

**ENGLISH LANGUAGE TEST**

**GRADE SEVEN**

**Semester One**

**First Session**

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

**Write your answers on the Test Paper**

**Time: 2 hours**

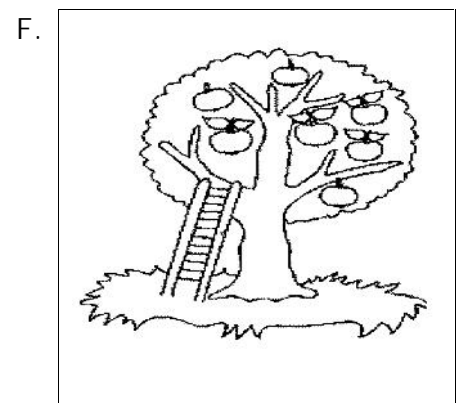
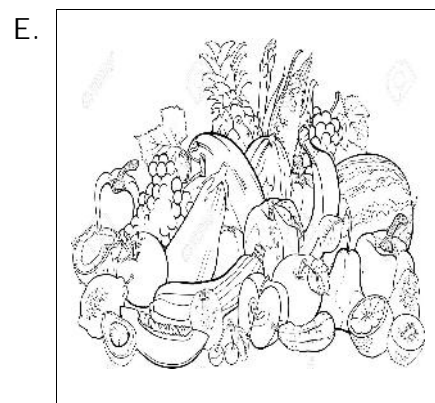
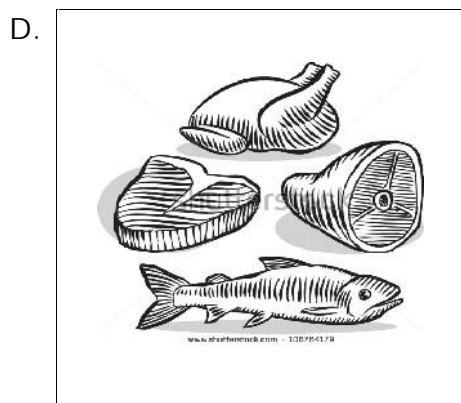
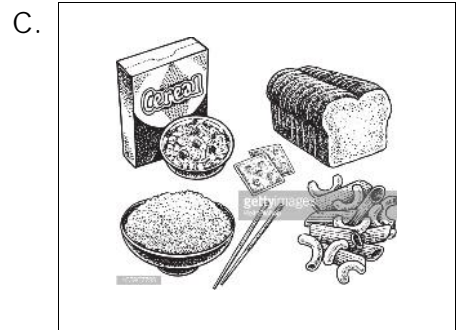
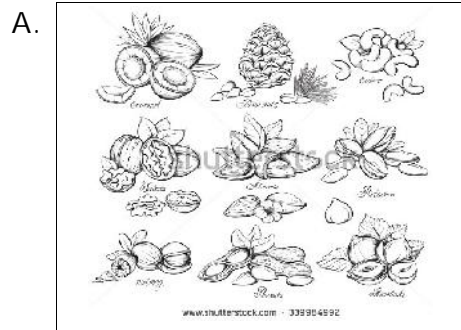
**Pages: 9 or 10**

<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 **Smart Food**. 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 **Deserts**.  
 For each item, shade in the bubble  next to the correct option.

6.	A _____ people, plants and animals live in deserts.					
	<input type="radio"/>	lot of	<input type="radio"/>	few	<input type="radio"/>	many
7.	The world's largest desert is the Sahara desert in _____.					
	<input type="radio"/>	North Africa	<input type="radio"/>	North America	<input type="radio"/>	Australia
8.	Deserts are very dry places because there isn't _____ rain					
	<input type="radio"/>	little	<input type="radio"/>	some	<input type="radio"/>	much
9.	_____ are people who live in deserts.					
	<input type="radio"/>	Nomads	<input type="radio"/>	Teachers	<input type="radio"/>	Bakers
10.	The _____ live in the deserts in Arabia					
	<input type="radio"/>	Tuareg	<input type="radio"/>	Bedu	<input type="radio"/>	Aborigines

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**LISTENING  
SCORE**

10

**GRAMMAR/VOCABULARY 1 (Items 1–5)**

**(2½ marks)**

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

Mrs. Huda has a nice family. She has (1) \_\_\_\_\_ girls. Everyone in the family (2) \_\_\_\_\_ a good job in the house. Mr. Ali, the father, drives Basma and (3) \_\_\_\_\_ sister Mariam to school. Mrs. Huda cooks for the family and buys the groceries. Basma irons the school (4) \_\_\_\_\_ and does the laundry. Mariam likes chopping vegetables. Mrs. Huda's family is a happy one because they help (5) \_\_\_\_\_ other.

1	<input type="radio"/>	to	<input type="radio"/>	too	<input type="radio"/>	two
2	<input type="radio"/>	does	<input type="radio"/>	washes	<input type="radio"/>	drives
3	<input type="radio"/>	here	<input type="radio"/>	her	<input type="radio"/>	there
4	<input type="radio"/>	bags	<input type="radio"/>	books	<input type="radio"/>	shirts
5	<input type="radio"/>	each	<input type="radio"/>	and	<input type="radio"/>	one

**GRAMMAR/VOCABULARY 2 (Items 6–10)**

**(2½ marks)**

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

6. I was fishing with my cousin ..... he fell in the water.
7. .... Was the weather like yesterday?
8. The Sahara desert is larger ..... The Namibian desert.
9. How ..... Are the caps? They are 3 rials.
10. Hi. .... I help you?

**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 name’s Ahmed Al-Zedjali nd I’m a student at a school in Muscat. I’m in Grade Six. My favourite subject is Maths.”

**TEXT**

<i>Speaker A:</i>	Hello, Brain. How are you?
<i>Speaker B:</i>	I'm great, (11) <b>th</b> _____ . How about you?
<i>Speaker A:</i>	Fine, thanks. I've just got back (12) <b>fr</b> _____ my holiday.
<i>Speaker B:</i>	Oh, right. How was (13) <b>y</b> _____ holiday?
<i>Speaker A:</i>	It was (14) <b>fant</b> _____ .
<i>Speaker B:</i>	(15) <b>W</b> _____ did you go this year?
<i>Speaker A:</i>	I(16) <b>w</b> _____ to Jordan.
<i>Speaker B:</i>	Who did you stay (17) <b>w</b> _____ ?
<i>Speaker A:</i>	I stayed with my friend Tariq (18) <b>a</b> _____ his family.
<i>Speaker B:</i>	What places did you visit?
<i>Speaker A:</i>	I visited Petra. It was (19) <b>ama</b> _____ .
<i>Speaker B:</i>	Oh, WOW! That must have been great.
<i>Speaker A:</i>	Yeah, it was. We (20) <b>sp</b> _____ 2 days there and walked everywhere.

**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.	Where are you going to get a haircut?	A.	She gave him a shopping list and some money.
2.	Yesterday , mum asked Ali to go to the supermarket and buy things for lunch.	B.	She is painting beautiful pictures.
3.	It only rains a few times a year.	C.	I hate working alone.
4.	I have lunch with my family in the restaurant every Friday.	D.	At the barber's.
		E.	I usually order meatballs and a baked potato.
		F.	It's usually hot and dry.

	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"/>

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

Read the text. Then complete the task.

To: Maha@ikc.com

From: Beth@ikc.com

Subject: Great thinkers – school project

Dear Maha.

Hi! How are you? I hope that you and your family are well. I'm fine. I had a really good time during the school holidays. I went to Istanbul for two weeks with my family. I loved it! I'm attaching a photo I took.

Now I'm back to school and I'm doing a project about great thinkers. It's really interesting. My teacher told us that some of the most famous people had problems at school. For example, Albert Einstein, the famous scientist, had problems with reading and writing. And Gandhi, who was a very great leader, was very shy and quiet when he was young. But when he was older, he spoke in front of thousands of people! And did you know that Mozart, the famous musician, never went to school at all? So even you have problems at school, you could still become a famous thinker!

Also, while I was on holiday in Istanbul, I saw a beautiful mosque. It was built by a Turkish architect called Sinan. I'm going to include him in my project because he built lots of other things too.

Maha, have you got any information about great thinkers of the world? If you have, I could use it in my project.

Thanks for your help.

Best wishes.

Beth.

**READING 2 (continued)**

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

5. Who wrote this email?

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6. What is Beth doing?

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7. Where did Beth spend his school holiday?

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8. What was Gandhi's problem when he was young?

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9. Who is Mozart ?

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10. What did the Turkish architect Sinan build?

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**READING  
SCORE**

**10**



**WRITING 1****(5 marks)**

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

" Doing exercises is good for your health"  
-Do you agree or not? Give your reasons.

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

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

**WRITING 2**

**(5 marks)**

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

'Something bad that happened to you in your last holiday'

In your story tell :

- when was it
- where was it
- what happened to you
- if anyone helped you
- what you did later

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

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Marker A	Marker B	Average

<b>WRITING SCORE</b>	<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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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"/>
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)**

6.	<input type="radio"/>	lot of	<input checked="" type="radio"/>	few	<input type="radio"/>	many
7.	<input checked="" type="radio"/>	North Africa	<input type="radio"/>	North America	<input type="radio"/>	Australia
8.	<input type="radio"/>	little	<input type="radio"/>	some	<input checked="" type="radio"/>	much
9.	<input checked="" type="radio"/>	Nomads	<input type="radio"/>	Teachers	<input type="radio"/>	Bakers
10.	<input type="radio"/>	Tuareg	<input checked="" type="radio"/>	Bedu	<input type="radio"/>	Aborigines

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

**GRM/ VCB 1 (2.5 mks)**

1.	<input type="radio"/>	to	<input type="radio"/>	too	<input checked="" type="radio"/>	two
2.	<input checked="" type="radio"/>	does	<input type="radio"/>	washes	<input type="radio"/>	drives
3.	<input type="radio"/>	here	<input checked="" type="radio"/>	her	<input type="radio"/>	there
4.	<input type="radio"/>	bags	<input type="radio"/>	books	<input checked="" type="radio"/>	shirts
5.	<input checked="" type="radio"/>	each	<input type="radio"/>	and	<input type="radio"/>	one

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

GRM/ VCB 2 (2.5 mks)		GRM/ VCB 3 (5 mks)	
6.	when	11.	<u>thanks</u>
7.	What	12.	<u>from</u>
8.	than	13.	<u>your</u>
9.	much	14.	<u>fantastic</u>
10.	Can	15.	<u>where</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)	
	A	B	C	D	E	F	
							5. Beth
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. A project about great thinkers.
2.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7. In Istanbul.
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	8. Very shy and quiet.
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	9. A famous musician.
							10. A beautiful mosque.
<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>

**WRITING 1 (5 mks)**

<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>	<i>No attempt at the task:</i> <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

**WRITING 2 (5 mks)**

<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>	<i>No attempt at the task:</i> <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 (Items 1–5)**

**(5 marks)**

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

- 1- Eating a good balance of different foods will help you to stay healthy. You need to eat more fresh fruit and vegetables than any other foods.
  - 2- Your body also needs plenty of energy foods such as bread, pasta, sugar and cereal. They keep your going, just like fuel keeps a car going.
  - 3- Smaller amounts of meat, fish, milk and cheese gives you the proteins you need to grow and get stronger. They also help to build up different parts of your body, such as skin and hair.
  - 4- Vegetarians can get proteins from beans and nuts.
  - 5- You shouldn't eat too many fatty or sugary foods. fats come from butter, margarine, cheese, milk and oil.
- =====

**LISTENING 2 (Items 6–10)**

**(5 marks)**

You are going to hear **A text** about **Deserts**. For each item, shade in the bubble  next to the correct option.

Desserts are very dry places. They can be covered in sand , stones or rocks. There is so little water that a few people, plants and animals live there.

There are deserts in Australia, Asia, Africa and North and South America. The world's largest desert is the Sahara desert in North Africa.

Most desert are very hot during the day but at night it can be very cold. Deserts are very dry places because there is very little rain. Sometimes it doesn't rain in a desert for many years.

Animals need water to survive, so only a few animals live in the desert. In the desert in Oman, there are camels, oryx, gazelles, snakes, scorpions and lots of different insects.

Small plants and bushes and plants like cactus grow in deserts. Deserts plants sometimes have to survive with no rain for many years. They store water inside their leaves, roots or stems to stay alive.

People who live in deserts are called nomads. They move their animals and homes from place to place to find water and plants. There are nomads in most of the world's deserts. The Bedu live in the deserts in Arabia, the Tuareg live in the Sahara desert in Africa and the Aborigines live in the deserts of Australia.