"/> dangerous   |
| 5. <input type="radio"/> extinct  | <input type="radio"/> sick          | <input type="radio"/> Angry       |

**GRAMMAR/VOCABULARY 2 (Items 6–10)**

**(2½ marks)**

Complete each sentence with **ONE** word only.

6. All the mistakes \_\_\_\_\_ corrected by the teacher yesterday.
7. My little sister used \_\_\_\_\_ watch Tom and Jerry.
8. Maths is more difficult \_\_\_\_\_ History.
9. If I don't pass the exam, my teacher \_\_\_\_\_ be sad.
10. \_\_\_\_\_ you cleaned your room yet?

**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**

Speaker A: <sup>(11)</sup> **C**\_\_\_ I help you?

Speaker B: I'd like to reserve a <sup>(12)</sup> **tic**\_\_\_\_\_ to Dubai next <sup>(13)</sup> **we**\_\_\_\_\_.

Speaker A: <sup>(14)</sup> **Wh**\_\_\_\_\_ are you <sup>(15)</sup> **plan**\_\_\_\_\_ to travel?

Speaker B: On March 12.

Speaker A: There are three <sup>(16)</sup> **fli**\_\_\_\_\_ to Dubai on that day.

Speaker B: I'd like to get there early <sup>(17)</sup> **i**\_\_\_ the morning.

Speaker A: Are you <sup>(18)</sup> **go**\_\_\_\_\_ to travel first class <sup>(19)</sup> **o**\_\_\_ economy?

Speaker B: Economy, <sup>(20)</sup> **ple**\_\_\_\_\_. How much is it?

Speaker A: 100 rials.

**GRM/VCB  
SCORE**

**10**

**READING 1 (Items 1–4)**

**(4 marks)**

Match the four texts on the left with the texts in the box. Shade in the bubble  under the correct option.

- 1. Some teenagers spend a lot of their free time playing computer games.
- 2. White sharks, one of the most dangerous animals on earth, kill hundreds of people every year.
- 3. In the 9<sup>th</sup> century, Abbas Ibn Firnas was the first person to build a flying machine and fly.
- 4. Oman is the land of hospitality and natural beauty.

<b>A.</b> Unfortunately, he fell and hurt his back.
<b>B.</b> But, in fact, everyone there gave me a very nice welcome, and I soon felt very much at home.
<b>C.</b> This makes them forget about their study and become lazy.
<b>D.</b> However, their main food is fish, tuna and dolphins.
<b>E.</b> As a result, there are large red warning signs all along the beach.
<b>F.</b> Every year about three million visitors visit different regions especially Dhofar and Musandam.

A	B	C	D	E	F
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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"/>

**READING 2 (Items 5–10)****(6 marks)**

*Read the text. Then complete the task.*

17 April 2015

Dear Mr. Sultan,

This semester our grade 8 at Tea Tree Primary School is focusing on the environment and recycling. We are learning as much as possible about environmental problems and how we can help by "being green".

Our teacher told us that you have extra cardboard boxes at your company's store, and we are hoping you will agree to offer these to our school. We are also working on a whole-school art project in which we create the entire contents of a classroom from recycled materials. This includes chairs, tables, shelves, a teacher's desk and even a computer! We are enjoying it very much. Some students have even been volunteering to work on the project during lunchtimes.

Once the room is finished we will have an exhibition for parents and group of people to come and see the recycled classroom, and we promise to send you an invitation. We hope that the public will be encouraged to think about how they can do more for the environment.

We would very much like you to be involved and hope that you will agree to contribute.

Yours sincerely,  
Alex Harrison

**READING 2 (continued)**

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

5. Who wrote the letter?

\_\_\_\_\_

6. When did he write it?

\_\_\_\_\_

7. What are the students learning about?

\_\_\_\_\_

8. What are the students asking Mr. Sultan for?

To offer them \_\_\_\_\_

9. What kind of project are they working on?

\_\_\_\_\_

10. What will the students do when the room is finished?

They will have \_\_\_\_\_

**READING  
SCORE**

<b>10</b>



**WRITING 1**

**(5 marks)**

*Write at least **60 words** on the following topic:*

**“Is life in a village better than city life?”**

-What do you think? Give your reasons.

*Your writing should be **well-organized** and **interesting**.*

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Marker A	Marker B	Average

**WRITING 2**

**[5 marks]**

Complete the following task. Write at least **60 words**.

**“Write a story about the best place you ever went to.  
Why did you like it so much?”**

Your writing should be ***lively*** and ***interesting***.

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Marker A	Marker B	Average

**WRITING  
SCORE**

<b>10</b>

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LISTENING 1 (5 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"/>
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)			
6.	<input type="radio"/> Asia	<input checked="" type="radio"/> Africa	<input type="radio"/> Europe
7.	<input type="radio"/> heat of the sun	<input checked="" type="radio"/> cold weather	<input type="radio"/> other animals
8.	<input checked="" type="radio"/> unsafe	<input type="radio"/> comfortable	<input type="radio"/> peaceful
9.	<input type="radio"/> fish	<input type="radio"/> insects	<input checked="" type="radio"/> wild fruit
10.	<input checked="" type="radio"/> very small	<input type="radio"/> brown in colour	<input type="radio"/> huge

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

GRM/ VCB 1 (2.5 mks)			
1.	<input type="radio"/> research	<input checked="" type="radio"/> wildlife	<input type="radio"/> craft
2.	<input type="radio"/> Suddenly	<input checked="" type="radio"/> Unfortunately	<input type="radio"/> Fortunately
3.	<input checked="" type="radio"/> exist	<input type="radio"/> eat	<input type="radio"/> play
4.	<input type="radio"/> safe	<input type="radio"/> fine	<input checked="" type="radio"/> dangerous
5.	<input checked="" type="radio"/> extinct	<input type="radio"/> sick	<input type="radio"/> angry

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

GRM/ VCB 2 (2.5 mks)	GRM/ VCB 3 (5 mks)	
6. Were 7. to 8. than 9. will 10. Have	11. <u>Can</u> 12. tic <u>ket</u> 13. we <u>ek</u> 14. Whe <u>n</u> 15. plan <u>ning</u>	16. fli <u>ghts</u> 17. <u>in</u> 18. go <u>ing</u> 19. <u>or</u> 20. ple <u>ase</u>
<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i>	<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct, including grammatical endings.</i>	

READING 1 (4 mks)	READING 2 (6 mks)																																			
<table border="0"> <tr> <td></td> <td style="text-align: center;">A</td> <td style="text-align: center;">B</td> <td style="text-align: center;">C</td> <td style="text-align: center;">D</td> <td style="text-align: center;">E</td> <td style="text-align: center;">F</td> </tr> <tr> <td>1.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>2.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>3.</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>4.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> </tr> </table>		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 checked="" 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 type="radio"/>	<input checked="" type="radio"/>	5. Alex Harrison 6. On 17 April 2015 7. Environmental problems 8. extra cardboard boxes 9. An art project 10. an exhibition
	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 checked="" 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 type="radio"/>	<input checked="" type="radio"/>																														
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>	<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>																																			

<b>WRITING 1 (5 mks)</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>– Discusses the topic in a lively, interesting way, making effective use of supporting arguments.</li> <li>– The points made by the writer are logically organised and very clear.</li> <li>– Makes use of a fair range of structures and vocabulary, with a good level of accuracy.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>– Discusses the topic reasonably well, but use of supporting arguments is not fully effective.</li> <li>– The points made by the writer are reasonably well organized and mostly clear.</li> <li>– Use of grammar and vocabulary is reasonably correct, though rather limited in range.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>– Expresses opinions with some use of supporting arguments, but only in a limited way.</li> <li>– The writer makes an attempt to organise his/her points, but this is only partly effective.</li> <li>– There is a noticeable lack of accuracy in the use of grammar and vocabulary.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>– Makes an attempt to discuss the topic, but the result is unconvincing and clearly inadequate.</li> <li>– Weak organization makes it difficult to follow the points being made by the writer.</li> <li>– Grammar and vocabulary contain frequent serious errors.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>– A <u>very</u> feeble attempt to discuss the topic. Very little relevant content.</li> <li>– The points made by the writer are confused and disjointed.</li> <li>– The language used is extremely limited and/or seriously distorted.</li> </ul>
<b>0</b>	<u>No attempt at the task</u> : <u>EITHER</u> Irrelevant (Completely unrelated to the topic) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense

<b>WRITING 2 (5 mks)</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>– Tells the story fully and clearly, in a lively, interesting way, providing appropriate details.</li> <li>– The text is coherent and easy to read. Not many language errors.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>– Tells the story clearly enough, but writing lacks interest for the reader.</li> <li>– There are several noticeable language errors and the text sometimes lacks coherence.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>– Manages to convey the main outline of the story, but only in a limited way.</li> <li>– Language used is limited in range and/or contains quite frequent errors.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>– An attempt is made to tell the story, but important points are either missing or unclear.</li> <li>– Language used is very limited and/or contains many serious errors.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>– A <u>very</u> feeble attempt to tell the story. Very little relevant content.</li> <li>– Language used is extremely limited and/or seriously distorted.</li> </ul>
<b>0</b>	<u>No attempt at the task</u> : <u>EITHER</u> Irrelevant (Completely unrelated to the pictures/ task/ instructions) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense

\* **NOTE:** In WRITING 2, test-writers actually have two different task-options to choose from (**Picture Story** or **Task Instructions**) when preparing the exam-paper. However, as both of these require student to produce a **narrative** text, the same Rating Scale can be used, whichever type of task they use.

**Listening Scripts**

**LISTENING 1**

1. My little brother is a cycling fan. He seriously thinks of taking part in an international race competition one day.
2. I'm sad to know that my friend, Sami, watches too much TV. He never misses any of Tom and Jerry episodes.
3. I like to play football with my friends. During last summer holiday, we used to compete against teams from different areas.
4. My elder brother, Hamad, is very clever indeed. He is hard-working and usually gets high marks in his final exams.
5. My father used to take all of us to the beach at the weekends. We always had enjoyable time playing on the sand.

**LISTENING 2**

There are about 700 mountain gorillas remaining on Earth, and nearly 500 live in the forests of central Africa. These gorillas live in Rwanda and Uganda. Mountain gorillas live in forests high in the mountains, at elevations of 8,000 to 13,000 feet. They have thicker fur which helps them to survive in a habitat where temperatures often drop below zero. But as humans have moved more and more into the gorillas' habitat, the gorillas have been pushed farther up into the mountains suffering from very dangerous and sometimes deadly conditions.

In the thick forests of central and west Africa, gorillas find enough food for their diet. They eat roots, shoots, and fruit. Female gorillas give birth to one baby after nearly nine months. Unlike their powerful parents, newborns are small — weighing two kilograms — and able only to hang to their mothers' fur. These babies ride on their mothers' backs from the age of four months through the first two or three years of their lives.