

ENGLISH LANGUAGE TEST

GRADE SEVEN

Semester Two

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.

policeman	teacher	dentist	hunter	photographer	inventor
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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 some **text** about **Mike**.

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

6. Where did Mike go?

7. What did he buy?

8. When did the old man come?

9. What colour was old man's dog?

10. How did the dog feel at the end of the film?

**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) no longer exist

e.g. Many animals are **ext**_ _ _ because of hunting.

2. (noun) something bad happened to you

e.g. Ahmed injured his arm in a car **acc**_ _ _ _ .

3. (verb) to save and look after

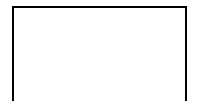
e.g. Children need to brush their teeth to **pro**_ _ _ _ them.

4. (adjective) not often ill

e.g. Eating apples is **hea**_ _ _ _ for you.

5. (verb) to injure with fire or heat

e.g. If you keep your hand too close to the fire, you will **bu**_ _ it.



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.)

In Thailand, there is ⁽⁶⁾ _____ temple where 137 tigers are kept. Many tourists visit this temple ⁽⁷⁾ _____ see the tigers. However, there ⁽⁸⁾ _____ some problems. People say that visitors treat these tigers badly. Officials must get more information about this problem. ⁽⁹⁾ _____ people are treating the tigers badly, officials ⁽¹⁰⁾ _____ close the temple.

the are where of a will an is to If

- 6.
- 7.
- 8.
- 9.
- 10.



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

Ibn Nafees was ⁽¹¹⁾ **bo**_____ in Syria in 1210. He worked in a ⁽¹²⁾ **hosp**_____ in Egypt. He treated ⁽¹³⁾ **si**_____ people and, at the same ⁽¹⁴⁾ **ti**_____, he taught the other ⁽¹⁵⁾ **doc**_____ and nurses. He was the first person ⁽¹⁶⁾ **t**_____ write about the movement ⁽¹⁷⁾ **o**_____ the blood in the body. He also wrote ⁽¹⁸⁾ **ma**_____ books, such ⁽¹⁹⁾ **a**_____ 'Ashamil Fi Al-Tibb'. He ⁽²⁰⁾ **di**_____ in 1288.

**GRM/VCB
SCORE**

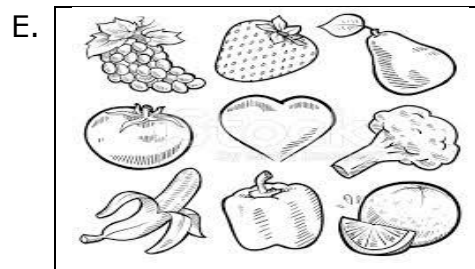
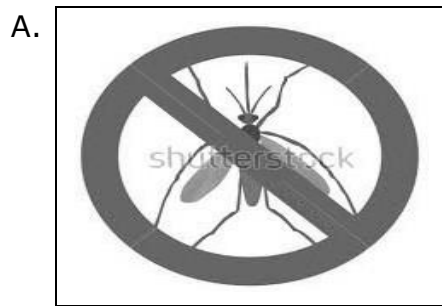
10

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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1. Last night, Said went to see a doctor in the local hospital. He had a very bad pain in his back.
2. We need to eat healthy food such as fruits and vegetables. These foods contain a lot of vitamins which are good for our bodies.
3. You shouldn't eat junk food during watching TV for two reasons: First, it causes overweight. Second, it makes you very lazy.
4. Flies and insects are very harmful for our health. For this reason, we need to keep them away from us.

<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.

Most people like watching TV, especially during their free time. They enjoy eating snacks while watching TV. There are many different programmes and hundreds of channels to watch. In general, parents like watching comedy and talk shows, but children love watching cartoons a lot. However, watching TV has both advantages and disadvantages.

On the one hand, we learn a lot of information about places and people. Also, watching TV is a great way to get family and friends together on weekends. Moreover, children can learn a lot from educational channels or programmes.

On the other hand, watching TV can cause health problems such as obesity. I think that people get overweight because of eating junk food while watching TV. Also, watching TV wastes a lot of time as pupils may forget to do their homework. In addition, there are many programmes that don't teach good values to children.

To sum up, parents should choose and monitor the TV programmes and channels that their children should watch. They should also limit the time their children spend in watching TV.

READING 2 (continued)

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

5. Most people watch TV when they are _____.

- free tired relaxed

6. Parents like watching _____ programmes.

- comedy cartoon drama

7. Watching TV has _____.

- advantages disadvantages advantages and disadvantages

8. The writer thinks that people get overweight because they _____.

- eat a lot of junk food watch TV for a long time eat junk food while watching TV

9. Many children forget their _____ because of watching TV.

- food homework money

10. Parents should choose the suitable _____ for their children.

- programmes clothes games

**READING
SCORE**

10

WRITING 1

(4 marks)

Write a paragraph about a **footballer** called **Cristiano Ronaldo**. Use **ALL** the information in the box. Your writing should be correct and well-organized.

Cristiano Ronaldo		
born / 5 th February 1985 / Portugal		
began club career / August 2002		
position/forward / captain /Portugal		2003 / Manchester United
2009 / moved / Real Madrid / £ 80 million		
first player / 50 international goals		
2014 / best player / world		

Marker A	Marker B	Average

WRITING 2

(6 marks)

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

Situation: Your friend Salim / Salma from Muscat wants to visit Salalah.
 Write him/her an **e-mail** telling him/her about the beautiful places to visit in Salalah.

Your writing should be **clear** and **organized**.

Marker A	Marker B	Average

WRITING SCORE	
	10

Grade Seven Listening Script (Items 1-10)

Listening 1 (Items 1-5)

1. Please, could you check my teeth? I've got a toothache for two days and I can't eat or sleep well.
2. You shouldn't use your gun to kill these animals. They're in danger and they are nearly becoming extinct.
3. Excuse me. I couldn't understand this question. Could you explain it to me again, please?
4. Suddenly, I saw goats crossing the road. I tried to use the break, but the car turned to the tree. That's how it happened.
5. Can you tell us about this machine and how you got the idea to make it?
It's a great invention.

Listening 2 (Items 6-10)

One day Mike went to the cinema to see a film. He bought an ice-cream. Then he sat in the front row of the cinema and waited for the film to start.

A few minutes later, an old man in a long coat came and sat near him. The old man had a big black dog, and the dog sat on the floor by the man's feet.

When the film started, Mike saw that the dog was very interested in the film. When something funny happened, the dog laughed and laughed. When a person in the film died or something bad happened, the dog cried and cried. This happened all the way through the film.

At the end of the film, Mike went to talk to the old man. "That was amazing," said Mike. "Your dog really loved the film." The old man looked at him and said, "Yes, it was amazing. He enjoyed the film. Look, how happy he is!"

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

MARKING GUIDE
TOTAL MARKS: 40
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LISTENING 1 (5 mks)						
	policeman	teacher	dentist	hunter	photographer	inventor
1.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input 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"/>
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)
6. (to)/(the) cinema 7. (an) ice-cream 8. a few minutes later/after a few minutes 9. black 10. (ver)happy/(very)excited	1. ext <u>inct</u> 2. acc <u>ident</u> 3. pro <u>tect</u> 4. hea <u>lthy</u> 5. bu <u>rn</u>
<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>	<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i>

GRM/ VCB 2 (2.5 mks)										
	the	are	where	of	a	will	an	is	to	if
6.	<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"/>
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 checked="" type="radio"/>	<input type="radio"/>
8.	<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"/>
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 checked="" 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. <u>born</u> 12. hosp <u>ital</u> 13. <u>sick</u> 14. <u>time</u> 15. doc <u>tors</u>	16. <u>to</u> 17. <u>of</u> 18. <u>many</u> 19. <u>as</u> 20. <u>died</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 checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input 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"/> free | <input type="radio"/> tired | <input type="radio"/> relaxed |
| 6. | <input checked="" type="radio"/> comedy | <input type="radio"/> cartoon | <input type="radio"/> drama |
| 7. | <input type="radio"/> advantages | <input type="radio"/> disadvantages | <input checked="" type="radio"/> advantages and disadvantages |
| 8. | <input type="radio"/> eat a lot of junk food | <input type="radio"/> watch TV for a long time | <input checked="" type="radio"/> eat junk food while watching TV |
| 9. | <input type="radio"/> food | <input checked="" type="radio"/> homework | <input type="radio"/> money |
| 10. | <input checked="" type="radio"/> programmes | <input type="radio"/> clothes | <input type="radio"/> games |

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>	