

**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. **Who are they ?**

Listen and for each item, shade in the bubble  under the correct option.

a patient    a policeman    a father    a sailor    a footballer    a 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 **man** talking about his **holiday in Muscat**.

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

6. When was the man in Muscat?

\_\_\_\_\_

7. Who did he meet?

\_\_\_\_\_

8. Where is the farm?

\_\_\_\_\_

9. What did they sell at Mawaleh Suq?

\_\_\_\_\_

10. Which meal did they have at the farm?

\_\_\_\_\_

**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. (adjective) very good and of high quality  
e.g. He speaks **exce** \_ \_ \_ \_ \_ English.
  
2. (noun) a person whose job is to serve people in a restaurant  
e.g. I asked the **wa** \_ \_ \_ \_ \_ to give me a cup of tea without sugar.
  
3. (noun) very big fish that have sharp teeth and are sometimes very dangerous  
e.g. "You shouldn't swim in this part of the sea because there are a lot of **sh** \_ \_ \_ \_ \_ here."
  
4. (verb) to go from one place to another e.g. by car, train, plane or ship  
e.g. My brother usually **tra** \_ \_ \_ \_ \_ to Dubai for shopping.
  
5. (adjective) not dangerous  
e.g. It is **s** \_ \_ \_ \_ to wear seatbelt while driving.



**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.)

Amira is a famous diver. She <sup>(6)</sup>\_\_\_\_\_ the first woman to join the divers club. She has joined the club <sup>(7)</sup>\_\_\_\_\_ 1998. At the beginning, Amira thought that the club administration will not accept her as a member, but fortunately they welcomed her. Next year, Amira is <sup>(8)</sup>\_\_\_\_\_ participate in an international conference which is about the life in <sup>(9)</sup>\_\_\_\_\_ deep oceans but Amira hasn't started to prepare her paper <sup>(10)</sup>\_\_\_\_\_.

you    was    yet    already    has    since    have    going to    are    the

- |     |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 **(11) ty**\_\_\_\_\_ of fish in Oman sea. Some of **(12) th**\_\_\_\_\_ are very big and others are very **(13) sm**\_\_\_\_\_. Omani fishermen prefer to **(14) ca**\_\_\_\_\_ fish using different methods. In general, they don't **(15) li**\_\_\_\_\_ to use the **(16) mod**\_\_\_\_\_ way of fishing **(17) bec**\_\_\_\_\_ they want to reserve the **(18) trad**\_\_\_\_\_ way of fishing in **(19) or**\_\_\_\_\_ to avoid overfishing. Therefore, Oman sea still has many different **(20) spe**\_\_\_\_\_ of fish.

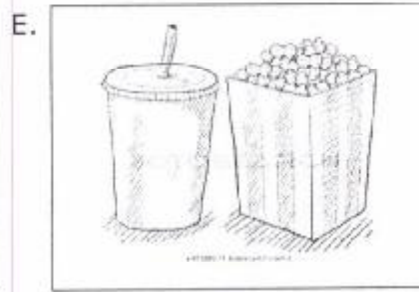
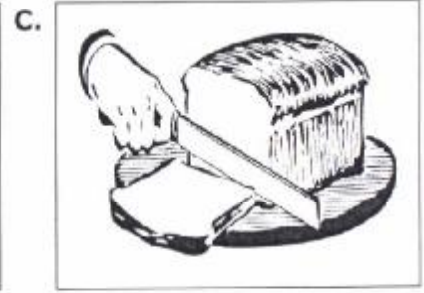
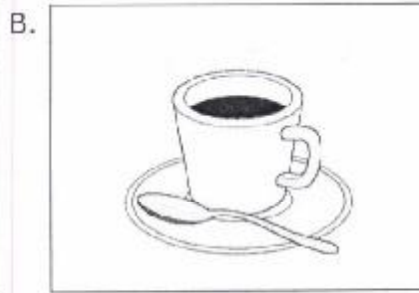
<b>GRM/VCB SCORE</b>
<b>10</b>

**READING 1 (Items 1-4)**

**(4 marks)**

Match the texts with the pictures.

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



**Texts**

1. Everyday my father brings bread for our breakfast from the bakery. He cuts it into slices in the morning.
2. Last March, Tom celebrated his 7<sup>th</sup> birthday. His parents prepared a small birthday party for him. It was only for his family members.
3. John is a very famous Italian chef. He works in a big restaurant in Rome. He prepares very delicious pizza.
4. Vicky is an active girl. She likes to help her parents in the farm. Every morning, she collects fruit into the basket and gives them to the neighbors.

**Pictures**

	A	B	C	D	E	F
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"/>



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

*Read the text. Then complete the task.*

Being a student, Ali goes to school every day, except on weekends. He usually spends six or seven hours at school. After that, he has lunch mostly in the school canteen. He sometimes goes downtown directly from school, to save time. Then he usually studies, does homework and prepares himself for another school day. In the evening, he usually writes about the topic for the graduation exams or watches TV. Although he's eighteen his father always wants him to go to sleep before ten o'clock. His father always says "Only well prepared and well relaxed students can do well in school." Ali sometimes replies that he has to finish a topic or some homework, and that he can't be good at school when he hasn't prepared himself, but his dad is inflexible.

At weekends, he usually goes to their cottage, but this is only in the autumn or in the spring. In winter he goes skating with his friends from time to time. He learned to skate only three years ago. It is strange, because most people learn skating when they are five, six or seven. He also studies during the weekend and sometimes goes to watch hockey. So goes his week. When he has free time, he usually goes out, visits his friends, reads a book, or watches TV. Currently he has less free time, because he's writing topics for his graduation exams, which takes his free time away.



**READING 2 (continued)**

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

5. Ali usually stays for \_\_\_\_\_ hours in the school.  
 10                       8                       7
6. He sometimes goes straight from school to downtown to \_\_\_\_\_ time.  
 save                       sell                       waste
7. Ali prepares for his graduation exams or watches TV in the \_\_\_\_\_.  
 morning                       evening                       afternoon
8. In winter, he frequently goes \_\_\_\_\_ with his friends.  
 skating                       skiing                       wrestling
9. During weekends, he studies and sometimes goes to attend \_\_\_\_\_.  
 handball                       hockey                       baseball
10. He doesn't have enough time, because he's writing \_\_\_\_\_ for his graduation exams, which takes his free time away.  
 letters                       postcards                       topics

<b>READING SCORE</b>

<b>10</b>

**WRITING 1**

**(4 marks)**

Write a paragraph about **Dinosaurs**

-Use **ALL** the information in the box. Your writing should be correct and well-organized.

**Dinosaurs**

Dinosaurs / millions of years ago  
 the weather / much warmer  
 the land / covered / with forests.  
 no animals / such cows or horses

dinosaurs / reptile / not have fur or feathers  
 ate / only plants

dinosaurs / disappeared

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Marker A	Marker B	Average

**WRITING 2****(6 marks)**

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

**Situation:** ; Imagine you have a pen friend in England called **John/ Julia**. He / she is visiting Oman for the first time.

Write a **letter/email** to him / her. what advice will you give him / her to be polite when eating at your home? Can they use their hands to eat? Do they have to eat everything? When is the meal finished? What should they do if they don't want more coffee? Your name is **Fahad / Faraha**.

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

Marker A	Marker B	Average

**WRITING  
SCORE**

**10**

\*\*\*\*\*

LISTENING 1 (5 mks)						
	patient	policeman	father	sailor	footballer	teacher
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 type="radio"/>	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" 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 mks)	GRM/ VCB 1 (2.5 mks)
6. Last year	1. exce <u>llent</u>
7. business man and his wife	2. wa <u>iter</u>
8. Shinas	3. sha <u>rks</u>
9. Their products /mangoes and oranges	4. tra <u>vels</u>
10. Lunch	5. sa <u>fe</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 mks)										
	you	was	yet	already	has	since	have	going to	are	the
6.	<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"/>
7.	<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"/>
8.	<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"/>
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 checked="" 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 mks)	
11. <u>types</u>	16. <u>modern</u>
12. <u>them</u>	17. <u>because</u>
13. <u>small</u>	18. <u>traditional</u>
14. <u>catch</u>	19. <u>order</u>
15. <u>like</u>	20. <u>species</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 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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

READING 2 (6 mks)		
5. <input type="radio"/> 10	<input type="radio"/> 8	<input checked="" type="radio"/> 7
6. <input checked="" type="radio"/> save	<input type="radio"/> sell	<input type="radio"/> waste
7. <input type="radio"/> morning	<input checked="" type="radio"/> evening	<input type="radio"/> afternoon
8. <input checked="" type="radio"/> skating	<input type="radio"/> football	<input type="radio"/> wrestling
9. <input type="radio"/> handball	<input checked="" type="radio"/> hockey	<input type="radio"/> baseball
10. <input type="radio"/> letters	<input type="radio"/> postcards	<input checked="" type="radio"/> topics
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

WRITING 1 (4 mks)	
4	<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>
3	<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>
2	<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>
1	<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>
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"> <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>
5	<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>
4	<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>
3	<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>
2	<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>
1	<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>
0	<p><u>No attempt at the task</u>: EITHER Irrelevant (Completely unrelated to the task/ instructions) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR 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.

## Listening Script

### Listening 1

1- "Our next match is against Qatar and we really have to win. But it is going to be difficult. The team is very strong and three of our best players are injured.

2- "Now students, Look at task 2 in your skills book. Who can tell me the answer to number five?"

3- "It started two weeks ago. I've got very bad headache and I can't sleep at night.

4- "Have you thought about what you are going to do after finishing school? Are you planning to go to university, or will you try to find a job?"

5. Excuse me, where do you think you are going? Can I see your identity card, please? I have to check your bags as well.

---

### Listening 2

"Last year, when I was on holiday in Muscat, I met a very nice businessman and his wife who invited me to visit their farm. Of course, their farm was very beautiful and I saw a lot of fruit and vegetables. Anyway, the farm is about four hundred kilometers north of Muscat in Shinas, so it was a long drive — but it was worth it. The first thing I learnt was that oranges don't grow in the ground — they grow on trees. The family also grew mango trees in the farm. They use to sell their products at Mawaleh Suq. We enjoyed a lot. We had our lunch at the farm. In the evening, we left the farm and returned to Muscat where they live. I thanked them and left, hoping to meet them again.