ENGLISH LANGUAGE TEST

GRADE SEVEN

Semester Two
Second 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're going to hear five people speaking. <u>who</u> *are they* talking <u>to</u>?
Listen and for each item, shade in the bubble ⬭ *under the correct option.*

fisherman	students	bus driver	doctor	cook	football player

1.   ⬭   ⬭   ⬭   ⬭   ⬭   ⬭

2.   ⬭   ⬭   ⬭   ⬭   ⬭   ⬭

3.   ⬭   ⬭   ⬭   ⬭   ⬭   ⬭

4.   ⬭   ⬭   ⬭   ⬭   ⬭   ⬭

5.   ⬭   ⬭   ⬭   ⬭   ⬭   ⬭

LISTENING 2 (Items 6-10)   (5 marks)

You're going to hear a text about **_Mona._**
*Listen and for each item, write a <u>short</u> answer (**not more than FOUR WORDS**).*

6. Where did Mona go last June?

_____

7. How did she travel to this place?

_____

8. Who went with her?

_____

9. How many days did they stay there?

_____

10. What did they do on the beach?

_____

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) not weak.

  *e.g. you should drink milk to have **str**_ _ _ teeth.*

2. (noun) a building for people to live in.

  *e.g. In the past people lived in barasti **ho**_ _ _.*

3. (verb) to move in the water.

  *e.g. They like to **s**_ _ _ in the sea every afternoon.*

4. (adjective) opposite of big.

  *e.g. Ali lives in a **sm**_ _ _ house near the beach.*

5. (noun) the doctor who treats teeth.

  *e.g. I have a toothache, I should see a **dent**_ _ _.*

GRAMMAR/VOCABULARY 2   (Items 6-10)   (2½ marks)

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

Salim **(6)** _____ a farmer. **(7)**_____ lives in a quite village in Rustaq. Every

morning, he goes **(8)** _____ his farm which is far away from his house. First, he

milks the cows **(9)** _____ collects the eggs. Then, he cuts the grass and waters the

plants. He likes feeding the animals. He has **(10)** _____ lunch under a big mango

tree. He enjoys his work a lot.

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to	in	is	my	from	he	are	but	his	and

6. ⬭   ⬭   ⬭   ⬭   ⬭   ⬭   ⬭   ⬭   ⬭   ⬭

7. ⬭   ⬭   ⬭   ⬭   ⬭   ⬭   ⬭   ⬭   ⬭   ⬭

8. ⬭   ⬭   ⬭   ⬭   ⬭   ⬭   ⬭   ⬭   ⬭   ⬭

9. ⬭   ⬭   ⬭   ⬭   ⬭   ⬭   ⬭   ⬭   ⬭   ⬭

10. ⬭   ⬭   ⬭   ⬭   ⬭   ⬭   ⬭   ⬭   ⬭   ⬭

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! M*y* name's Ahmed Al-Zedjali a*nd* I'm a stu*dent* at a

sch*ool* in Muscat. I'm in Gr*ade* Six. My favo*urite* subject is Maths."

TEXT

My sis_____ Amal is 14 years old. She likes eating junk fo_____ a lot. She eats

chips, choc_____ and sweets. She al_____ drinks soft drinks. This food

contains a lot o____ sugar and fat. Amal is 60 kilograms. She feels sick and tired most of

the ti_____. My parents advice h____ to have a good diet. She should eat fresh

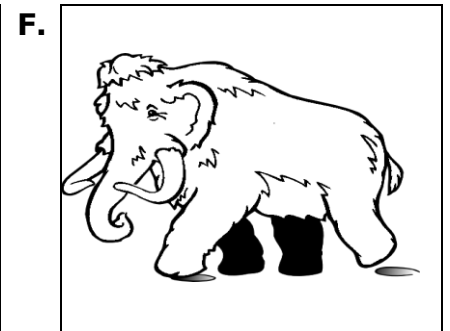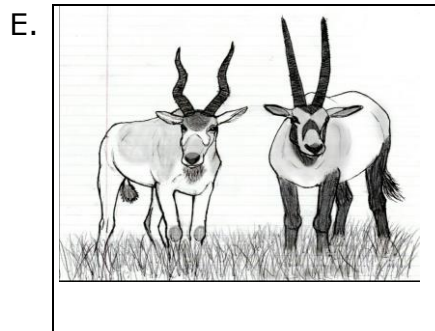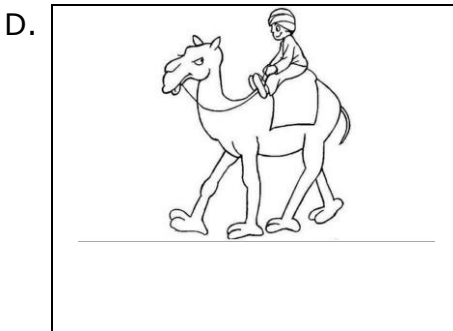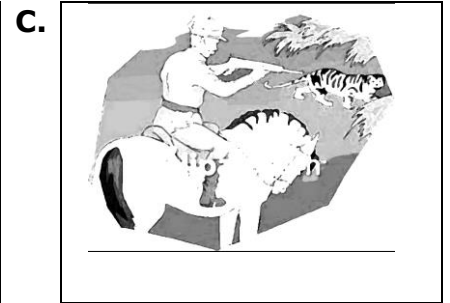fru_____ and vegetables such a____ bananas, carrots and apples. She needs to d____

more exercises.

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.

A.

B.

C.

D.

E.

F.

Pictures

	A	B	C	D	E	F
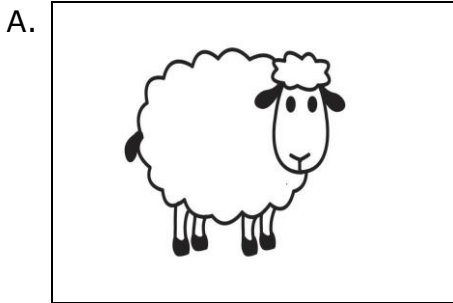
Texts

1. The Arabian Oryx has got two long, straight horns. It is white and very beautiful. It lives in the desert.

⬯ ⬯ ⬯ ⬯ ⬯ ⬯

2. For millions of years people used camel to travel in the deserts. It can walk for days without water or food.

⬯ ⬯ ⬯ ⬯ ⬯ ⬯

3. People in ancient China kept giant panda as a pet in their houses as palaces. They were keen about feeding and cleaning them.

⬯ ⬯ ⬯ ⬯ ⬯ ⬯

4. In many parts of Asia, people hunt tiger for its fur. Other people kill it because they think it is the main cause of killing people.

⬯ ⬯ ⬯ ⬯ ⬯ ⬯

READING 2 (Items 5–10)   (6 marks)

Read the text. Then complete the task.

Could you live without television for a week? That's what millions of people do every April as part of TV Turnoff Week, which is organized by anti-television groups like NOTV.com and White Dot. "Sure TV can sometimes be fun and exciting, especially when you're tired at the end of the day, "says Rudy Matthews from NOTV.com, "but most of the time it's just boring. We want people to turn off the TV for a week and do something more interesting instead."

You may be surprised how much television we watch. The average American family watches TV for 7hours and 40 minutes every day and British men watch 27 hours a week(British women watch only 24 hours). This means we spend over ten years of our life watching TV-what a frightening thought!

Many people are worried about how much TV children watch. Every American child sees 16,000 murders on TV before he or she is 18, and 20,000 adverts every year. Teacher Susan Walsh thinks this is a problem. "Children in the USA spend more time watching TV than in school and that's very worrying."

 TV Turnoff Week started in the USA in 1995 and now happens every year in the UK, France, Holland and Australia. More than 25 million people have turned off their TV, so why don't you do the same?

READING 2 (cont'd)

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

5. The writer wants people to turn off the TV for _____ .

⬭ three weeks ⬭ one week ⬭ two weeks

6. British men watch _____ TV programs than British women.

⬭ more ⬭ same ⬭ less

7. American children watch 16,000 _____ programs.

⬭ cartoons ⬭ adverts ⬭ murders

8. Susan Walsh is feeling _____ about children watching TV.

⬭ sad ⬭ worried ⬭ happy

9. TV Turnoff Week started in the USA in _____ .

⬭ 1995 ⬭ 1959 ⬭ 1595

10. Susan Walsh is a _____.

⬭ doctor ⬭ writer ⬭ teacher

READING SCORE	
	10

WRITING 1   **(4 marks)**

Write a paragraph about a <u>place</u> *called **Sohar**. Use **ALL** the information in the box. Your writing should be correct and well-organized.*

Sohar
north/coast/Oman
green farms/long beaches
kind/people   warm/weather
food/dates/fish
jobs/fishermen/farmers   tourism/visit/forts/old suqs

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Marker A	Marker B	Average

WRITING 2   **(6 marks)**

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

Situation: Your friend sent you an email asking about **how you spend your time in Ramadan**. . Write **an *email*** to Fahad/Fatma to tell him/her about this event. .

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

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Marker A	Marker B	Average

WRITING SCORE	**10**

LISTENING 1   (Items 1 – 5)

You are going to hear <u>five</u> people speaking. <u>Who</u> are they talking <u>to</u>?
Listen and for each item shade the bubbles ⬭ under the correct option.
1. "I had got a horrible fever last night. I feel really sick now."
2. "Listen to me carefully. You have to give me your homework tomorrow morning."
3. "Do you have fresh tuna today? How much is one kilo?"
4. "When did you start playing football? Who is your favorite player?"
5. "I'd like to go to Nizwa. Where is the next bus stop?"

LISTENING 2   (Items 6 – 10)

You are going to hear a text about Mona.
Listen, and for each item, write a short answer **(not more than four words)**
Mona is 25 years old. She lives in a small village in Sur with her family. She is studying Science at Sultan Qaboos University. She likes travelling very much. Last June, she decided to travel to one of the Asian countries. She chose to travel to India because she hasn't visited it before. Few days later, she got her tickets and flew to India on Tuesday. The flight took four hours. It was a fantastic journey. She travelled with her father and mother. They stayed for six days. They visited famous places like Taj Mahal. They enjoyed their time and they took lots of photos of famous buildings, streets and parks. The weather was warm, so they spent a good time on the beach doing different activities such as swimming and walking. They also visited traditional suqs in India and bought some gifts such as clothes and shoes for their families. Finally, they returned home and they were very excited.

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LISTENING 1 (5 mks)

	fisherman	students	bus driver	doctor	cook	football player
1.	◯	◯	◯	⬤	◯	◯
2.	◯	⬤	◯	◯	◯	◯
3.	⬤	◯	◯	◯	◯	◯
4.	◯	◯	◯	◯	◯	⬤
5.	◯	◯	⬤	◯	◯	◯

Notes: One mark each. Responses must be indicated <u>clearly</u>.

LISTENING 2 (5 mks)	GRM/ VCB 1 (2.5 mks)
6.　India **7.**　by plane/ flew **8.**　mother and father **9.**　six days **10.**　swimming and walking	**1.**　str<u>ong</u> **2.**　ho<u>use</u> **3.**　s<u>wim</u> **4.**　sm<u>all</u> **5.**　dent<u>ist</u>
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.	*Notes: Half-a-mark each. Spelling <u>must</u> be correct.*

GRM/ VCB 2 (2.5 mks)									
	to	in	is	my	from	he	are	but	his	and
6.	○	○	●	○	○	○	○	○	○	○
7.	○	○	○	○	○	●	○	○	○	○
8.	●	○	○	○	○	○	○	○	○	○
9.	○	○	○	○	○	○	○	○	○	●
10.	○	○	○	○	○	○	○	○	●	○

Notes: Half-a-mark each. Responses must be indicated <u>clearly</u>.

GRM/ VCB 3 (5 mks)	
11. sis<u>ter</u>	**16.** ti<u>me</u>
12. fo<u>od</u>	**17.** h<u>er</u>
13. choc<u>olate</u>	**18.** fru<u>its</u>
14. al<u>so</u>	**19.** a<u>s</u>
15. of	**20.** d<u>o</u>

Notes: Half-a-mark each. Spelling <u>must</u> be correct, including grammatical endings.

READING 1 (4 mks)					
	A	B	C	D	E	F
1.	○	○	○	○	●	○
2.	○	○	○	●	○	○
3.	○	●	○	○	○	○
4.	○	○	●	○	○	○

Notes: One mark each. Responses must be indicated <u>clearly</u>.

READING 2 (6 mks)

5.	○ Three weeks	● One week	○ Two weeks
6.	● more	○ same	○ less
7.	○ cartoon	○ advert	● murders
8.	○ sad	● worried	○ happy
9.	● 1995	○ 1959	○ 1595
10.	○ doctor	○ writer	● teacher

Notes: One mark each. Responses must be indicated <u>clearly</u>.

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	*No <u>attempt</u> <u>at</u> <u>the</u> <u>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	– Impact on intended reader(s) is <u>very</u> <u>positive</u> <u>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	– 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	– Impact on intended reader(s) is <u>fairly</u> <u>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	– 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	– Impact on intended reader(s) is <u>rather</u> <u>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	– Impact on intended readers(s) is <u>very</u> <u>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	<u>*No*</u> <u>*attempt*</u> <u>*at*</u> <u>*the*</u> <u>*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

<u>*Note 1*</u>*: The task is to write a **letter/** 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.* <u>PROCEDURE</u>*: 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.*

<u>*Note 2*</u>*: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.*