

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.

Driver	Policeman	Shopkeeper	Student	Doctor	Engineer
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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 text about **Walt Disney**.

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

6. When was Walt Disney born ?

7. What type of movies did he make ?

8. What kind of animal was Oswald ?

9. How old is Mickey now ?

10. Where is Disneyland ?

**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) feeling pleasure and enjoyment

e.g. Ahmed was **hap** _ _ .

2. (noun) an electronic machine used to store data

e.g. I saved some information in the **comp**_ _ _ _ for my project.

3. (verb) to colour something

e.g. Can you **pai** _ _ this picture?

4. (adjective) not long

e.g. Sara has **sh**_ _ _ brown hair.

5. (noun) a place where animals are kept

e.g. Yesterday, we went to the **z**_ _ _ to see more animals.



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.)

Every year, people in the United State of America celebrate Thanksgiving Day ⁽⁶⁾ _____ November. It is an old tradition taken from the early Americans who came ⁽⁷⁾ _____ England to settle in the United States. The reason behind this celebration ⁽⁸⁾ _____ to offer great thanks to God. Families ⁽⁹⁾ _____ friends get together and share a meal. The meal usually includes stuffed roast turkey served with lots ⁽¹⁰⁾ _____ vegetables.

and an in on of are because from is but

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

Polar bears ⁽¹¹⁾ li___ in the Arctic circle. Polar bear cubs are born ⁽¹²⁾ sm___, with their eyes ⁽¹³⁾ clo___. They weigh about 454 to 680 g. Their mothers feed them and keep them ⁽¹⁴⁾ wa___. Adult polar bears are ⁽¹⁵⁾ ve___ large. They have a thick layer of fat under their ⁽¹⁶⁾ sk___. It ⁽¹⁷⁾ i___ called blubber. They are known to ⁽¹⁸⁾ sw___ more than 60 miles in the cold water without rest. Seals are their favourite ⁽¹⁹⁾ fo___. Polar bears use their ⁽²⁰⁾ str___ sense of smell to hunt for seals.

**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. Anfal is twelve years old. She likes playing volleyball with her friends near the beach.
2. Salim is nine years old. He likes taking photographs . He usually takes photograph of plants and flowers.
3. Fatma is ten years old. She is a student in grade 9 .She helps her mother in making delicious cakes and sweets.
4. Nasser likes playing guitar with his sister Aseela. He started taking guitar lessons at the age of four.

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.

Arbor Day is the day to celebrate trees. It's a huge tree planting party. People around the world participate it on different dates.

For example, in New Zealand, the celebration takes place on the sixth month of each year. People from different places plant trees in parks. Hundreds of visitors take part in outdoor activities. They have poster competitions and take walks in the beautiful nature. Schools display students' projects on the protection of trees and encourage them to collect paper for recycling.

In China, Arbor Day is known as 'Tree Planting Day'. It takes place on twelfth of March. Millions of people plant new trees around the country. In small villages, people still use wood for cooking and heating . Farmers know how important it is for their survival and they plant trees on the near mountains. In the cities, schoolchildren label the trees with their names.

I think it is a good idea to take care of the trees because they have many advantages. Trees provide shade for people and animals . They also provide oxygen and clean the air.

READING 2 (continued)

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

5. People celebrate Arbor day by _____.
- planting trees watering trees colouring trees
6. People plant trees in the parks in _____.
- China New Zealand Spain
7. _____ collect paper for recycling.
- Visitors Parents Students
8. _____ is another name for Arbor day in China.
- Tree planting Day Environment Day Flowers Day
9. People in _____ use wood for cooking.
- towns villages cities
10. Trees provide _____ to the environment.
- nitrogen hydrogen oxygen

READING SCORE
10

WRITING 1

(4 marks)

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

Ibn Nafees	
born / 1201 / Syria	
travelled / Egypt / worked / hospital	
taught / doctors	
first person / write / movement of blood	
very brilliant	
wrote a book / AL-Shamil	died / 1288 / Cairo

Marker A	Marker B	Average

WRITING 2

(6 marks)

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

Situation: Imagine that you have a friend who wants to know about **Staying Healthy** . Write a **email** to your friend tell him/ her about your **health advice** .

Your writing should be clear and organized.

Marker A	Marker B	Average

WRITING SCORE	
	10

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- Hi, it started yesterday with bad cough and high temperature. I feel very sick.
- 2- Excuse me, please I need to go to the Flower Park . Please, turn left and then go straight for 900 meters then turn right.
- 3- I saw two strange men in a blue car trying to enter the bank. I think they might be the thieves.
- 4- Excuse me, I need two kilos of tomatoes, a kilo of bananas and some fresh bread.
- 5- First, you need to go to a bookshop and buy a dictionary. It will help you in writing your project.

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

You are going to hear a text about **Walt Disney**.
Listen and for each item, write a **short** answer (**not more than FOUR WORDS**).

One of the most famous people for children is Walt Disney. Disney was born in 1901 in the United States of America. He was a movie producer . He was one of the first people in the World to produce cartoon movies. At the beginning , he had a cartoon character which was the star of his company. The character was a rabbit called Oswald. About a year later, Walt Disney lost the rabbit because of problems with the people who drew Oswald. Disney had to make a new star character very fast. This was when Mickey Mouse was born. Mickey became very famous very fast and soon became Disney's main character. Mickey is now seventy five years old and very famous all over the World. In the 1950s , Walt Disney bought a large piece of land in Florida to build a big park for children that is known today as Disneyland . Walt Disney died at the age of sixty five.

GRADE SEVEN — ENGLISH LANGUAGE
SEMESTER TWO, 2015/2016, FIRST SESSION
REGION: MUSCAT

MARKING GUIDE
TOTAL MARKS: 40
 Page 1 of 4

LISTENING 1 (5 mks)						
	Driver	Policeman	Shopkeeper	Student	Doctor	Engineer
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" 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. In 1901</p> <p>7. Cartoon (movies)</p> <p>8. Rabbit</p> <p>9. 75 / seventy five (years old)</p> <p>10. Florida</p>	<p>1. hap<u>py</u></p> <p>2. com<u>puter</u></p> <p>3. pai<u>nt</u></p> <p>4. sh<u>ort</u></p> <p>5. <u>zoo</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)										
	and	an	in	on	of	are	because	from	is	but
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 checked="" 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 checked="" type="radio"/>	<input 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. <u>live</u> 12. <u>small</u> 13. <u>closed</u> 14. <u>warm</u> 15. <u>very</u>	16. <u>skin</u> 17. <u>is</u> 18. <u>swim</u> 19. <u>food</u> 20. <u>strong</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 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 checked="" type="radio"/> planting <i>trees</i>	<input type="radio"/> watering trees	<input type="radio"/> colouring trees
6.	<input type="radio"/> China	<input checked="" type="radio"/> New Zealand	<input type="radio"/> Spain
7.	<input type="radio"/> Visitors	<input type="radio"/> Parents	<input checked="" type="radio"/> Students
8.	<input checked="" type="radio"/> Tree Planting <i>Day</i>	<input type="radio"/> Environment Day	<input type="radio"/> Flowers Day
9.	<input type="radio"/> towns	<input checked="" type="radio"/> villages	<input type="radio"/> cities
10.	<input type="radio"/> nitrogen	<input type="radio"/> hydrogen	<input checked="" type="radio"/> oxygen
<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>Note 1: The task is to write a letter/ an e-mail, so students must include a greeting at the start and a closing at the end. If they do not, they will lose marks. PROCEDURE: Each marker marks the content of the e-mail according to the Rating Scale — then, if either the greeting or the closing are missing, 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 ignored.</p>	