

GOVERNORATE : SHARQIYAH NORTH

2015/2016

ENGLISH LANGUAGE TEST

GRADE EIGHT

Semester Two

First Session

Name			
School		Class	

Write your answers on the Test Paper

Time: 2 hours

Pages: 9

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.

A class of
students

A waiter

A travel
agent

A doctor

A tourist
guide

An editor

- | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 family trip.

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

6. what is Rashid's project about?

7. Where does Rashid's family live ?

8. When did they arrive at Ras Al- Hadd?

9. Where did the family meet the coast guards?

10. what did the coast guards advise the family not to do ?

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) very intelligent.

e.g. Rashid is a **cle _ _ _** student. He usually gets the best marks.

2. (noun) a small meal that people eat between big meals.

e.g. The student usually has his **sn _ _ _** at 10 o'clock in the morning.

3. (verb) e.g. travel by boat or ship.

e.g. The ship will **sa _ _** to Salalah Port next week.

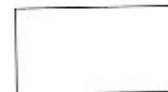
4. (noun)

what we write on the top right of the letter to show where a person lives.

e.g. Don't forget to write Salim's **add _ _ _ _** on the letter.

5. (adjective) afraid and frightened.

e.g. The child is **sca _ _ _** of the dark places.



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.)

When I called my uncle Abdullah last week, he told me that he had
 (6) _____ returned from his trip (7) _____ Indonesia. However, he
 told me that he hadn't got (8) _____ photos of his trip because he had lost
 (9) _____ camera when he arrived there. He also added that if I went with
 him, we (10) _____ spend great times together.

him to will would any of but yet already his

- | | | | | | | | | | | |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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

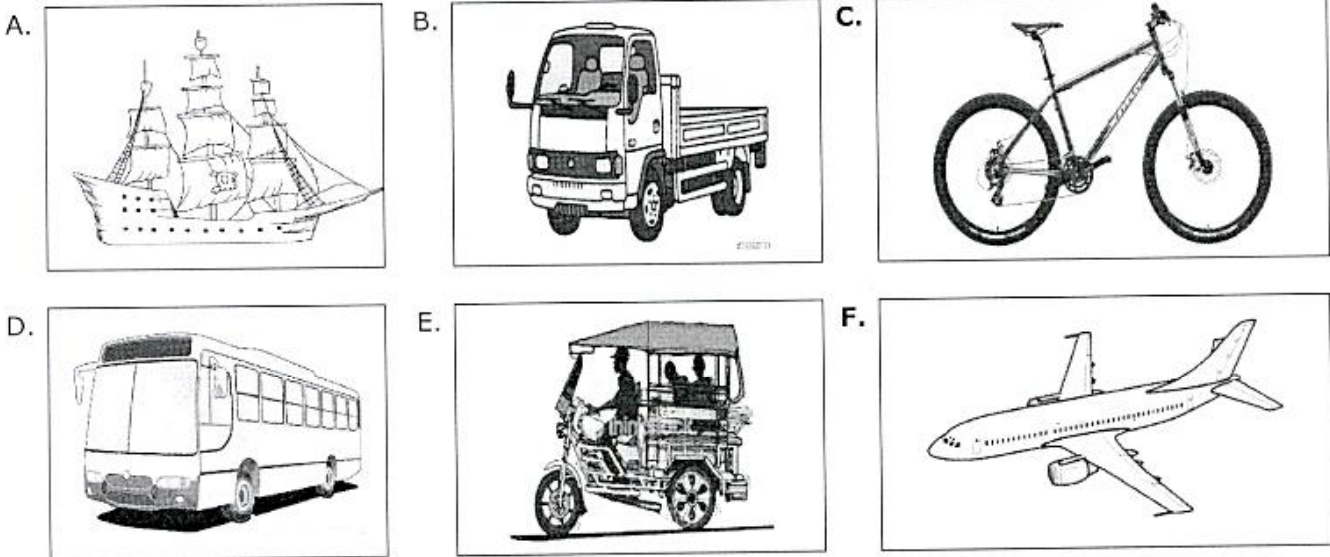
The new train network project in Oman will (11) **b**____ very useful. It will help to solve the (12) **pro**_____ of public(13) **tran**_____ in the country. The **tr**_____ will (14) travel from Muscat , the capital (15) **ci**____ of Oman to many towns in the country such(16) **a**____ Sohar, Al- Buraimi, Sur and Al-Duqum. The journey on the train is very (17) **fa**_____ because the passengers can enjoy the services on the train . The train (18) **tic**_____ won't be very (19) **expe**_____ The train will help to get fewer cars, buses and lorries on the streets and (20) **ro**_____ of Oman.

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

1. This means of transport is small. It has three wheels. In many countries, it can be used as a taxi.
2. This means of transport travels in the sea. It is large. It has an engine. It carries people, goods and cars.
3. This means of transport flies in the sky. It carries people and goods. The person who flies it is a pilot.
4. This means of transport is useful. It travels on the land. It is large and strong. It carries goods and metals.

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

Nowadays more and more people eat their meals outside their homes for many reasons. Some people eat lunch or dinner at restaurants because of the work conditions. However, people should know that fast foods and soft drinks may be dangerous to their health. These fast foods and soft drinks are high in calories and fats. So many people may become sick with some diseases such as diabetes, heart and lung diseases. In fact, scientists say that people who drink two or three litres a day of cola drinks will have weak bones. However, people of all ages, young and old, men and women like to have soft drinks in the hot days of the year. All fast foods and soft drinks have in their ingredients additives. These additives give the foods and drinks colour and taste.

I think that people should have fresh food and drinks. We should also exercise daily and spend less time in front of computer and television in order to be healthy.

5. Some people eat out because of _____.
 work time money
6. Soft drinks have _____ calories..
 a few no high
7. Drinking much soft drinks affects _____ badly.
 heart bones lungs
8. The writer thinks that _____ prefer drinking much fizzy drinks in summer.
 Only men Only women All people
9. The additives to the foods ingredients make them _____.
 horrible delicious tasteless
10. The writer recommends people to _____.
 Watch more TV have fresh food drink less water

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**READING
SCORE**

10

WRITING 1

(4 marks)

Write a paragraph about **an Arab** information in the box. Your writing

scientist called **Ibn Rushd**. Use **ALL** the should be correct and well-organized.

Ibn Rushd

Born/ April 14, 1126, Cordoba, Spain
 studied ,prayed – great Mosque of Cordoba
 travelled/ Morocco, Tunisia , Egypt
 books/ more than 50 –Islamic religion , law
 interests/ mathematics, medicine, physics, astronomy
 died/ December 10, 1198, Marrakesh, Morocco

Marker A	Marker B	Average

WRITING 2

(6 marks)

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

Situation: Your British pen-friend Steve / Sally is coming to Oman next month and he/ she wants some information about Oman. Write to **him / her** an e-mail to tell him/her about the places he/ she can visit and the things he/ she can do during his/her visit to Oman.

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

Marker A	Marker B	Average

WRITING SCORE	
	10

LISTENING 1 (5 mks)						
	a class of students	a waiter	a travel agent	a doctor	a tourist guide	an editor
1.	<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 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"/>
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. Turtles (in Oman)	1. <u>clever</u>
7. Muscat	2. <u>snack</u>
8. 6(M.P.) six in the evening	3. <u>sail</u>
9. On the beach	4. <u>address</u>
10. (Not to) take turtles' eggs	5. <u>scared</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)										
	he	to	will	would	any	of	but	yet	already	his
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 checked="" type="radio"/>	<input type="radio"/>
7.	<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"/>
8.	<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"/>
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 checked="" 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>be</u>	16. <u>as</u>
12. <u>problem</u>	17. <u>fast</u>
13. <u>transport</u>	18. <u>Ticket/ tickets</u>
14. <u>train</u>	19. <u>expensive</u>
15. <u>city</u>	20. <u>roads</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 checked="" 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 checked="" 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 mks)

- | | | | |
|-----|---------------------------------------|--|--|
| 5. | <input checked="" type="radio"/> work | <input type="radio"/> time | <input type="radio"/> money |
| 6. | <input type="radio"/> a few. | <input type="radio"/> no . | <input checked="" type="radio"/> high |
| 7. | <input type="radio"/> heart | <input checked="" type="radio"/> bones | <input type="radio"/> lungs |
| 8. | <input type="radio"/> only men. | <input type="radio"/> only women. | <input checked="" type="radio"/> al people |
| 9. | <input type="radio"/> horrible | <input checked="" type="radio"/> delicious. | <input type="radio"/> tasteless. |
| 10. | <input type="radio"/> watch more TV | <input checked="" type="radio"/> have fresh foods. | <input type="radio"/> drink less water |

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:</i> <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"> - 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>: 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>
<p>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.</p> <p>Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	