

ENGLISH LANGUAGE TEST

GRADE SEVEN

Semester Two

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 people speaking. **Where** are they?

Listen and for each item, shade in the bubble under the correct option.

a hospital	a school	a police- station	a shop	a plane	a house
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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"/> |
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| 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 **Lilley Cheng**.

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

6. How long was *Lilley's* holiday?

7. Which city did he want to visit?

8. How did he feel on the driving test -day?

9. What did he break?

10. Who went with him to the hospital?

**LISTENING
SCORE**

10

GRAMMAR/VOCABULARY 1 (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. (adjective) well-known for many people.

e.g. Oman is **fa** _ _ _ _ for its forts.

2. (verb) to keep somebody or something safe.

e.g. Parents should **pro** _ _ _ _ their children from bad things.

3. (noun) sandy or rocky land next to the sea.

e.g. Last week, we went to Al-Sharqia and we walked on the **be** _ _ _ .

4. (verb) to cook or make cake in the oven.

e.g. I asked my mother to **b** _ _ _ a cake for my birthday party.

5. (noun) an illness of the body.

e.g. Nowadays, cancer has become a common **dis** _ _ _ _ in the world.



GRAMMAR/VOCABULARY 2 (Items 6-10)

(2½ marks)

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

Two years ago, my family lived in (6) _____ small village in Rustaq. It (7) _____ very beautiful and there were many trees like palm trees and lemon. My sister and I enjoyed playing under the trees. We sometimes collected some dates from the ground (8) _____ took them home. One day, we wanted some lemon, so we tried to (9) _____ them from the tree. We hurt ourselves and we (10) _____ cuts on our hands.

get	and	was	an	to	a	in	of	some	had
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- | | | | | | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 6. | <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"/> |
| 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 type="radio"/> | <input type="radio"/> |
| 8. | <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"/> |
| 9. | <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"/> |
| 10. | <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 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

Giant pandas live in forests in (11) t____ mountains of China. They are (12) bl_____ and white bears. They (13) ha_____ large teeth and strong jaws (14) f____ eating food.

Many people find these beautiful (15) ani_____ to be cute, but giant pandas can be (16) dang_____ because they might attack human. More (17) th_____ 300 pandas live in (18) zo_____ around the (19) wo_____. Most of them (20) a___ in China.

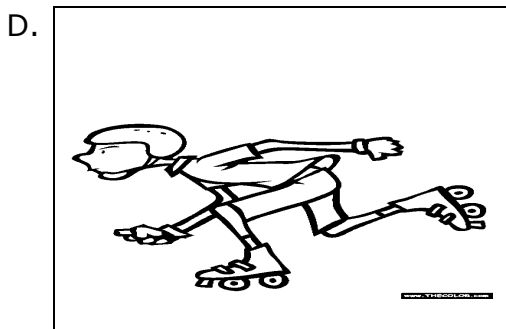
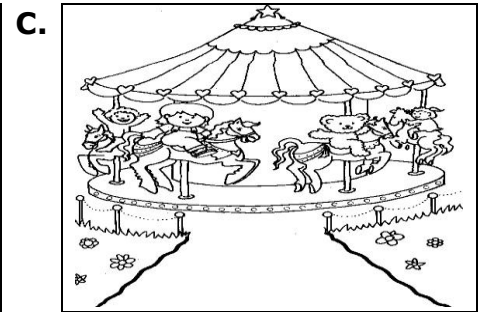
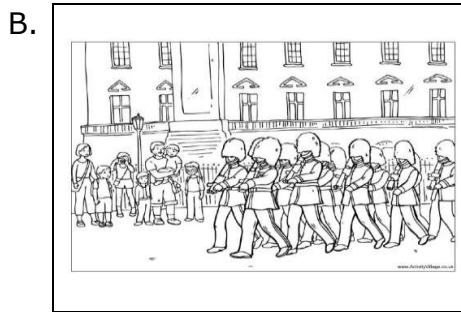
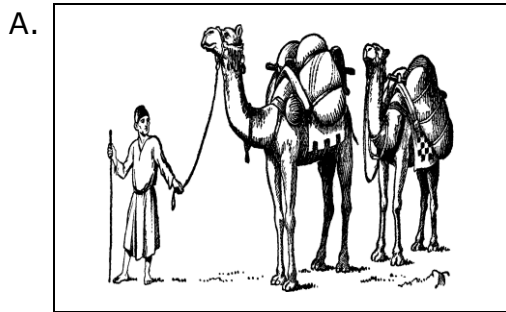
**GRM/VCB
SCORE**

10

READING 1 (Items 1-4)

(4 marks)

Match the texts with the pictures. For each text, shade in the bubble under the correct option.



Pictures

Texts

1. There are a lot of great ways to see new places but doing it on horsebacks is different and fascinating experience.
2. People like adventure holidays. They go on safari in vans to look at and take photos of different kinds of animals.
3. In the past, people made their journeys on camels travelling for thousands of kilometers. They took days and months to travel.
4. Fun fair is the best place for families to have interesting time. Children can play on many amazing rides.

A	B	C	D	E	F
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<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 5–10)**(6 marks)**

Read the text. Then complete the task.

Celebrating the New Year in my country Japan is great fun. It is a special festival done every year. From 1873, the celebration of the New Year began in Japan on the 1st of January. On that day, Japanese people have many nice and special things to do. First, at midnight on December 31, people all over Japan ring their bells a total of 108 times. I like to hear the bells' sounds making that noise. After they have finished ringing the bells, they celebrate and eat noodles. Then, on the first day of January, we send postcards to our friends and relatives. After that, we eat special dishes of food called Osechi. For example, we can eat boiled sea weed, fish cakes, sweet potato and black soybeans. We don't put these dishes in the refrigerator because many of them are sweet, sour or dried. If you ask me, my favourite dish is fish cakes. It is really delicious. On the seventh day of January, we drink rice soup to let the stomach rest.

However, the most thing I like in this celebration is giving money in small decorated envelopes to children. This is called Otoshidama. People give money to spread happiness all around.

READING 2 (cont'd)

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

5. Japanese people started celebrating the first of January in _____.
- 1973 1873 1908
6. People in Japan ring their bells _____ on December 31.
- in the morning in the afternoon at midnight
7. The writer's best dish is _____.
- sea weed noodles fish cakes
8. They have rice soup on the _____ of January.
- 17th 7th 1st
9. Otoshidama in Japan means giving _____.
- money food clothes
10. The writer _____ the celebration of The New Year.
- dislikes hates likes

READING SCORE
10

WRITING 1

(4 marks)

Write a paragraph about **Ibn Nafees**. Use **ALL** the information in the box. Your writing should be correct and well-organized.

Ibn Nafees

scientist/physician born/Damascus/1213

studied/ medicine/ Noori Hospital

1236/moved/Egypt

discovered/blood/circulation system

wrote/books/medicine died/1288

Marker A	Marker B	Average

Listening Script (1)

You are going to hear five people speaking. **Where** are they?

Listen and for each item, shade in the bubble under the correct option.

1. **Excuse me, would you please tell me how much does this fish cost. I will take one.**
2. **Everything is fine. You have to take this medicine for five days and have rest as well.**
3. **Take your pens and papers out. We are going to have the exam after five minutes.**
4. **You told me that you saw the car accident. Can you tell me how it happened?**
5. **My lovely children, I want you to help each other and to clean your rooms till I come back.**

Listening Script (2)

You are going to hear a text about Lilley Cheng.

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

My name is Lilley Cheng. I am Chinese and I want to tell you about my summer holiday.

My holiday was about two months long. The first thing I wanted to do was to get my driving license, and then go for a visit to Hong Kong. So I called my driving teacher to decide on a day for the test. After that I booked a room in a hotel in Hong Kong to stay in when I arrive with my friend.

Finally, the driving test-day arrived, I was very excited. I took a bus, and when I got there, I went to the bathroom first. When I came out of the bathroom, I fell down and broke my left leg.

I didn't know what to do, so I called my mother and she picked me up and we went to the hospital at once. The doctor said, "It is fine, but it will take almost two months to become better."

That was disappointing because it was impossible for me to have my driving license and to go to Hong Kong.

LISTENING 1 (5 mks)						
	a hospital	a school	a police station	a shop	a plane	a house
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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 checked="" 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 checked="" type="radio"/>

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

LISTENING 2 (5 mks)	GRM/ VCB 1 (2.5 mks)
6. Two months 7. Hong Kong 8. excited 9. His leg 10. His mother	1. fa <u>mous</u> 2. pro <u>tect</u> 3. bea <u>ch</u> 4. ba <u>ke</u> 5. disea <u>se</u>
<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>	<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i>

GRM/ VCB 2 (2.5 mks)										
	get	and	was	an	to	a	in	of	some	had
6.	<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"/>	<input type="radio"/>
7.	<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"/>
8.	<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"/>	<input type="radio"/>
9.	<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"/>	<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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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

GRM/ VCB 3 (5 mks)	
11. <u>the</u>	16. dang <u>erous</u>
12. bl <u>ack</u>	17. th <u>an</u>
13. hav <u>e</u>	18. zo <u>os</u>
14. <u>for</u>	19. wor <u>ld</u>
15. anim <u>als</u>	20. ar <u>e</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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" 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"/> 1973	<input checked="" type="radio"/> 1873	<input type="radio"/> 1908
6. <input type="radio"/> in the morning	<input type="radio"/> in the afternoon	<input checked="" type="radio"/> at midnight
7. <input type="radio"/> sea weed	<input type="radio"/> noodles	<input checked="" type="radio"/> fish cakes
8. <input type="radio"/> 17 th	<input checked="" type="radio"/> 7 th	<input type="radio"/> 1 st
9. <input checked="" type="radio"/> money	<input type="radio"/> food	<input type="radio"/> clothes
10. <input type="radio"/> dislikes	<input type="radio"/> hates	<input checked="" type="radio"/> likes
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

WRITING 1 (4 mks)	
4	– Presents all the information, fully and clearly. – Writing is well-organised and coherent, with only minor language errors.
3	– Presents most of the information, clearly enough. – Writing contains some noticeable language errors and sometimes lacks coherence.
2	– Manages to present only some of the information; important points are missing or unclear. – Language contains frequent errors, some of which obscure meaning.
1	– A <u>very</u> feeble attempt at the task, presenting very little information. – 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/ 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

WRITING 2 (6 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><i>Note 1: The task is to write 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.</i></p> <p><i>Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</i></p>	