

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 speaking to?**"
 Listen and for each item, shade in the bubble under the correct option.

	scientist	student	doctor	father	businessman	teacher
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 "**A dangerous accident**".

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

6. Where was the speaker going?

7. When did the accident happen?

8. How many people were going to work?

9. Who ran in front of the speaker's car?

10. What happened to his car at the end?

**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.

Example: (noun) a room where food is prepared and cooked
e.g. They keep the fridge in the **kit c h e n**.

1. (adjective) not well

e.g. You are **si** ____, you have to see a doctor .

2. (noun) a place for pupils to learn.

e.g. I usually go to **sch**____ at 7 o'clock. I like my teachers.

3. (adjective) well known for all

e.g. . Thomas Edison was a **fam** ___ _ scientist .

4. (noun) a place where wild animals live .

e.g. Most dangerous animals live in the **fore** __ _.

5. (verb) to keep safe

e.g. We have to **prot** ___ _ ourselves from illness.

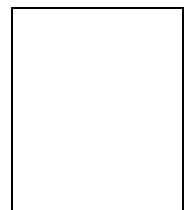
GRAMMAR/VOCABULARY 2 (Items 6-10)

(2½ marks)

For each item, **shade** in the bubble under the correct option.
 (There are **five** extra words in the box.)

The Arabian Oryx **(6)** _____ got two very long, straight horns. It is white and very beautiful. Once, there **(7)** _____ lots of oryx in the deserts and mountains of Arabia, including Oman. These beautiful animals were **(8)** _____ for sport. By 1972, there were none left in the wild. Luckily, they were saved **(9)** _____ extinction by being bred in a zoo in America. Nowadays, you can see them on the Jiddat Al Harasees in Al Wusta Governorate. This is a special place **(10)** _____ the oryx are protected by rangers. The rangers drive around the reserve and stop people from stealing or shooting the oryx.

	were	from	has	hunted	of	have	was	when	hunt	where
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

There are many animals and birds which are in danger of being extinct. Passenger pigeons were **(11) kno**_____ more than 150 years ago. **(12) Milli**_____ of them were **(13) fou**_____ in North America. The American Indians **(14) kill**_____ some of them for **(15) foo**_____ whereas **(16) whi** _____ Americans **(17) hunt**_____ the pigeons for **(18) spo**_____. They got **(19) thous**_____ of these birds. The last Passenger Pigeon in the **(20) wor**_____ died in a zoo in America in 1914. Unfortunately, people will not see that lovely bird again as it became extinct.

**GRM/VCB
SCORE**


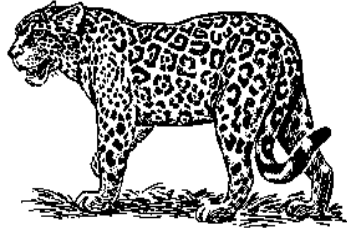



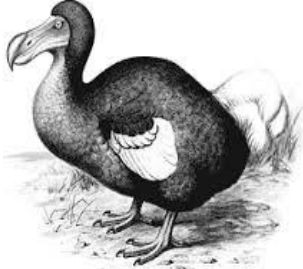
10

READING 1 (Items 1-4)

(4 marks)

Match the texts with the pictures.

For each text, shade in the bubble under the correct option.

A.		B.		C.	
D.		E.		F.	

		Pictures					
	Texts	A	B	C	D	E	F
1.	Dodo was a bird that lived on the island of Mauritius in the Indian Ocean. It had very small wings, but it couldn't fly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Black whale is the largest mammal in the world. It's about thirty meters long. It lives in the Northern Pacific Ocean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	This huge animal was around 4.5 metres tall with the furry coat and long tusks. It lived eight million years ago in the cold parts of the world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	It is one of the most dangerous wild animals. It's a member of the cat family. It's also one of the endangered species.	<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.

Nowadays, television has changed the world as a whole into a small village because we can visit anywhere in the world while we sit on our chairs. But many people consider that it has positives and negatives.

It's clear that television has many positives. One of these positives is that it is a good source of information, knowledge and education. Many people can learn from it by following educational programs. It's also an attractive source of amusement because most people enjoy watching amusing programs of TV such as serials, movies and sports. But most kids prefer watching cartoon movies. TV sometimes provides accompany for old people who stay all the time at home.

Yet, TV has many negatives. One of these negatives is that it cannot be watched by blind people. It can only be watched by sighted people. Also, TV sometimes becomes just like a thief that steals our valuable time that we need to study, work, visit relatives or do hobbies. Moreover, TV is very bad for our health because watching TV for a long time can affect our sight and make us blind or we can get fat and lazy. Therefore, it's better to avoid the bad negatives of TV and benefit from its positives .

READING 2 (continued)

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

5.	Television has changed the world into a small _____.					
	<input type="radio"/>	town	<input type="radio"/>	country	<input type="radio"/>	village
6.	One of the TV positives is that it is a source of _____.					
	<input type="radio"/>	blindness	<input type="radio"/>	knowledge	<input type="radio"/>	sight
7.	TV can't be watched by _____ people.					
	<input type="radio"/>	blind	<input type="radio"/>	sighted	<input type="radio"/>	dumb
8.	TV can become like a thief that steals our _____ time.					
	<input type="radio"/>	valueless	<input type="radio"/>	value	<input type="radio"/>	Valuable
9.	From the text, most kids like watching _____ movies.					
	<input type="radio"/>	fiction	<input type="radio"/>	cartoon	<input type="radio"/>	comic
10.	Watching TV for a long time can affect our _____.					
	<input type="radio"/>	eyes	<input type="radio"/>	ears	<input type="radio"/>	teeth

**READING
SCORE**

10

ENGLISH LANGUAGE TEST

GRADE SEVEN

Semester Two - First Session

Listening Scripts

pages : 1

LISTENING 1 (Items 1-5)

(5 marks)

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

- 1- I'm proud of you my father. You are a famous pilot. You travel to many countries. My mother is also a great engineer. She is used to designing high buildings.
- 2- "Good morning, how are you today? This is the activity you gave me to do last night. I did my best and I want you to correct it, please."
- 3- "Oh my God, I am very sick today. I have a stomach ache. I have been unable to eat or sleep for three days. Please I need medicine."
- 4- You are a great man. Your job is important for science. Many years ago, a lot of people suffered from "smallpox" until you discovered medicine for it.
- 5- "Yes, boy. You are in grade seven, aren't you? You didn't do the homework I gave you yesterday .You are lazy and I won't give you high marks.

=====
LISTENING 2 (Items 6-10)

(5 marks)

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

A few years ago, I had a very dangerous accident when I was on the way to my office. A lot of people were going to work. Suddenly, a lorry braked close behind my car. I stopped because I saw a boy running in front of my car. I was driving straight along the road. I stopped just in front of the boy, but the large lorry hit the back of my car. My car was turned upside down. Luckily, I wasn't hurt, but my car was badly damaged. The policemen came and helped me get out of my car. It was the most dangerous accident I've ever had in my life .Since that time; I decided not to drive a car for ever. I decided to go anywhere on foot.

LISTENING 1 (5 marks)

	scientist	student	doctor	father	businessman	teacher
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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 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 marks)

GRM/ VCB 1 (2.5 marks)

6.	To his office .	1.	<u>sick</u>
7.	A few years ago	2.	<u>school</u>
8.	A lot of people .	3.	<u>famous</u>
9.	A boy .	4.	<u>forest</u>
10.	It was badly damaged .	5.	<u>protect</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 marks)

	were	from	has	hunted	of	have	was	when	hunt	where
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 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"/>
8.	<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"/>	<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 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"/>

Notes: Half-a-mark each. Responses must be indicated clearly.

GRM/ VCB 3 (5 marks)

11.	<u>known</u>	16.	<u>white</u>
12.	<u>Millions</u>	17.	<u>hunted</u>
13.	<u>found</u>	18.	<u>sport</u>
14.	<u>killed</u>	19.	<u>thousands</u>
15.	<u>food</u>	20.	<u>world</u>

Notes: Half-a-mark each. Spelling must be correct, including grammatical endings.

READING 1 (4 marks)

	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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input checked="" type="radio"/>	<input type="radio"/>	<input 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.

READING 2 (6 marks)						
5.	<input type="radio"/>	town	<input type="radio"/>	country	<input checked="" type="radio"/>	village
6.	<input type="radio"/>	blindness	<input checked="" type="radio"/>	knowledge	<input type="radio"/>	sight
7.	<input checked="" type="radio"/>	blind	<input type="radio"/>	sighted	<input type="radio"/>	dumb
8.	<input type="radio"/>	valueless	<input type="radio"/>	value	<input checked="" type="radio"/>	valuable
9.	<input type="radio"/>	fiction	<input checked="" type="radio"/>	cartoon	<input type="radio"/>	comic
10.	<input checked="" type="radio"/>	eyes	<input type="radio"/>	ears	<input type="radio"/>	teeth

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

WRITING 1 (4 marks)	
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 marks)

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>

*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.*

Note 2: No marks should be awarded or deducted for the address. Any addresses should be ignored.