

ENGLISH LANGUAGE TEST

GRADE EIGHT

Semester Two

First Session

اختبار مادة اللغة الانجليزية للصف الثامن للعام الدراسي ٢٠١٦/٢٠١٥ الفصل الثاني الدور الاول

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 is the **speaker**?
 Listen and for each item, shade in the bubble under the correct option.

a doctor	a father	a mother	a taxi driver	a teacher	a tour guide
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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 a story about ***a little girl***.

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

6. How many sisters did the little girl have?

7. Why did the father ask his little girl to stay home?

8. What was the father’s promise to his girl?

9. Who found the cat?

10. Where was the cat found?

**LISTENING
SCORE**

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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. (noun) someone who swims under water with special equipment.
e.g. I enjoy my job as a **di** _ _ _ because I like swimming under water.
2. (adjective) afraid of something
e.g. Salim always feels **sca** _ _ _ of dogs.
3. (adjective)amusing, making you laugh
e.g. The story that I read was so **fu** _ _ _.
4. (verb) to show that an event is important by doing something special
e.g. Omanis **cele** _ _ _ _ the National Day on the 18th November.
5. (noun) someone who serves food and drinks at the tables in a restaurant.
e.g. I left the restaurant immediately because the **wai** _ _ _ was impolite.



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.)

Tea is one of ⁽⁶⁾_____ most popular drinks in the world. There are different types ⁽⁷⁾_____ tea such as green tea, white tea and black tea. ⁽⁸⁾_____ are all made from the leaves of the tea plants. Tea plants grow ⁽⁹⁾_____ the warmer parts of the world. Most people like to have tea with ⁽¹⁰⁾_____ flavour such as Jasmine and mint.

it	any	the	from	some	of	has	in	They	there
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- | | | | | | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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

The Bermuda Triangle **i**_ a large area between Florida, Puerto **a** __ _ Bermuda in the Atlantic **Oc** _ _ _ . Over the **la** __ _ few centuries, it's believed that many **sh** _ _ _ and planes **a**_ _ lost there. The way **th** __ disappear is a **mys** _ _ _ _ . No one knows the reason. It's also known as "The Devil's Triangle" because people **ha** __ _ experienced a lot of **b** __ _ **luck** there.

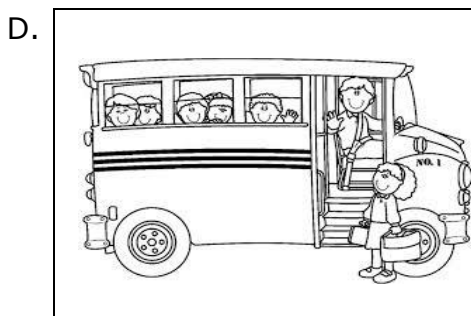
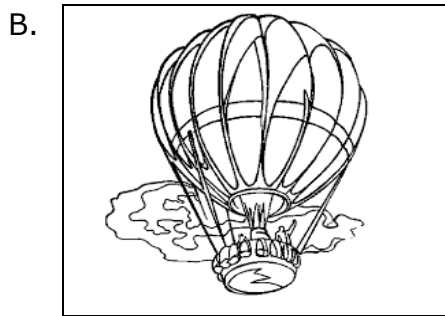
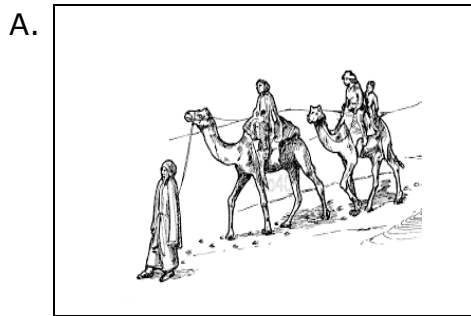
GRM/VCB SCORE	
	10

READING 1 (Items 1-4)

(4 marks)

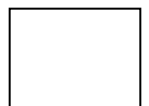
Match the texts with the pictures.

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



Pictures

Texts	A	B	C	D	E	F
1. My brother always travels to other countries for business. He prefers to fly overseas to save time and reach quickly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. In the evening, Khalid likes doing some exercises. He puts on his helmet and knee pads, and goes around on his roller skates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The teacher decided to take her students on a trip to the sea. She advised them to pack their bags and get into the bus on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. In the past, people did not have different ways of transport as nowadays. They used to ride camels to travel to different places.	<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.

Many people prefer to eat at the restaurant because they are busy with their jobs. They don't have time to prepare their foods or wash dishes. They simply order meals from a restaurant and everything is ready for them.

Personally, I think eating at home is better. If you cook food at home, you have more control over the ingredients. This means that you will buy fresh ingredients instead of heating the frozen ones several times. You can also control the amount of food you eat. While in a restaurant, you may eat a full plate of food "just because you paid for it."

Preparing food at home is also safer for children. Unlike adults and old people, small children can become easily ill because of the poor quality of foods. They may have diarrhoea or stomach ache. It is also known that many people eat and drink using the same spoons, forks, dishes, cups and bottles which are not even properly cleaned well. So, children may get diseases easily and quickly.

Eating in a restaurant also costs a lot of money. Most of the good meals are expensive. So, it would be difficult for low salary families to pay for it.

In conclusion, I prefer cooking at home because of the money and health issues, but people will make the choice that fits their lifestyle best.

READING 2 (continued)

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

5. Many people eat in restaurants because of their _____
 families friends jobs
6. Eating at home is _____.
 expensive healthy time saving
7. Foods that are served in restaurants are usually _____.
 fresh frozen home-made
8. The writer is mostly worried about the health of _____.
 adults children old people
9. People may become _____ because of using the same eating things at restaurants.
 bored overweight sick
10. The writer says it is better to prepare food at _____.
 home a restaurant work

READING SCORE	
	10

GRADE EIGHT

Semester two

First Session- 2015-2016

Listening 1

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

1. I have had this job since I was twenty. I start my day at 6 a.m. I take passengers in my car from a place to another. I return home at 8 p.m.
2. Good morning. My name is Salim. I will join you on this journey. First, I will give you some information about the places that we are going to visit.
3. I asked you to give me the class project on Sunday. I am really surprised that nobody has given me anything yet! Is it so difficult?
4. I usually take a nap and sleep for one hour after my children go to school. I do the housework from 9 to 10.
5. You have to take your medicine for seven days. If you don't get better, come to see me in my clinic again on Tuesday.

GRADE EIGHT

Semester two

First Session- 2015-2016

Listening 2:

You are going to hear a story about a little girl.

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

There was a little girl who lived in a town near the sea with her father. She didn't have any sisters. She used to play with her little cat. One day, she asked her father to go out with her cat to play. He told her not to go and he asked her to play inside the house because it was getting dark. The girl became sad and went to her room. In the evening, he called his daughter for dinner, but he found her crying. The girl told her father that she couldn't find her little cat. So, they went outside to look for the cat, but they didn't find it. He promised his daughter to get a new cat for her.

Two days later, the girl went to play outside. While she was playing, she found her cat in a big hole. She ran quickly to call her father to help her cat. The father immediately got the cat out of the hole. Unfortunately, the cat had a broken leg. The girl looked after the cat and gave her some food. She was happy to find her cat again.

GRADE EIGHT — ENGLISH LANGUAGE
SEMESTER TWO, 2015/2016, FIRST SESSION
Governorate: South Batina

MARKING GUIDE
TOTAL MARKS: 40
page 1 of 4

LISTENING 1 (5 mks)

	a doctor	a father	a mother	a taxi driver	a teacher	a tour guide
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 type="radio"/>	<input type="radio"/>	<input checked="" 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 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.

LISTENING 2 (5 mks)

GRM/ VCB 1 (2.5 mks)

<p>6. no/ zero / no one/ didn't have</p> <p>7. was getting dark</p> <p>8. get her a new cat</p> <p>9. girl/ daughter</p> <p>10. in a big hole</p>	<p>1. di<u>ver</u></p> <p>2. sca<u>red</u></p> <p>3. fu<u>nn</u>y</p> <p>4. cele<u>brate</u></p> <p>5. wait<u>er</u></p>
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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)										
	it	any	the	from	some	of	has	in	They	there
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 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 type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	<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"/>

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

GRM/ VCB 3 (5 mks)	
11. <u>is</u> 12. <u>and</u> 13. <u>Ocean</u> 14. <u>last</u> 15. <u>ships</u>	16. <u>are</u> 17. <u>they</u> 18. <u>mystery</u> 19. <u>have</u> 20. <u>bad</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 checked="" 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 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 type="radio"/> families	<input type="radio"/> friends <input checked="" type="radio"/> jobs
6.	<input type="radio"/> expensive	<input checked="" type="radio"/> healthy <input type="radio"/> time saving
7.	<input type="radio"/> fresh	<input checked="" type="radio"/> frozen <input type="radio"/> home-made
8.	<input type="radio"/> adults	<input checked="" type="radio"/> children <input type="radio"/> old people
9.	<input type="radio"/> bored	<input type="radio"/> overweight <input checked="" type="radio"/> sick
10.	<input checked="" type="radio"/> home	<input type="radio"/> restaurant <input type="radio"/> work
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

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	<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. PROCEDURE: 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>	