

**ENGLISH LANGUAGE TEST**

**GRADE SEVEN**

**Semester One**

**Session**

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

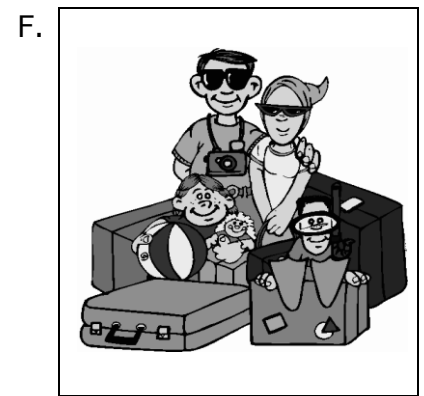
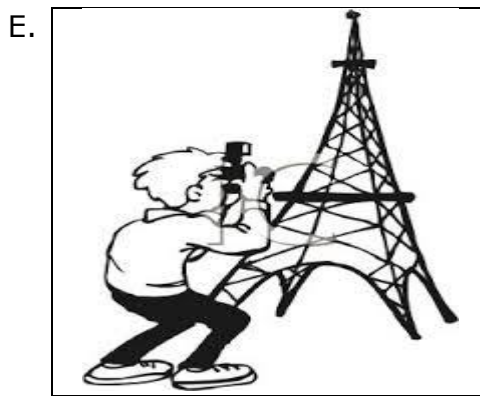
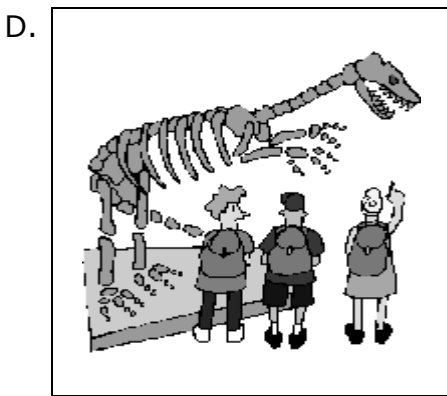
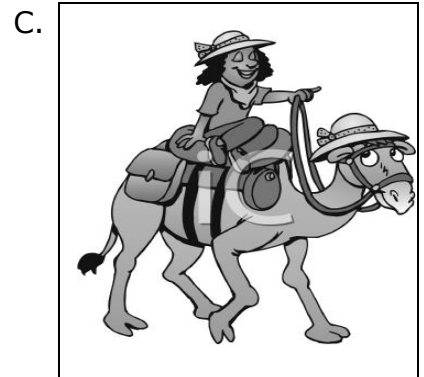
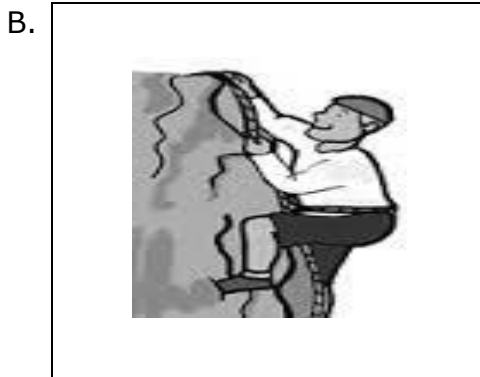
**Write your answers on the Test Paper**  
**Time: 2 hours**                      **Pages: 10**

<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 **holidays**. 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 text about **Sahara desert**.

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

6. The new study said that the Sahara desert is about 7 \_\_\_\_\_ years old.  
 hundred                       thousand                       million
7. The Sahara desert started when the \_\_\_\_\_.  
 sea dried                       plants died                       sand increased
8. It is very large in \_\_\_\_\_.  
 Algeria                       Tunisia                       Morocco
9. It covers 10% of \_\_\_\_\_.  
 America                       Africa                       Asia
10. Stefan Kröpelin says that we know about the Sahara' climate from \_\_\_\_\_ years ago.  
 1,000                       10,000                       20,000

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**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.

Penguins are type of birds that <sup>(1)</sup> \_\_\_\_\_ in cold areas, both underwater and on land. Their bodies <sup>(2)</sup> \_\_\_\_\_ them safe in the water. Their babies <sup>(3)</sup> \_\_\_\_\_ on land. Most penguins <sup>(4)</sup> \_\_\_\_\_ fish and other forms of sea life. They <sup>(5)</sup> \_\_\_\_\_ fish while they swim underwater.

1.

fly

live

skate

2.

drive

want

make

3.

play

hunt

come

4.

eat

take

drop

5.

catch

help

watch

**GRAMMAR/VOCABULARY 2 (Items 6–10)**

**(2½ marks)**

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

6. "How \_\_\_\_\_ is this incense burner?" \_ "Only 5 OR."

7. Samia \_\_\_\_\_ not like to play board games because they are boring.

8. They \_\_\_\_\_ playing football when Ahmed fell down.

9. Marwa was born \_\_\_\_\_ 2004.

10. I'm \_\_\_\_\_ tallest of my friends.

**GRAMMAR/VOCABULARY 3 (Items 11–20)****(5 marks)**

Complete the unfinished words in the text.  
Make sure you **spell** each word **correctly**.

**EXAMPLE:**

"Go od morning! My y 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."

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

Speaker B: Have you got a <sup>(12)</sup> **kha**\_\_\_\_\_ toy?

Speaker A: Yes. <sup>(13)</sup> **He**\_\_\_\_\_ you are.

Speaker B: Oh! It's <sup>(14)</sup> **beau**\_\_\_\_\_! How much is it?

Speaker A: Four OR. <sup>(15)</sup> **D**\_\_\_\_ you need only <sup>(16)</sup> **o**\_\_\_\_\_?

Speaker B: No, three for <sup>(17)</sup> **m**\_\_\_\_ and two for my <sup>(18)</sup> **fri**\_\_\_\_\_, Ahmed and Salim.

Speaker A: I will <sup>(19)</sup> **gi**\_\_\_\_\_ you a discount.

Speaker B: <sup>(20)</sup> **Th**\_\_\_\_\_ you so much!

**GRM/VCB  
SCORE**

<b>10</b>

**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. Yesterday, I went to the clinic. My doctor says that I’m overweight.
- 2. There are many reasons why I love my new job.
- 3. I’m sorry. Ali and I won’t be able to see you next week.
- 4. You should make sure that all the cables are well connected.

A. We sat around our grandmother and listened to her stories.
B. We are going to Dubai to buy a new car.
C. if you don’t do that, then your machine won't work.
D. He has put me on special diet for three months.
E. One of them is that I can take breaks whenever I want.
F. Salma is planning to visit the festival next summer holiday.

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.

To: [Salwa@IKC.com](mailto:Salwa@IKC.com)

From: [Alia@IKC.com](mailto:Alia@IKC.com)

Subject: An Omani great thinker

Dear Salwa,

Hi! I hope you are doing well at your school. How are you doing with your project so far? Well, I'm writing to tell you about my project. I'm going to write about an Omani great thinker. His name is Hussain Al Hajri. Have you heard about him?

He was born in 1966 in Bidiya, Sharqiya Governorate. He is a great painter who thinks a lot about nature before drawing. He turns every piece of land into a beautiful work of art. His paintings also include pictures of mosques, museums and mountains from all over the Sultanate. Hussain Al Hajri won many prizes, such as the 1<sup>st</sup> Prize from the Ministry of Culture and Heritage competition in 1988 and the 1<sup>st</sup> prize at the Sharqiya competition in 1989. He also won the 2<sup>nd</sup> prize from the General Organization for Youth Sports and Culture Activities competition in 1993.

That's what I have found about him in the internet. I couldn't finish my project because I need some pictures. I wish you could help me to find some pictures for my project.

That's all for now. Please write soon.

Best Wishes,

Alia

**READING 2 (continued)**

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

5. Who is Hussain Al Hajiri?

\_\_\_\_\_

6. Where was he born?

\_\_\_\_\_

7. What does he paint? (Write three things.)

\_\_\_\_\_

8. How many prizes did Hussain win between 1988 and 1993?

\_\_\_\_\_

9. Where did Alia get the information from?

\_\_\_\_\_

10. Why couldn't Alia finish her project?

Because \_\_\_\_\_

READING  
SCORE

<b>10</b>



**WRITING 1**

**(5 marks)**

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

**“Working in a team is better than working alone.”**

-Do you agree or not? Give your reasons.

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

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<b>Marker A</b>	<b>Marker B</b>	<b>Average</b>

**WRITING 2**

**(5 marks)**

Write a story of at least **60 words** based on the following pictures.

You can use the words in the box to help you.

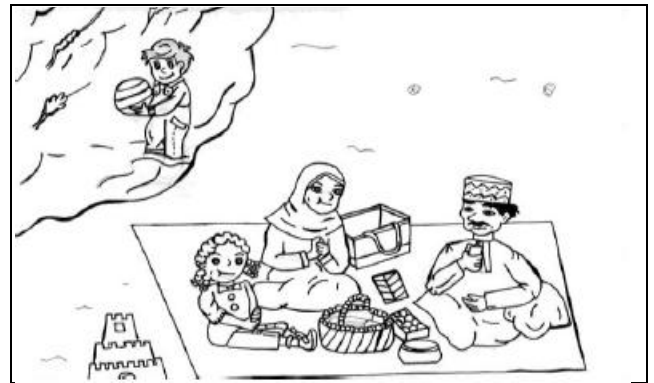
You can also put in more details to make your story lively and interesting.

beach	holiday	swam	helped
played	saw	saved	thanked

①



②



③



④



⑤



⑥





GRADE SEVEN — ENGLISH LANGUAGE

MARKING GUIDE

SEMESTER ONE, 2015/2016, SESSION

TOTAL MARKS: 40

REGION: DHOFAR

page 1 of 3

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LISTENING 1 (5 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>

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

LISTENING 2 (5 mks)		
6.	<input type="radio"/> hundred	<input type="radio"/> thousand <input checked="" type="radio"/> million
7.	<input checked="" type="radio"/> sea dried	<input type="radio"/> plants died <input type="radio"/> sand increased
8.	<input checked="" type="radio"/> Algeria	<input type="radio"/> Tunisia <input type="radio"/> Morocco
9.	<input type="radio"/> America	<input checked="" type="radio"/> Africa <input type="radio"/> Asia
10.	<input type="radio"/> 1,000	<input checked="" type="radio"/> 10,000 <input type="radio"/> 20,000

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

GRM/ VCB 1 (2.5 mks)		
1.	<input type="radio"/> fly	<input checked="" type="radio"/> live <input type="radio"/> skate
2.	<input type="radio"/> drive	<input type="radio"/> want <input checked="" type="radio"/> make
3.	<input checked="" type="radio"/> play	<input type="radio"/> hunt <input type="radio"/> come
4.	<input checked="" type="radio"/> eat	<input type="radio"/> take <input type="radio"/> drop
5.	<input checked="" type="radio"/> catch	<input type="radio"/> help <input type="radio"/> watch

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

GRM/ VCB 2 (2.5 mks)	GRM/ VCB 3 (5 mks)	
6. <b>much</b> 7. <b>does</b> 8. <b>were</b> 9. <b>in</b> 10. <b>the</b>	11. <b>help</b> 12. khan <b>jar</b> 13. Here <b>e</b> 14. beaut <b>iful</b> 15. D <b>o</b>	16. <b>one</b> 17. m <b>e</b> 18. fri <b>ends</b> 19. g <b>ive</b> 20. Th <b>ank</b>
<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)	
	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"/>	5. (an) Omani (great) thinker/ painter
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	6. (in) Bidiya/ Sharqiya Governorate
3.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7. mosques, museums and mountains (All the three words <b>must</b> be indicated)
4.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. three /3
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>							9. (the) internet  10. she needs pictures/ she couldn't (didn't)find pictures  <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>

WRITING 1 (5 mks)	
5	<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>
4	<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>
3	<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>
2	<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>
1	<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>
0	<p><u>No attempt at the task</u>: EITHER Irrelevant (Completely unrelated to the topic) OR Hardly any writing at all, or not written in English OR Complete nonsense</p>

WRITING 2 (5 mks)	
5	<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>
4	<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>
3	<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>
2	<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>
1	<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>
0	<p><u>No attempt at the task</u>: EITHER Irrelevant (Completely unrelated to the pictures/ task/ instructions) OR Hardly any writing at all, or not written in English OR Complete nonsense</p>

\* **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.

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## Grade Seven Listening Scripts (Items 1-10)

### Listening 1 (Items 1-5)

1. We enjoyed our holiday in Egypt. I especially liked the camel riding. It was a lot of fun.
2. Jack took a lot of pictures of the Eiffel Tower when he went to France last summer. When he came back, he did a project about the Eiffel Tower.
3. I had never even thought of climbing mountains. However, last Eid holiday I went to Marbat and I climbed the mountain of "Samhan".
4. Here is a photo of Sami and his friends in a science museum in Italy. They saw the remains of many dinosaurs.
5. Sara and her brother are ready for their holiday by the beach. Their bags are ready. They took their favourite toys, too.

### Listening 2 (Items 6-10)

Science books generally say that the Sahara desert is around three million years old. However, a new study from a centre for climate research in Norway says that it could be around seven million years old. Researchers worked out that a lot of areas in North Africa became desert seven million years ago. As sea started to dry, there was less rain. This helped to make sand dunes and started to form the Sahara. The Sahara is a famous and big desert. It covers 10 per cent of Africa, from the Atlantic Ocean to the Red Sea. It is very large in Algeria, Chad, Egypt, Sudan and other nations. However, Stefan Kröpelin, a researcher in Germany, does not think that the Sahara is so old. He said the new report has no facts. "nothing in the Sahara is older than 500,000 years old", he declared. "We only know about the Sahara's climate from 10,000 years ago", he added.