

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. Who are they talking to?
 Listen and for each item, shade in the bubble under the correct option.

students	Farmer	fisherman	teacher	doctor	policeman
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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 story about three friends.

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

6. What was the name of Alian and Robert's friend?

7. Why did their friend can't attend the meeting?

8. When did they go to their friend?

9. How many cows did they see on their way?

10. How did their friend feel after the visit?

**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) popular and known for everyone
e.g. Graham bell was a **fam**..... inventor.

2. (Noun) a large area full of trees.
e.g. Many large animals live in the **for**_____.

3. (Verb) kill or catch animals or birds.
e.g. People used to **hu**_____ pigeons for sport until it became extinct.

4. (Adjective) not rich or do not have enough money.
e.g. We should help **po**_____ people because they need our help.

5. (Noun) a place where you go to see the doctor.
e.g. Fatma! Are you sick? Why don't you go to the **hosp**_____?



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.)

People in the past ⁽⁶⁾ _____ to live in Barasti houses. They were made of palm branches. They ⁽⁷⁾ _____ small doors and small windows. They were cool in winter and hot in summer. Other people lived ⁽⁸⁾ _____ round houses. They were round, small ⁽⁹⁾ _____ made of clay. Also, they were dark at the day time because they hadn't ⁽¹⁰⁾ _____ windows.

On and used hadn't big were any had for in

- | | | | | | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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

Micheal is a clever **stu**_____ in the school. He is in **gr**_____ seven. He always come to school **b**____ bus with his brother John. He **c**_____ speak more than three **differ**_____ languages. He likes some subjects such as English, **ma**_____ and **Scie**_____. He has the ability to **wr**_____ long stories. His friends usually read **h**_____ stories. When he grows up, he wants to be an **engin**_____ like his father who works in a big company.

**GRM/VCB
SCORE**

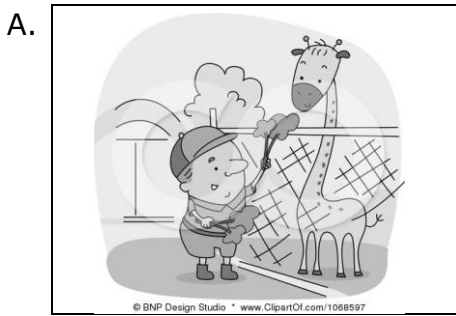
10

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

A	B	C	D	E	F
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- Running is a good activity for our bodies. Peter runs every day to make his body healthy.
- John is a creative architecture. He design buildings like houses and hotels. He likes his job so much.
- James is an adventurous. He likes climbing mountains and discovering deserts. His favorite hoppy is dangerous.
- David is a zookeeper. He take care of the animal in the zoo. He usually open cages and feed the animals.

<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.

Fantastic fruit

Everyone knows that fruit is good for you. However, according to some researchers, children who watch a lot of television are likely to eat more food that is high in fat, salt and sugar and eat less fruit and vegetables. Experts say that children should eat two serves of fruit each day.

Many parents are worried about their children in the school because of the snacks they buy from the canteens. They know that fruit and fruit juices are a healthy energy choice. They are full of important vitamins, minerals and fiber, which help children grow and develop. However, many children eat snacks that full of fat and sugar. This type of food can cause some diseases including Type 2 diabetes and a wide variety of cancers.

Most school listened to parents opinions about the food that they sell to the pupils. Now, the canteens have stopped selling junk food including sweets and soft drinks because they are unhealthy. Schools and canteens have been encouraging students to eat fruit. Some schools are even introducing fruit for children to get them eat fruit regularly.

READING 2 (continued)

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

5. children should eat two serves of fruit _____
 every week every day every month
6. Fruit are full of _____
 vitamins Proteins salt
7. Many children eat snacks that full of fat and _____
 fiber Calcium sugar
8. Bad snacks can cause some _____
 activities diseases actions
9. Sweets and soft drinks are _____
 unhealthy food healthy food good food
10. Now schools encourage the students to eat _____
 snacks Fruit ice cream

READING SCORE	
	10

WRITING 1

(4 marks)

Write a paragraph about an **inventor** called **Thomas Edison**. Use **ALL** the information in the box. Your writing should be correct and well- organized.

Thomas Edison

born/America/1847

married/3 children

great/inventor invent/light/Phonograph

study/ The Cooper Union

death/1931

Marker A	Marker B	Average

WRITING 2

(6 marks)

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

Situation: Your friend is asking about Eid celebration in Oman. Write a **letter/email** to tell him about activities you do in Eid celebration.

Your writing should be clear and well organized.

Marker A	Marker B	Average

WRITING SCORE	
	10

ENGLISH LANGUAGE TEST

GRADE SEVEN

Semester Two

First Session

Listening scripts

LISTENING 1 (Items 1-5)

(5 marks)

You are going to hear five people speaking. Who are they talking to?

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

- 1- I really enjoy walking in your farm. How many animal are there? And do you grow oranges or apples in your farm?
- 2- Ah! I didn't sleep yesterday. I was tired. I have pain in my head. I have a headache. Please help me.
- 3- That's amazing. A lot of fish here in your boat. Do you usually catch fish like this time?
- 4- Hello, please help me. I made an accident in my way home. My friend is still trapped in the car.
- 5- Listen! You should study well for your exam. You will have two writings and one reading task. Don't forget to bring a pen and a pencil.

LISTENING 2 (Items 6-10)

(5 marks)

You are going to hear a story about three friends.

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

Alian and Robert are friends for ten years. They live in New York City. They work in a big electrical company. Two years ago, Bob joined the same company and be a friend with Alian and Robert. One day, there was a meeting, Alian and Robert came together, but Bob wasn't there. They were worried so, after the meeting they phoned him. He told them that he had an accident in his way home and he broke his leg. He said that he is fine but they decided to visit him in his house. At the weekend, they drove their car to Bob's house. In their way to their friend, they saw two cows were crossing the road. Robert was very careful, he turned the wheels away from the cows and they completed their trip. They reached his house and had coffee with him. He was very happy to see them and said, "I feel fine after I saw you friends".

LISTENING 1 (5 mks)						
	student	farmer	fisherman	teacher	doctor	policeman
1.	<input type="radio"/>	<input checked="" 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 checked="" 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 type="radio"/>	<input checked="" type="radio"/>
5.	<input checked="" type="radio"/>	<input 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)
<p>6. Bob.</p> <p>7. (because) he had an accident.</p> <p>8. At the weekend.</p> <p>9. Two (2) cows.</p> <p>10. He was very happy</p>	<p>1. fam<u>ous</u></p> <p>2. fore<u>st</u></p> <p>3. hun<u>t</u></p> <p>4. po<u>or</u></p> <p>5. hosp<u>ital</u></p>
<p><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></p>	<p><i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i></p>

GRM/ VCB 2 (2.5 mks)										
	on	and	used	Hadn't	big	were	any	had	for	in
6.	<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"/>
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 type="radio"/>	<input checked="" type="radio"/>
9.	<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"/>
10.	<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"/>

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

GRM/ VCB 3 (5 mks)	
11. <u>student</u>	16. <u>math</u>
12. <u>grade</u>	17. <u>science</u>
13. <u>by</u>	18. <u>write</u>
14. <u>can</u>	19. <u>his</u>
15. <u>different</u>	20. <u>engineer</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 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"/>

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

READING 2 (6 mks)			
5.	<input type="radio"/> every week	<input checked="" type="radio"/> every day	<input type="radio"/> every month
6.	<input checked="" type="radio"/> vitamins	<input type="radio"/> proteins	<input type="radio"/> salt
7.	<input type="radio"/> fiber	<input type="radio"/> calcium	<input checked="" type="radio"/> sugar
8.	<input type="radio"/> activities	<input checked="" type="radio"/> diseases	<input type="radio"/> actions
9.	<input checked="" type="radio"/> unhealthy food	<input type="radio"/> healthy food	<input type="radio"/> good food
10.	<input type="radio"/> snacks	<input checked="" type="radio"/> fruit	<input type="radio"/> ice cream
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>			

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><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</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>	