

ENGLISH LANGUAGE TEST

GRADE EIGHT

**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 are going to hear five people speaking. ***What are they doing?***
 Listen and for each item, shade in the bubble under the correct option.

sleeping	driving	reading	eating	watching TV	playing
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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 two sisters.

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

6. Where did Lora live?

7. Why was Lora crying?

8. When did Sara go home?

9. How did Sara go home?

10. Who did she meet?

**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) delicious

e.g. This sandwich is **ta** _ _ _ .

2. (noun) the place where planes land and take off

e.g. Laila went to the **air** _ _ _ _ but she forgot her passport.

3. (adverb) kindly

e.g. Tom spoke **gen** _ _ _ to his angry neighbor.

4. (adjective) not fat

e.g. This boy is **th** _ _ although he is eating a lot of junk food.

5. (verb) to stop

e.g. You should eat healthy food to **pre** _ _ _ _ diseases.



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.)

Like most offices, my office is a place ⁽⁶⁾ _____ I can do my work and feel relaxed ⁽⁷⁾ _____ the same time. Of course, I have all the necessary equipment on my desk. I have the telephone next ⁽⁸⁾ _____ the fax machine. My computer is in the center of my desk ⁽⁹⁾ _____ the monitor directly in front of me and I have ⁽¹⁰⁾ _____ comfortable office chair to sit on.

- | | | | | | | | | | |
|-----|------|------|-----|----|-------|----|----|------|---|
| are | must | have | but | is | where | at | to | with | a |
|-----|------|------|-----|----|-------|----|----|------|---|

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

People **ne**_____ water to live. Without water, **th**_____ die after a few days. Water can also kill. In **po**_____ countries, many people drink water **fr**_____ rivers. They **u**_____ the same rivers for washing clothes **a**_____ watering their animals. In **so**_____ places dead animals are thrown into rivers. So it **i**_____ not surprising that 80% **o**_____ all diseases in these countries are caused by using this **di**_____ water.

**GRM/VCB
SCORE**

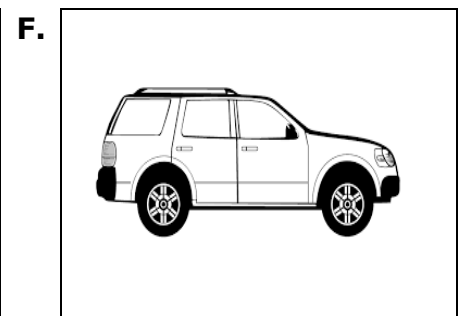
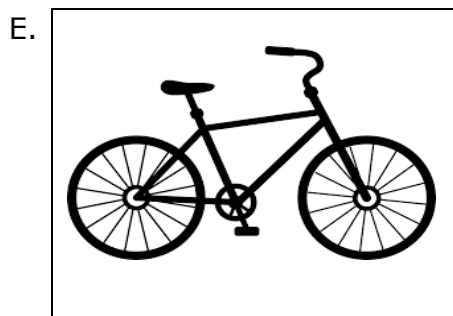
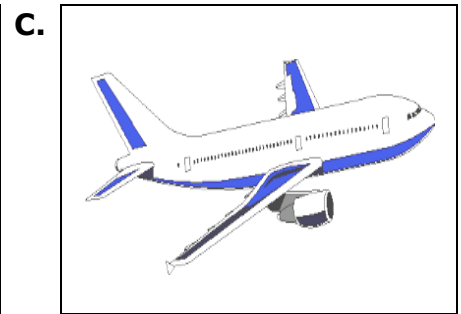
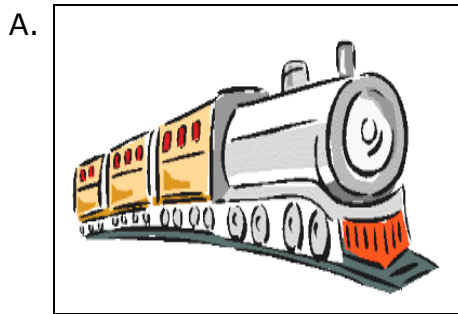
10

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. The railroad was one of important inventions. It was the only way that people had to travel and explore. It was very fast.
2. It is used for work. Fishermen travel out to sea to catch fish or travel companies using boats to give tours.
3. Air travel is considered to be one of the safest and fastest ways to reach distant places. However, it can be expensive.
4. It is a great way for many people to travel together at once. Schools use it to transport students.

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.

Nearly everyone likes ice cream. Most children love it and will eat it every day. Ice cream is a sweetened frozen food typically eaten as a snack or dessert. It is usually made from dairy products, such as milk and cream with sugar. It usually has fruit or other flavours such as chocolate, coffee, or some kind of nut.

Phrases such as "frozen custard", "frozen yogurt", "sorbet", "gelato" and others are used for different types of ice cream like in the United States. But in other countries, such as Italy and Argentina, one word is used for all types.

Ice cream is not a modern invention. In China, in about 200 BCE, a mixture of milk and rice was frozen. In 37-68 CE, the Roman Emperor Nero ate ice from the mountains with pieces of fruit on the top. But his favourite one was snow flavoured with honey and nuts. Ice cream needs very cold place to store that's why it was not known for many people.

Ice cream became popular throughout the world in the second half of the twentieth century. The invention of fridges makes people all over the world know this kind of sweet. I think fridges became very common that time because they were cheaper.

Nowadays, we can buy ice cream in large cartons, in bars covered with chocolate, and between or on top of biscuits. We eat it as a dessert at the end of a meal or at any time of the day or evening.

READING 2 (continued)

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

5. Ice cream is made from _____.

dairy

nuts

fruit

6. In _____ there are many names for different types of ice cream.

The USA

Italy

Argentina

7. The first people to eat a kind of ice cream were the _____.

Romans

Chinese

Americans

8. Nero's favourite ice cream was made of _____.

cream, sugar & fruit

snow, honey & nuts

Chocolate,
coffee & yoghurt

9. Ice cream became popular in the _____ century.

18th

19th

20th

10. We can buy ice cream in _____.

papers

bags

cartons

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**READING
SCORE**

10

Listening Script

Grade 8- sem2 session2

LISTENING 1

- 1.** This game is fantastic. I like it because it is popular and it helps me keep fit instead of going to the gym.
- 2.** Could you please keep quiet? I cannot hear what's going on the world. I am trying to catch up with the latest news.
- 3.** This restaurant is unique. You can taste any food before you order and you can get half of the price if you finish the dish.
- 4.** I don't like this book. It is difficult to understand. There are no pictures and I need to use dictionary all the time.
- 5.** This car is super. It has special design and colour. It is also very fast. The seatings are comfortable.

LISTENING 2

Two sisters

Sara and Lora are sisters. Sara lives in a house in New York and Lora lives in a flat in California. One day Sara decided to visit her sister. When her sister answered the door, Sara saw tears in her eyes. She asked Lora why she was crying. Lora said that her cat died last night and had no place to bury him.

Lora began to cry again. Sara was very sad because she knew that her sister loved the cat very much. So, Sara suggested to take the cat and burry him in her garden in New York . She told her sister that she could come and visit him sometimes. Lora liked the idea.

Sara couldn't stay with her sister for a long time because her two sons would come from school. So when it was five o'clock, Sara said goodbye to her sister and Lora put the dead cat into a shopping bag. Sara took the shopping bag and walked to the bus stop. When the bus arrived, she got on the bus, sat down and put the shopping bag on the floor beside her feet. Next to her was an old man. He was friendly. He asked Sara about her children and talked about his sons as well. Sara enjoyed talking with him and this made the trip short. When the bus arrived at her bus stop, she thanked the old man and said goodbye. She got off the bus and walked for about two minutes. Suddenly she remembered she had left the shopping bag on the bus. She never told her sister!

LISTENING 1 (5 mks)						
	sleeping	driving	reading	eating	watching TV	playing
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. A Flat in California	1. <u>tasty</u>
7. her cat died	2. air <u>port</u>
8. at five o'clock	3. gen <u>tly</u>
9. by bus	4. th <u>in</u>
10. (An) old man	5. pre <u>vent</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	must	have	but	is	where	at	to	with	a
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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" 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 checked="" 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>ne<u>ed</u></u> 12. <u>the<u>y</u></u> 13. <u>po<u>or</u></u> 14. <u>fr<u>om</u></u> 15. <u>u<u>se</u></u>	16. <u>an<u>d</u></u> 17. <u>so<u>me</u></u> 18. <u>is</u> 19. <u>of</u> 20. <u>dir<u>ty</u></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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input 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 checked="" 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"/> dairy	<input type="radio"/> nuts	<input type="radio"/> fruit
6. <input checked="" type="radio"/> The USA	<input type="radio"/> Italy	<input type="radio"/> Argentina
7. <input type="radio"/> Romans	<input checked="" type="radio"/> Chinese	<input type="radio"/> Americans
8. <input type="radio"/> cream, sugar & fruit	<input checked="" type="radio"/> snow, honey & nuts	<input type="radio"/> Chocolate, coffee & yoghurt
9. <input type="radio"/> 18 th	<input type="radio"/> 19 th	<input checked="" type="radio"/> 20 th
10. <input type="radio"/> papers	<input type="radio"/> bags	<input checked="" type="radio"/> cartons
<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>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. 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.</p> <p>Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	