

ENGLISH LANGUAGE TEST

GRADE EIGHT

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. **How are they travelling?**
 Listen and for each item, shade in the bubble under the correct option.

aeroplane	snowmobile	train	tuk-tuk	boat	cable car
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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"/> |
| 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 short story about **Ali**.

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

6. Where did Ali go?

7. How many rooms were in the hotel?

8. Why did he like swimming?

9. Who did he meet?

10. What was the presentation about?

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.

<p><u>Example:</u> (noun) a room where food is prepared and cooked e.g. They keep the fridge in the kit c h e n.</p>

1. (adjective) having knowledge or experience to decide what is true or right.
e.g. My grandfather is a **w_ _ _** man. He always makes good decisions.
2. (verb) to suffer from lack of food or hunger.
e.g. children in very poor countries **sta** _ _ _ to death.
3. (adjective) pleasant and lovely.
e.g. The weather is **n**_ _ _ today.
4. (noun) a person who is walking not using a car.
e.g. There is a specific place for a **pedes**_ _ _ _ _ to walk in the street.
5. (verb) to shout or cry out loudly .
e.g. I **scr**_ _ _ whenever I watch scary movie.



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.)

Pasta is traditional Italian food. It (6) _____ also commonly used to refer to different types of pasta dishes. Pasta is made from dough of flour mixed (7) _____ water or eggs and formed into sheets or various shapes. Then, it is cooked (8) _____ boiling or baking. Pasta may be divided into two categories, dried pasta (9) _____ fresh pasta. In the past, fresh pasta was produced by hand (10) _____ today it is produced by large machines . The products are available in supermarkets.

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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

Stonehenge is one of the world's most ⁽¹¹⁾ **fam** _____ rock. It stands on Salisbury Plain, ⁽¹²⁾ **i**_____ England. It is almost 5,000 years ⁽¹³⁾ **o**____. Its giant stones can be ⁽¹⁴⁾ **se**_____ from miles around. It is a beautiful place ⁽¹⁵⁾ **f**_____ tourists. A lot of people ⁽¹⁶⁾ **vi**_____ Stonehenge every year. Stonehenge ⁽¹⁷⁾ **w**_____ built over many hundreds of years. Later, people made many changes⁽¹⁸⁾ **t**_____ the rock. We may never know exactly why people built it, but ⁽¹⁹⁾ **th**_____ probably gathered there for religious ceremonies. It is still a ⁽²⁰⁾ **mys**_____ for us.

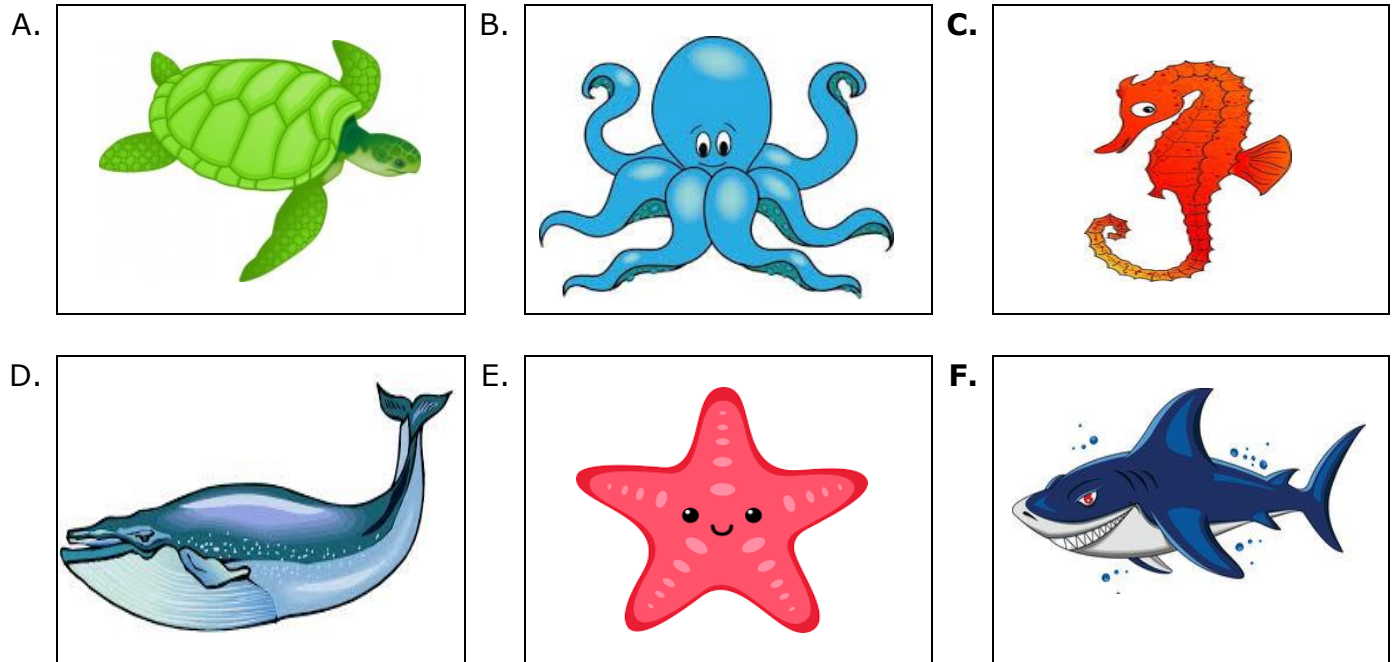
GRM/VCB SCORE	
	10

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. It has sharp teeth and strong sense of smell. It eats other fish or animals. It is dangerous.
2. It is found in the deep blue sea and shallow water. It is also known as sea stars. It has a central disc and five arms.
3. It is the largest animal that lives in the ocean. It is very big and heavy. It can weigh over 150 tons and be over 100 feet in length.
4. It is a tiny fish. It looks like the head of a horse. It lives in shallow water.

	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.

Unfortunately, a lot of kids don't like to go to the library. Parents should encourage their children to go to the library and read. This will teach them the importance of the library and to consider it as the first source of information.

Libraries were known long time ago. The Library of Alexandria, in Egypt, was the largest and most significant great library of the ancient world. In Europe, the first German State Library in Berlin was founded in 1661. The second German Library was founded in 1912 and the third one was in Frankfurt which was founded thirty four years later.

The library is a great place to visit for help with school work and for fun. You can go to your library, and there will always be a librarian who helps you find what you want. If you like to read fiction, your librarian can suggest adventure books, fantasy books and much More. Your librarian can help you locate information in magazines and newspaper articles, and on the computer.

If you are running from noise or stress, then library is your location. There are different types of libraries. The Academic library which serves colleges and universities, the public library which serves cities and towns, the school library that serves students from Kindergarten to grade 12 and the special library that offers opportunities to work in specialized environments, such as hospitals, museums, private business, and the government.

Don't forget to visit your library, and remember to thank your librarian for help!

READING 2 (continued)

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

5. The _____ helps you find what you want at a library.

librarian

teacher

parents

6. The most important library of the ancient world was founded in _____.

Egypt

Germany

Europe

7. _____ are types of fictional books in libraries.

Adventure & fantasy

Poem & sport

History & Science

8. University students go to _____ library.

school

public

academic

9. Libraries are _____ places.

stressful

noisy

quiet

10. Special libraries are specialized in _____.

Colleges & universities

cities & towns

museums &
hospitals

**READING
SCORE**

10

WRITING 1

(4 marks)

Write a paragraph about a person called Conan Edogawa. Use **ALL** the information in the box. Your writing should be correct and well-organized.

Conan Edogawa

short/dark hair/wear glasses

clever/logical/careful observation

student/primary school age/7 years

like/solve puzzles, football

nationality/Japanese job/detective

Marker A	Marker B	Average

Listening Scripts

Grade 8- sem2 session1

LISTENING 1

1. I am from Lebanon. I live in a place that is surrounded by mountains. So it is difficult to use cars for travelling. Instead, people in my village use a big metal cabin that goes along high wire cables.

2. I am from Venice, Italy. Venice is a city that was built on water. So there are no cars or roadways. The streets are rivers! People use this type of transport which is made of wood. It comes with a stick.

3. I live in Thailand. Most of the people in my country are poor. They don't have money for taxis so they use a motorcycle taxi. It is very cheap. It has three wheels and a cabin for passengers.

4. I am Russian. Russia is a big and crowded country. The easiest and fastest way to travel is using this type. It is very long and has a lot of cabins. Hundreds of people can get in it at once. It is very comfortable.

5. I am from Iceland. The weather is snowy. As a result, people use a different kind of transportation. It has no wheels. It is very fast but it can be dangerous. You might fall off if you don't hold on tight.

LISTENING 2

Last month, Ali went to Masira Island. This island is a fantastic place to relax and meet a lot of interesting people.

He stayed in a five-star hotel which was really wonderful. It was huge. It had 150 rooms, a restaurant and a wide swimming pool. The reception area of the hotel was exciting.

There was the information desk where you left your keys every time you went out.

Swimming in the pool was magic because of clear water. Ali liked it too much.

The hotel lobby, where you could read your newspaper, was beautiful. It was colourful.

The restaurant had delicious food and offered special vegetarian meals for those who don't eat meat.

During his holiday, Ali met several people. He met a famous writer who talked about his books all the time, so he was boring. He also met a young Spanish scientist who did an interesting presentation at the hotel about ocean world. Ali learned a lot from this presentation and he enjoyed his stay in the hotel. He had a wonderful time in the island and was disappointed when he had to leave. Hopefully, he will go back next summer!

LISTENING 1 (5 mks)						
	aeroplane	snowmobile	train	tuk-tuk	boat	Cable car
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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 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)	GRM/ VCB 1 (2.5 mks)
6. (To) Masira Island	1. <u>wise</u>
7. 150 rooms	2. star <u>ve</u>
8. Because of clear water	3. <u>nice</u>
9. A writer and scientist	4. pedes <u>trian</u>
10. Ocean world	5. scre <u>am</u>

Notes: One mark each. Complete accuracy in grammar and spelling is not required, but answers must be clearly and convincingly correct.

Notes: Half-a-mark each. Spelling must be correct.

GRM/ VCB 2 (2.5 mks)										
	are	have	some	the	were	but	and	with	by	is
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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

GRM/ VCB 3 (5 mks)	
11. fam <u>ous</u> 12. <u>in</u> 13. <u>old</u> 14. <u>seen</u> 15. <u>for</u>	16. <u>visit</u> 17. <u>was</u> 18. <u>to</u> 19. <u>they</u> 20. <u>mystery</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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/> librarian | <input type="radio"/> teacher | <input type="radio"/> parents |
| 6. | <input checked="" type="radio"/> Egypt | <input type="radio"/> Germany | <input type="radio"/> Europe |
| 7. | <input checked="" type="radio"/> Adventure & fantasy | <input type="radio"/> Poem & sport | <input type="radio"/> History & Science |
| 8. | <input type="radio"/> school | <input type="radio"/> public | <input checked="" type="radio"/> academic |
| 9. | <input type="radio"/> stressful | <input type="radio"/> noisy | <input checked="" type="radio"/> quiet |
| 10. | <input type="radio"/> Colleges & universities | <input type="radio"/> cities & towns | <input checked="" type="radio"/> museums & hospitals |

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

WRITING 1 (4 mks)

4	<ul style="list-style-type: none"> – Presents all the information, fully and clearly. – Writing is well-organised and coherent, with only minor language errors.
3	<ul style="list-style-type: none"> – Presents most of the information, clearly enough. – Writing contains some noticeable language errors and sometimes lacks coherence.
2	<ul style="list-style-type: none"> – Manages to present only some of the information; important points are missing or unclear. – Language contains frequent errors, some of which obscure meaning.
1	<ul style="list-style-type: none"> – A <u>very</u> feeble attempt at the task, presenting very little information. – Language used is extremely limited and/or seriously distorted.
0	<p><i>No attempt at the task: EITHER Irrelevant (Completely unrelated to the topic/ information provided) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR Complete nonsense</i></p>

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 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.</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>	