

ENGLISH LANGUAGE TEST

GRADE SEVEN

Semester One

First Session

Name			
School		Class	

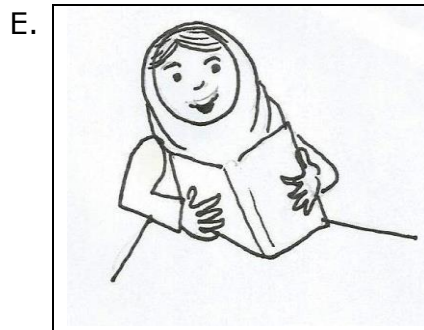
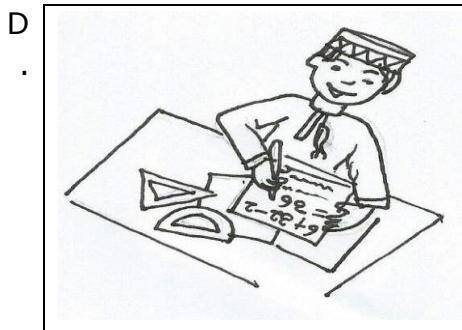
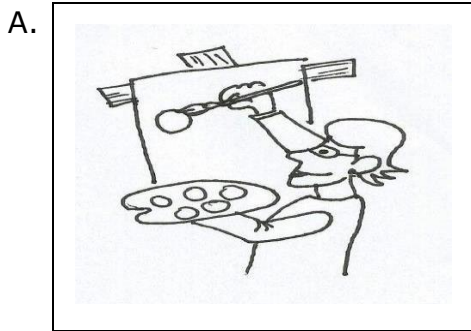
Write your answers on the Test Paper
Time: 2 hours **Pages: 10**

TEST SCORES	LISTENING	10	
	GRM/VCB	10	
	READING	10	
	WRITING	10	
	TOTAL	40	

LISTENING 1 (Items 1-5)

(5 marks)

You are going to hear five short texts about what each speaker is good at. 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 the spider monkeys.

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

6. The spider monkeys live in _____.

 Central Africa North America Central and South
America

7. They use their hands, legs and _____ to hold branches.

 tails thumbs tongue

8. They look for food _____.

 alone in big groups in small groups

9. They use _____ for communication when they are scared.

 sounds their bodies their eyes

10. They can live for _____ years.

 30 35 53

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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.

The White Baneberries are plants that ⁽¹⁾ _____ in the forests of North America. They are ⁽²⁾ _____ the "Doll's eyes" because the white fruits of the plants have black dots on the berries. They have large green ⁽³⁾ _____. The small flowers of these plants produce a ⁽⁴⁾ _____ smell. People in America ⁽⁵⁾ _____ these plants to make medicine.

- | | | |
|---------------------------------|--------------------------------|-----------------------------------|
| 1. <input type="radio"/> build | 1. <input type="radio"/> grow | 1. <input type="radio"/> spend |
| 2. <input type="radio"/> called | 2. <input type="radio"/> asked | 2. <input type="radio"/> designed |
| 3. <input type="radio"/> leaves | 3. <input type="radio"/> claws | 3. <input type="radio"/> wings |
| 4. <input type="radio"/> boring | 4. <input type="radio"/> nice | 4. <input type="radio"/> noisy |
| 5. <input type="radio"/> enjoy | 5. <input type="radio"/> learn | 5. <input type="radio"/> use |

GRAMMAR/VOCABULARY 2 (Items 6–10)

(2½ marks)

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

6. " How _____ are the books?" " They are 20 rials."
7. The Sahara is _____ largest desert in the world.
8. My mother _____ cooking lunch when we came back from school.
9. " _____ did you go to hospital?" " Because my brother was sick."
10. There _____ different kinds of orchids all over the world now.

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: Hello Rashid.

Speaker B: Hello Yousef. How are you? Are you having a **gr**_____ time?

Speaker A: Yes, I am. London is **ve**_____ interesting.

Speaker B: What places did you **vi**_____ ?

Speaker A: Last **we**_____, I walked in the park. After that, I **we**_____ to a restaurant and ate **so**_____ delicious food.

Speaker B: Is the **wea**_____ good?

Speaker A: Yes, it is now. But it rained yesterday morning. I sat in **m**____ room and wrote postcards. I sent one **t**____ you.

Speaker B: Enjoy yourself!

Speaker A: Thanks. Say hello to everyone in your **fam**_____.

**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. My friend is an interpersonal student who enjoys helping other people.
- 2. I went to the bookshop last week to buy a present.
- 3. My father had an amazing rainforest experience.
- 4. Ali likes ice-skating but he can't practise it a lot.

A. That is because Oman doesn't have many places to do his favourite sport.
B. He took photos of some of the most endangered animals and plants in the world.
C. She also likes working and learning in groups and organising them.
D. I bought some clothes for my summer holiday.
E. She spends an enjoyable time doing work alone. She thinks carefully about how to do things.
F. My sister was excited to get comics for her birthday.

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.

Dear Salim,

Thank you for your e-mail. You're right. I think it's really a good idea to write about the famous Brazilian football player, Pele. I'd like to help you. Here, I'm going to give you some more information about him.

Pele was born on 23rd October, 1940 in Brazil. His father was a football player. He taught him about football. Pele liked this sport. At first, he started playing for a club close to his house.

Then, Pele started playing in the World Cup. In 1958, he played in the World Cup for the first time. He scored six goals when he was 17 years old. He played in three of the World Cups.

Pele played his last game in 1977. By that year, he had played 1,363 matches and scored 1,282 goals.

Well, I hope I have helped. Please write soon and tell me about how you spend your free time. Give my regards to your brother, Nasser.

Best wishes

David

READING 2 (continued)

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

5. Who gave Salim the information about Pele?

6. Where was Pele born?

7. What was Pele's father's job?

8. When did he start playing in the World Cup?

9. How old was he when he scored his sixth goal?

10. How many matches did he play in his life?

**READING
SCORE**

10

WRITING 1**(5 marks)**

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

“Holidays are fun.”

-Do you agree or not? Give your reasons.

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

Marker A	Marker B	Average

WRITING 2

(5 marks)

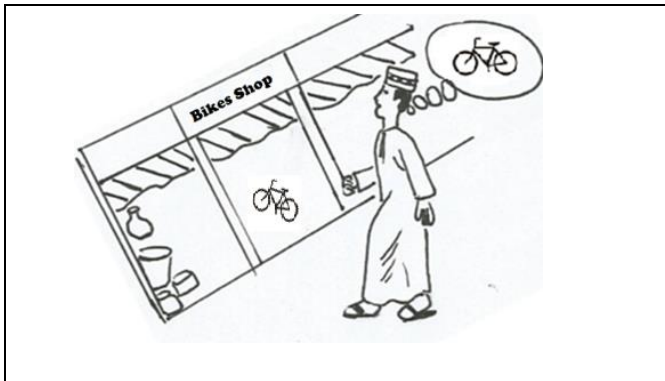
Write a story of at least **60 words** based on the following pictures.

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

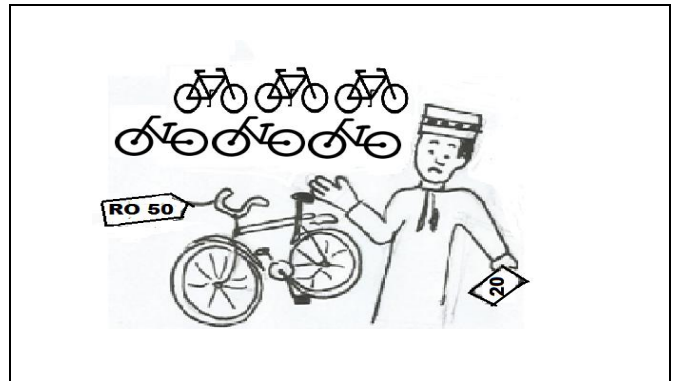
You can also put in more details to make your story lively and interesting.

buy	bike	price	money jar
excited	return	shopkeeper	ride

①



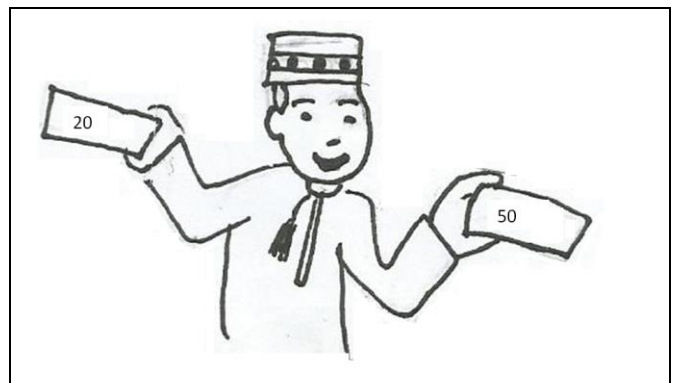
②



③



④



⑤



⑥



GRADE SEVEN — ENGLISH LANGUAGE
SEMESTER ONE, 2015/2016, FIRST SESSION
REGION: BATINAH NORTH

LISTENING SCRIPT

LISTENING 1

- 1. I can play musical instruments. At school, I love music lessons and I like to sing.*
- 2. I am good at working with numbers. I don't use my fingers when I count. My favourite subject at school is maths.*
- 3. I enjoy watching nature programmes on television. When I leave school, I hope to work with plants and animals.*
- 4. At school, my favourite subjects are Arabic and English. I enjoy reading books and writing stories.*
- 5. I find ball games easy and enjoyable. I have good skills in one or more sports and learn new sports quickly.*

LISTENING 2

There are seven different types of spider monkeys that live in the tropical rainforests in Central and South America. Their fur can be black, brown or red. They can grow up to 60 cm tall. They can shape like spiders by holding the different branches using their hands, legs and tails. Their tail is used as a fifth part that helps them move. They don't have thumbs. They always eat seeds, nuts, fruits, plants and sometimes birds' eggs and insects. They spend the day in small groups searching for food. When the groups meet, they hug each other to show happiness. At night, they gather in groups and sleep in the treetops. Spider monkeys make screams and crying sounds when they are scared. The female spider monkeys breed only one baby every 3 to 4 years. Young spider monkeys drink their mother's milk for 2 years. The spider monkeys can live up to 35 years.

LISTENING 1 (5 mks)						
	A	B	C	D	E	F
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" 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"/> Central Africa	<input type="radio"/> North America	<input checked="" type="radio"/> Central and South America
7.	<input checked="" type="radio"/> tails	<input type="radio"/> thumbs	<input type="radio"/> tongue
8.	<input type="radio"/> alone	<input type="radio"/> in big groups	<input checked="" type="radio"/> in small groups
9.	<input checked="" type="radio"/> sounds	<input type="radio"/> their bodies	<input type="radio"/> their eyes
10.	<input type="radio"/> 30	<input checked="" type="radio"/> 35	<input type="radio"/> 53

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

GRM/ VCB 1 (2.5 mks)			
1.	<input type="radio"/> build	<input checked="" type="radio"/> grow	<input type="radio"/> spend
2.	<input checked="" type="radio"/> called	<input type="radio"/> asked	<input type="radio"/> designed
3.	<input checked="" type="radio"/> leaves	<input type="radio"/> claws	<input type="radio"/> wings
4.	<input type="radio"/> boring	<input checked="" type="radio"/> nice	<input type="radio"/> noisy
5.	<input type="radio"/> enjoy	<input type="radio"/> lean	<input checked="" type="radio"/> use

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

GRM/ VCB 2 (2.5 mks)	GRM/ VCB 3 (5 mks)	
6. much 7. the 8. was 9. Why 10. are	11. <u>great</u> 12. <u>very</u> 13. <u>visit</u> 14. <u>week</u> 15. <u>went</u>	16. <u>some</u> 17. <u>weather</u> 18. <u>my</u> 19. <u>to</u> 20. <u>family</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		
1.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5. David	
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	6. Brazil	
3.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7. Football player	
4.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. 1958	
							9. 17 (years old)	
							10. 1,363	
<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)	
5	<ul style="list-style-type: none"> – Discusses the topic in a lively, interesting way, making effective use of supporting arguments. – The points made by the writer are logically organised and very clear. – Makes use of a fair range of structures and vocabulary, with a good level of accuracy.
4	<ul style="list-style-type: none"> – Discusses the topic reasonably well, but use of supporting arguments is not fully effective. – The points made by the writer are reasonably well organized and mostly clear. – Use of grammar and vocabulary is reasonably correct, though rather limited in range.
3	<ul style="list-style-type: none"> – Expresses opinions with some use of supporting arguments, but only in a limited way. – The writer makes an attempt to organise his/her points, but this is only partly effective. – There is a noticeable lack of accuracy in the use of grammar and vocabulary.
2	<ul style="list-style-type: none"> – Makes an attempt to discuss the topic, but the result is unconvincing and clearly inadequate. – Weak organization makes it difficult to follow the points being made by the writer. – Grammar and vocabulary contain frequent serious errors.
1	<ul style="list-style-type: none"> – A <u>very</u> feeble attempt to discuss the topic. Very little relevant content. – The points made by the writer are confused and disjointed. – The language used is extremely limited and/or seriously distorted.
0	<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

WRITING 2 (5 mks)	
5	<ul style="list-style-type: none"> – Tells the story fully and clearly, in a lively, interesting way, providing appropriate details. – The text is coherent and easy to read. Not many language errors.
4	<ul style="list-style-type: none"> – Tells the story clearly enough, but writing lacks interest for the reader. – There are several noticeable language errors and the text sometimes lacks coherence.
3	<ul style="list-style-type: none"> – Manages to convey the main outline of the story, but only in a limited way. – Language used is limited in range and/or contains quite frequent errors.
2	<ul style="list-style-type: none"> – An attempt is made to tell the story, but important points are either missing or unclear. – Language used is very limited and/or contains many serious errors.
1	<ul style="list-style-type: none"> – A <u>very</u> feeble attempt to tell the story. Very little relevant content. – Language used is extremely limited and/or seriously distorted.
0	<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.