

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. **What** are they talking **about**?
 Listen and for each item, shade in the bubble under the correct option.

Chinese New Year	birthday	carnival	Eid	wedding	Omani National Day
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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 story about **Laith's sad memory** .

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

6. What was the teddy bear's name?

7. When did Laith's family go on holiday to the beach? (season)

8. Where did Laith put his teddy bear after swimming?

9. What did Laith's family prepare on the beach?

10. Who played football with Laith?

**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. (a noun) a large area of salt water

e.g. We're going to swim in the **s_ _** on Friday.

2. (adjective) opposite of sad

e.g. Mum and dad wished me " **ha_ _ _** birthday " on my birthday party.

3. (verb) made somebody die

e.g. She **kil_ _ _** a cat in a car accident.

4. (adverb) very quickly

e.g. " Don't drive so **f_ _ _**."

5. (a noun) a very slow animal

e.g. The **tur_ _ _ _** won the race!

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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.)

The Titanic is a huge Ship that sailed to New York ⁽⁶⁾ _____ April 10th, 1912.

It carried around 2,200 passengers ⁽⁷⁾ _____ enjoyed the luxuries a lot.

Unfortunately, this joyful journey didn't stay long. The Ship hit ⁽⁸⁾ _____

iceberg and sank slowly into ⁽⁹⁾ _____ ocean. It will always be remembered

for ⁽¹⁰⁾ _____ fate and luxuries.

in	The	on	a	but	its	an	who	that	her
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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:

"Go od 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

Tigers are large beautiful ⁽¹¹⁾ **wi**_____ cats with black and ⁽¹²⁾ **ora**_____ stripes. They live in ⁽¹³⁾ **t**_____ forest. They eat ⁽¹⁴⁾ **me**_____ and they hunt other animals ⁽¹⁵⁾ **f**_____ food. A hundred years ago there ⁽¹⁶⁾ **we**_____ 100,000 tigers in the ⁽¹⁷⁾ **wo**_____. Today, there are ⁽¹⁸⁾ **on**_____ about 5,000 tigers left. They live in some ⁽¹⁹⁾ **coun**_____ in Asia such ⁽²⁰⁾ **a**_____ India, China, Indonesia and Russia.

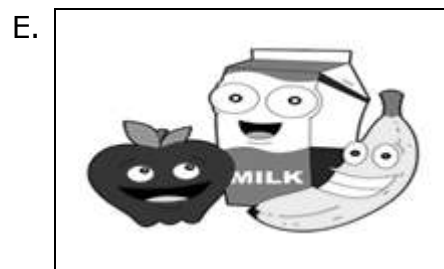
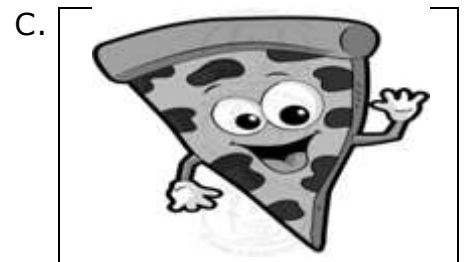
GRM/VCB SCORE
10

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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- Exercises build bones and muscles. For example, walking, running and playing different ball games are all good exercises for keeping fit.
- We need food to make our muscles strong. For example, eggs, meat, milk, fruits and vegetables are all important for our health.
- Our hands touch lots of things with germs on. Fortunately, we can wash away the germs with soap and water.
- It is very important to get enough sleep because our body needs rest. We need to sleep at least eight hours a day.

<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 get the flu about once a year during the winter or the "Flu Season". People suffering from the flu often get fever, a sore throat and might even develop cough. They feel so tired, that it is difficult for them to leave the bed. When we get the flu, we often take some medicines for a few days, and then we recover.

I think that there is no real cure for the flu other than getting a lot of rest and drinking a lot of water, hot drinks like tea, and fruit juice. Of course, we can take some medicines to help us get better, but these medicines do not actually fight the virus. They can bring down our temperature or make us stop coughing, but they do not kill the virus.

Moreover, there is a vaccine that can prevent people from getting the flu. Doctors advise young children and old people to get this vaccine. However, the flu virus changes from year to year. This makes it difficult to make a permanent vaccine.

To sum up, I think that the best way to fight the flu is drinking a lot of hot drinks during the "Flu Season".

READING 2 (continued)

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

5. Most people get the flu during the _____
 winter spring summer
6. People having the flu suffer from _____ .
 headache sore throat stomachache
7. The flu medicines can _____ .
 kill the flu virus fight the flu virus reduce the body's temperature
8. Doctors advise _____ to get the flu vaccine
 young children and old people students and teachers fathers and mothers
9. The flu virus changes every _____ .
 month season year
10. The writer thinks that _____ is the best way to fight the flu virus.
 getting the flu vaccine drinking hot drinks taking the flu medicines

READING SCORE
10

Grade Seven Listening Script (Items 1-10)

Listening 1 (Items 1-5)

1. My Family is preparing an amazing programme for the Eid. We are planning for a wonderful tour around the Sultanate.
2. Last summer, Mum and Dad took me to the carnival. We saw a procession of music and dancing. It was wonderful.
3. Last year, my granddad celebrated his 60th birthday. He wanted to climb a mountain. He invited my family to go with him.
4. The “Chinese New Year” is celebrated in China. The “Dragon Dance” is part of the celebration because dragons bring good luck.
5. All the Wilayats in Oman celebrate the “National Day”. They organize wonderful traditional dances for both men and women.

Listening 2 (Items 6-10)

My name is Laiyh. When I was very young, I had a brown teddy bear. I called him “Bruno” and he had only one eye. I loved Bruno so much and I took him with me everywhere. One summer, my family went on a holiday to the beach. My uncle's family went with us, too. We prepared a good meal there. Then I went to play on the sand and swim in the sea with my cousins. After that, I put my teddy bear on a big rock and went to play football with my cousins. At the end of the day, we all left the beach, but we forgot Bruno. I couldn't sleep that night without my teddy bear. The next day, we went back to the beach to look for him, but we didn't find him. Fortunately, dad bought me a new teddy bear with two eyes and fur on its skin, but I couldn't forget my old Bruno. I'm still thinking about him.

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

MARKING GUIDE
TOTAL MARKS: 40
 page 1 of 4

LISTENING 1 (5 mks)						
	Chinese New Year	birthday	carnival	Eid	wedding	Omani National Day
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input 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 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. Burno 7. summer 8. on a big rock 9. a (good) meal 10. his cousins	1. <u>sea</u> 2. ha <u>ppy</u> 3. kil <u>led</u> 4. <u>fast</u> 5. tur <u>tle</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)										
	in	the	on	a	but	its	an	who	that	her
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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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 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)	
<p>11. <u>wild</u></p> <p>12. orange<u>ne</u></p> <p>13. <u>the</u></p> <p>14. meat<u>at</u></p> <p>15. <u>for</u></p>	<p>16. were<u>re</u></p> <p>17. wor<u>ld</u></p> <p>18. on<u>ly</u></p> <p>19. coun<u>tries</u></p> <p>20. a<u>s</u></p>

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 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"/> winter	<input type="radio"/> spring	<input type="radio"/> summer
6. <input type="radio"/> headache	<input checked="" type="radio"/> sore throat	<input type="radio"/> stomachache
7. <input type="radio"/> kill the flu virus	<input type="radio"/> fight the flu virus	<input checked="" type="radio"/> reduce the body's temperature
8. <input checked="" type="radio"/> young children and old people	<input type="radio"/> students and teachers	<input type="radio"/> fathers and mothers
9. <input type="radio"/> month	<input type="radio"/> season	<input checked="" type="radio"/> year
10. <input type="radio"/> getting the flu vaccine	<input checked="" type="radio"/> drinking hot drinks	<input type="radio"/> taking the flu medicines
<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	<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>

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>	