

**ENGLISH LANGUAGE TEST**

**GRADE SEVEN**

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

Transport	Hobbies	Education	Food	Health	Celebrations
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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 radio programme about Ahmed's visit to London.

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

**6.** How long did Ahmed stay in London?

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**7.** Where did he go on Saturday afternoon?

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**8.** Why did he stay in the hotel on Sunday morning?

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**9.** What did he buy for his father?

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**10.** When did he arrive in Oman?

At 

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<b>10</b>

**LISTENING  
SCORE**

**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 <b>kit c h e n</b>.</p>
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1. ( verb ) to repair something which is broken

e.g. I asked my brother to **f** \_ \_ my old bike.

2. ( noun ) harm or hurt done to a person, animal or part of the body

e.g. The boy had a bad head **inj** \_ \_ \_ in the accident.

3. ( adjective ) the opposite of expensive

e.g. He bought a **ch** \_ \_ \_ camera from Dubai.

4. ( noun ) an occasion to celebrate something

e.g. I invited all my friends to my birthday **pa** \_ \_ \_ .

5. ( noun ) a doctor who examines and repairs your teeth

e.g. You should go to the **den** \_ \_ \_ \_ regularly to check your teeth.

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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.)

Rabies is <sup>(6)</sup> \_\_\_\_\_ dangerous blood disease. People can catch rabies  
<sup>(7)</sup> \_\_\_\_\_ animals. People with rabies <sup>(8)</sup> \_\_\_\_\_ die. You shouldn't play with  
 animals you don't know. If an animal bites you, you should wash the wound  
<sup>(9)</sup> \_\_\_\_\_ soap and water. You should also go to the hospital <sup>(10)</sup> \_\_\_\_\_  
 speak to a doctor.

an	from	a	and	are	but	with	if	can	has
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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**

Barasti houses are a traditional type oo Omani houses. Some of these houses are laar and some haave two floors. Their walls are roofs are made of pale branches. These houses are cool in the summ because the wind from the sea can come through the walls. In the past, many people on the Batinah coast lived in these houses.

**GRM/VCB  
SCORE**

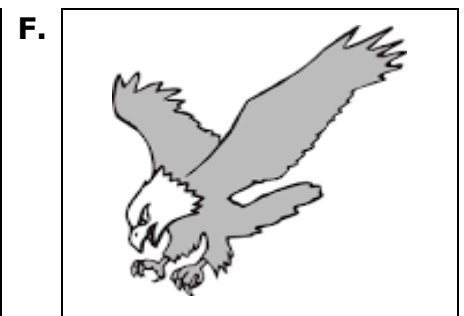
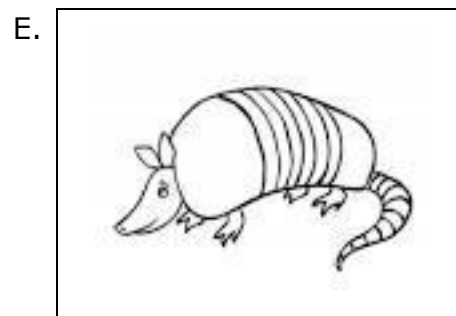
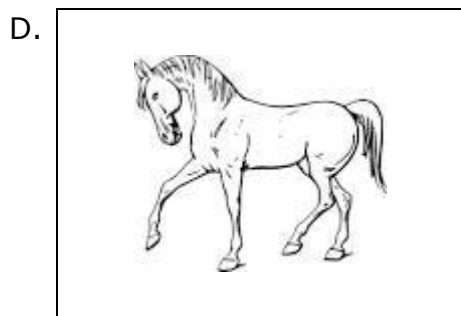
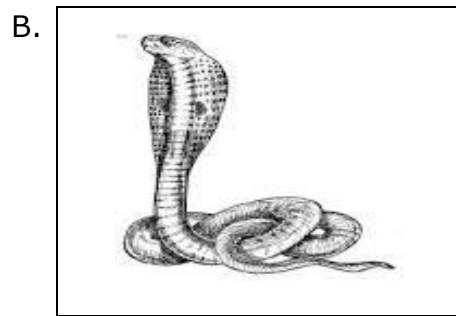
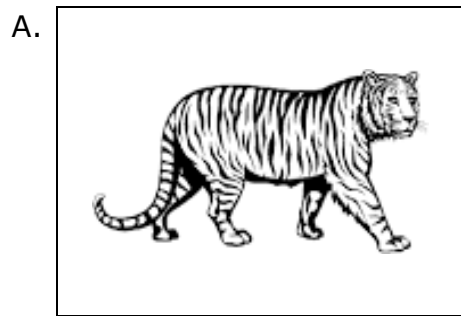
<b>10</b>

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

**(4 marks)**

Match the texts with the pictures.

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



**Pictures**

**Texts**

1. They eat plants and insects. They use their long noses and sharp claws to dig the insects out of the ground.
2. They eat animals. They have sharp claws and teeth. They have strong legs and long tails. They are fast.
3. They use their feet to catch other birds and animals. They have strong feet with sharp, curved claws. They have short, curved beaks.
4. They are the biggest, longest and heaviest animals in the world. They have very big tails. They have no teeth. They live in the sea.

A	B	C	D	E	F
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<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.*

I like doing school projects with my classmates because I always learn new things from such projects. This time our teacher of social studies has asked for a project about aspects of our environment. My classmates have selected beaches and mountains, but I have chosen deserts because I have found some interesting information in the nature books in the LRC. So I decided to write about deserts especially in the Arab Gulf.

Deserts are places where it hardly ever rains. All over the world, deserts can be found because they cover fifth of the Earth's surface. Sahara Desert in Africa is the largest hot desert in the world. In the past, people known as "Bedouins" lived in the deserts of the Gulf. Their life was difficult because the deserts are sandy, hot and dry. The Bedouin people used to live in tents which were made of goats' hair or camel skin.

Today, most of Gulf people live in towns and cities, but they still love to go to deserts because they can do some interesting activities. For example, some people like sand driving while others prefer sand boarding on the dunes. However, many people like camping in the desert which is my favourite activity. In general, I do not think deserts are boring places but exciting ones. And they are dangerous places, too.



**READING 2 (continued)**

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

5. The writer has found information about \_\_\_\_\_ for the school project.

- beaches                       deserts                       mountains

6. The writer has found the information \_\_\_\_\_.

- in books                       on the internet                       in newspapers

7. The largest desert in the world is in \_\_\_\_\_.

- America                       Asia                       Africa

8. Bedouin people lived in \_\_\_\_\_ in the desert.

- flats                       houses                       tents

9. The writer's favourite activity is \_\_\_\_\_.

- camping                       sand driving                       sand boarding

10. The writer thinks deserts are \_\_\_\_\_ places.

- boring and exciting                       exciting and dangerous                       boring and dangerous

**READING  
SCORE**

**10**

**WRITING 1**

**(4 marks)**

Write a paragraph about a park called **Al Saleel Wildlife**. Use **ALL** the information in the box. Your writing should be correct and well-organized.

**Al Saleel Wildlife Park**  
 place/Sharqiyah/Oman  
 open/ 2002  
 big/200 km                      trees/plants  
 animals/deer/wild cat  
 future/restaurants              every year/many tourists

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Marker A	Marker B	Average

**WRITING 2**

**(6 marks)**

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

**Situation:** Imagine that you are Ali/Aliya. Your friend in Britain wants some information about how you celebrate Eid in Oman. Write a **letter** to him/her about **how you celebrate Eid in Oman**.

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

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Marker A	Marker B	Average

<b>WRITING SCORE</b>	
	<b>10</b>

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LISTENING 1 (5 mks)						
	Transport	Hobbies	Education	Food	Health	Celebrations
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 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. three / 3 days	1. <u>fix</u>
7. cinema	2. in <u>jury</u>
8. (because it) rained / rain / rains	3. ch <u>ea</u> p
9. a watch	4. pa <u>rt</u> y
10. 7:30 / seven thirty	5. den <u>tist</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)										
	an	from	a	and	are	but	with	if	can	has
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 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 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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>of</u> 12. <u>large</u> 13. <u>have</u> 14. <u>and</u> 15. <u>palm</u>	16. sum <u>mer</u> 17. wi <u>nd</u> 18. l <u>n</u> 19. peo <u>ple</u> 20. co <u>ast</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 type="radio"/>	<input checked="" 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"/> beaches	<input checked="" type="radio"/> deserts	<input type="radio"/> mountains
6.	<input checked="" type="radio"/> in books	<input type="radio"/> in the internet	<input type="radio"/> in newspaper
7.	<input type="radio"/> America	<input type="radio"/> Asia	<input checked="" type="radio"/> Africa
8.	<input type="radio"/> flats	<input type="radio"/> houses	<input checked="" type="radio"/> tents
9.	<input checked="" type="radio"/> camping	<input type="radio"/> sand driving	<input type="radio"/> sand boarding
10.	<input type="radio"/> boring and exciting	<input checked="" type="radio"/> exciting and dangerous	<input type="radio"/> boring and dangerous
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>			

WRITING 1 (4 mks)	
<b>4</b>	<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>
<b>3</b>	<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>
<b>2</b>	<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>
<b>1</b>	<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>
<b>0</b>	<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>

<b>WRITING 2 (6 mks)</b>	
<b>6</b>	<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>
<b>5</b>	<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>
<b>4</b>	<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>
<b>3</b>	<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>
<b>2</b>	<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>
<b>1</b>	<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>
<b>0</b>	<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><b>Note 1:</b> The task is to write a <b>letter/ an e-mail</b>, 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. <b>PROCEDURE:</b> 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>, <b>deduct one mark</b> from the content-score.</i></p> <p><i><b>Note 2:</b> No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</i></p>	

**Grade 7, semester two, Second session, 2015/2016**

**LISTENING SCRIPT**

***Instructions: you are going to hear each text three times. The first time listen, the second time write your answers, the third time check your answers.***

**Listening one:**

1. Have you heard that? Yesterday a new hospital was opened in the town. Many people went there to meet the doctors.
2. It is really a nice place. You can go there by your car or the bus. The road is new and straight.
3. Did you visit Muscat festival last year? The Omani traditional dances were great and exciting.
4. Most of the students in my class like Maths and Science lessons. They want to be pilots and engineers after finishing school.
5. Ali and Salim like playing computer games a lot. But Nasser likes fishing in his free time.

**Listening two:**

Good morning. Today's programme is about Ahmed's visit to London. Last summer, Ahmed went to London for three days. He left Oman on Thursday and arrived in London on Friday morning. In the afternoon, Ahmed walked in the park. In the evening, he was tired, so he went to bed early.

On Saturday morning, Ahmed took a bus to the London Museum. Then he ate lunch in an Indian restaurant near the museum. In the afternoon, he went to a cinema and watched a comedy film. In the evening, he visited some English friends.

On Sunday morning, Ahmed stayed in his hotel because it rained. In the afternoon, he walked to Oxford street in order to buy presents for his parents. He bought some silver jewellery for his mother and a watch for his father.

On Sunday evening, Ahmed took a taxi to the airport. His plane left London at 10:30 and arrived in Oman at 7:30 next morning.