

**ENGLISH LANGUAGE TEST****GRADE EIGHT****Semester Two  
Second Session**

<b>Name</b>			
<b>School</b>		<b>Class</b>	

**Write your answers on the Test Paper****Time: 2 hours****Pages: 10**

<b>TEST SCORES</b>	<b>LISTENING</b>	<b>10</b>	
	<b>GRM/VCB</b>	<b>10</b>	
	<b>READING</b>	<b>10</b>	
	<b>WRITING</b>	<b>10</b>	
	<b>TOTAL</b>	<b>40</b>	

**LISTENING 1 (Items 1-5)**

**(5 marks)**

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

a journey	free time	favourite food	a diving experience	visiting a relative	a road accident
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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 about "***Nasser's visit***".

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

6. Where did Nasser go for three days?

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7. How did he go to the hotel?

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8. When did he walk in the park?

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9. What did he buy for his family?

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10. What time did Nasser's plane leave?

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**LISTENING  
SCORE**

<b>10</b>

**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.** (noun) a person who goes under water using special equipments.

e.g. A **di** \_ \_ \_ \_ likes to discover new spices of fish in the sea.

**2.** (noun) a list of meals.

e.g. The waiter gives the customer a **me** \_ \_ to choose the food.

**3.** ( adjective ) small

e.g. The child ate a **ti** \_ \_ piece of cake.

**4.** (Verb) becomes a liquid.

e.g. The water vapour **cond** \_ \_ \_ \_ in the air to make clouds.

**5.** (adverb) not carelessly .

e.g. I read the instruction **care** \_ \_ \_ \_ before I answer the questions.



**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.)

Ammar is (6) \_\_\_\_\_ excellent student. He has (7) \_\_\_\_\_ finished his homework and now he is preparing (8) \_\_\_\_\_ his English private lesson. Everyday his teacher asks him to do (9) \_\_\_\_\_ writing activities to improve his writing. He is happy with that and he is not afraid to do (10) \_\_\_\_\_ work to improve his language.

yet    already    on    some    for    at    an    On    some    any

- |     |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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:**

“Go od morning! My y name’s Ahmed Al-Zedjali a nd I’m a student at a school in Muscat. I’m in Grade Six. My favourite subject is Maths.”

**TEXT**

Speaker A: ‘Hi. How **o**\_\_\_\_\_ is your car?’

Speaker B: ‘Five years. I **bou**\_\_\_\_\_ it in 2010.’

Speaker A: ‘Please wear your **se**\_\_\_\_\_ belt.’

Speaker B: ‘Thank you for your **adv**\_\_\_\_\_.’

Speaker A: ‘Look! There is a camel beside the road, **dr**\_\_\_\_\_ your car slowly. ’

Speaker B: ‘Don’t worry. I **c**\_\_\_\_\_ see it.’

Speaker A: ‘Camels **we**\_\_\_\_\_ ways of transportation in the past’

Speaker B: ‘Really! Did people **sa**\_\_\_\_\_ by ships too?’

Speaker A: ‘Yes. Look at this restaurant. I **us**\_\_\_\_\_ to eat pizza in it.’

Speaker B: ‘Shall I stop **he**\_\_\_\_\_?’

Speaker A: ‘No thank you! Stop near the hospital’

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**GRM/VCB  
SCORE**

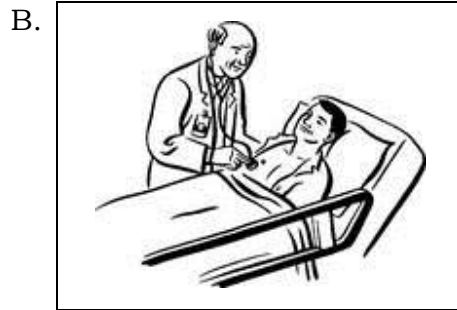
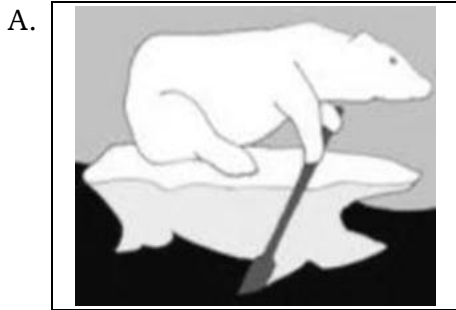
<b>10</b>

**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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- An aircraft is a machine that flies in the air. Most aircrafts have wings to keep them up and engines to make them move along.
- Bob is in the kitchen now. He is trying to reach a cooking pan on the stove. This is very dangerous.
- In Japan, people eat with two chopsticks. They hold the bowl of food in one hand and eat with the other hand, using the chopsticks.
- Salem had a car accident last night. Now he is in the hospital. He is getting better.

<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.*

In this modern world people are used to having fast foods more than foods made at home. The reason behind this interest is that fast food saves time and the effort needed for cooking a meal at home. But we have to keep in mind the disadvantages it has.

I think that the advantage that can be pointed out by people favouring fast food is nothing but the time saved. Today people consider getting a ready-made meal is better than everything in the world. Most people find it difficult to go shopping and collect the ingredients needed for a day to day cooking. The only advantage I can truly think of is that in today's rushing world, it can be faster to pick up some food than make it yourself. The disadvantages are too many to list.

The biggest and well-known disadvantage of fast food is the bad effect it may cause to our health. It is a reality and a popular fact that it is very much unhealthy than the food that is freshly prepared at home. The reason behind this is that it contains larger amounts of salt, oil and fat.

However, I have no problems with fast foods if only consumed sometimes. It is very important to control what goes in our bodies.



5. Today, people are having more \_\_\_\_\_ food.  
 home-made       Fast       Healthy

6. The writer thinks that the only advantage of fast food is being \_\_\_\_\_.  
 quick       Cheap       Delicious

7. Most people find it difficult to \_\_\_\_\_.  
 buy fast food       eat in restaurants       buy food ingredients

8. Fast food has \_\_\_\_\_.  
 many advantages       many disadvantages       no disadvantages

9. Fast food contains big amounts of \_\_\_\_\_.  
 oil and fat       sugar       Vitamins

10. The writer thinks we \_\_\_\_\_.  
 should eat fast food       shouldn't eat home-made food       should control what we eat

<b>READING SCORE</b>	
<b>SCORE</b>	<b>10</b>







## **Grade Eight Listening Scripts (Items 1-10)**

### **2<sup>nd</sup> session**

#### **Listening 1: (Items 1-5)**

1. "When I'm free, I enjoy spending a long time playing video games on my computer."
2. "My journey took months across the Atlantic Ocean from Europe to South America. I travelled through the Amazon Rainforest and the interior of Brazil."
3. "I started to learn diving at the age of six. I learned it in the swimming pool. It was my instructor who made me love diving."
4. "Last year, I was really lucky to travel to Italy. It was an opportunity to taste my favourite food, pizza, one of the popular Italian local dishes."
5. "It was raining heavily. When I tried to use the brake, the car didn't stop quickly. I crashed into the car in front of me."

#### **LISTENING 2 (Items 6–10)**

**[5 marks]**

You are going to hear text about: "**NASSER's visit**".

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

Last summer, Nasser went to London for four days. He left Oman on Monday and arrived in London the next morning. He took a taxi to his hotel. On Tuesday afternoon he walked in the park. On Wednesday evening Nasser was tired, so he ate dinner in the hotel and went to bed early. On Thursday morning, Nasser took a bus to The London Museum. He learned about the history of London. On Sunday morning, he walked to Oxford Street in order to buy some souvenirs and presents for his family. On Sunday evening, he took a taxi to the airport. His plane left London at 10.30 and arrived in Oman at 7.30 the next morning. Nasser was so happy and enjoyed the visit a lot.

**GRADE EIGHT — ENGLISH LANGUAGE**

**MARKING GUIDE**

**SEMESTER TWO, 2015/2016, SECOND SESSION**

**TOTAL MARKS: 40**

**GOVERNATE: SHARQIA SOUTH**

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LISTENING 1 (5 mks)						
	a journey	free time	favourite food	A diving experience	visiting a relative	a road accident
1.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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

LISTENING 2 (5 mks)	GRM/ VCB 1 (2.5 mks)
<p>6. To London</p> <p>7. By taxi / ho took a taxi</p> <p>8. On Tuesday afternoon</p> <p>9. Some souvenirs and presents</p> <p>10. At 10.30 / On Thursday evening</p>	<p>1. <u>Diver</u></p> <p>2. <u>Menu</u></p> <p>3. <u>Tiny</u></p> <p>4. <u>Condences</u></p> <p>5. Care<u>fully</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)										
	yet	already	on	some	for	at	An	On	some	any
6.	<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"/>
7.	<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"/>
8.	<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"/>
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>old</u>	16. <u>Can</u>
12. bou <u>ght</u>	17. we <u>re</u>
13. se <u>at</u>	18. sa <u>il</u>
14. adv <u>ice</u>	19. us <u>ed</u>
15. dr <u>ive</u>	20. He <u>re</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 type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

**Grade 8, English, Sem. 2, 2015/16, 1<sup>st</sup> Session: Marking Guide**  
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READING 2 (6 mks)			
5.	<input type="radio"/> home-made	<input checked="" type="radio"/> Fast	<input type="radio"/> Healthy
6.	<input checked="" type="radio"/> quick	<input type="radio"/> Cheap	<input type="radio"/> Delicious
7.	<input type="radio"/> buy fast food	<input type="radio"/> eat in restaurants	<input checked="" type="radio"/> buy food ingredients
8.	<input type="radio"/> many advantages	<input checked="" type="radio"/> many disadvantages	<input type="radio"/> no disadvantages
9.	<input checked="" type="radio"/> oil and fat	<input type="radio"/> sugar	<input type="radio"/> Vitamins
10.	<input type="radio"/> should eat fast food	<input type="radio"/> shouldn't eat home-made food	<input checked="" type="radio"/> should control what we eat

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



<b>WRITING 1 (4 mks)</b>	
<b>4</b>	<ul style="list-style-type: none"> <li>– Presents all the information, fully and clearly.</li> <li>– Writing is well-organised and coherent, with only minor language errors.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>– Presents most of the information, clearly enough.</li> <li>– Writing contains some noticeable language errors and sometimes lacks coherence.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>– Manages to present only some of the information; important points are missing or unclear.</li> <li>– Language contains frequent errors, some of which obscure meaning.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>– A <u>very</u> feeble attempt at the task, presenting very little information.</li> <li>– Language used is extremely limited and/or seriously distorted.</li> </ul>
<b>0</b>	<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>

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<b>WRITING 2 (6 mks)</b>	
<b>6</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader(s) is <u>very positive indeed</u>.</li> <li>– Writing clearly succeeds in achieving its purpose.</li> <li>– Uses language which is very appropriate to reader and context.</li> <li>– A good range of structures and vocabulary, with an excellent level of accuracy.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader(s) is <u>positive</u>.</li> <li>– Writing succeeds to a large extent in achieving its purpose.</li> <li>– Uses language which is appropriate to reader and context.</li> <li>– A fair range of structures and vocabulary, with a good level of accuracy.</li> </ul>

<b>4</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader(s) is <u>fairly positive</u>.</li> <li>– Writing has reasonable success in achieving its purpose.</li> <li>– There are clear attempts to use language appropriate to reader and context.</li> <li>– Grammar and vocabulary are reasonably correct, though limited in range.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader(s) is <u>mixed</u>.</li> <li>– Writing has partially achieved its main purpose, <u>but</u>:</li> <li>– Some of the language used is inappropriate to reader and context.</li> <li>– There is a noticeable lack of accuracy in the use of grammar and vocabulary.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader(s) is <u>rather negative</u>.</li> <li>– Writing only has very limited success in achieving its purpose.</li> <li>– There is little evidence of attempts to use appropriate language.</li> <li>– Grammar/Vocabulary contain frequent serious errors.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>– Impact on intended readers(s) is <u>very negative</u>.</li> <li>– Writing clearly fails to achieve its intended purpose.</li> <li>– There is no evidence of any attempt to use appropriate language.</li> <li>– The language used is extremely limited and/or seriously distorted.</li> </ul>
<b>0</b>	<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><b>Note 1:</b> The task is to write a <b>letter/ an e-mail</b>, 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>, <b>deduct one mark</b> from the content-score.</i></p> <p><i><b>Note 2:</b> No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</i></p>	

