

**ENGLISH LANGUAGE TEST**

**GRADE SEVEN**

**Semester One  
Second Session**

<b>Name</b>			
<b>School</b>		<b>Class</b>	

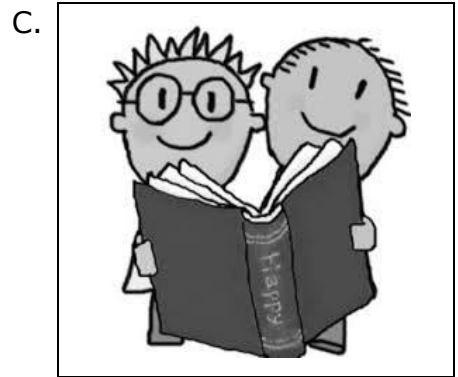
**Write your answers on the Test Paper**  
**Time: 2 hours**                      **Pages: 10**

<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 short texts about their **entertainment activities**. Match the pictures with the texts. For each text, shade in the bubble  under the correct option.



**Pictures**

Text	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"/>
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 **Alexander Graham Bell**.

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

6. Alexander Graham Bell is famous for inventing the .....
- radio                                       television                                       telephone
7. He was .....
- American                                       Scottish                                       French
8. He had got ..... brothers.
- two                                       three                                       four
9. Firstly, he was taught by his .....
- brother                                       mother                                       father
10. He died in .....
- 1912                                       1920                                       1922

--

**LISTENING  
SCORE**

<b>10</b>

**GRAMMAR/VOCABULARY 1 (Items 1-5)**

**(2½ marks)**

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

One day Ahmed was <sup>(1)</sup> \_\_\_\_\_ in the street when he <sup>(2)</sup> \_\_\_\_\_ fireworks at some distance. He was <sup>(3)</sup> \_\_\_\_\_ because the fireworks were near <sup>(4)</sup> \_\_\_\_\_ house and they might make fires. He ran toward them. Finally he saw some boys playing with matches. He <sup>(5)</sup> \_\_\_\_\_ at them and he said "fireworks which you think a kind of entertainment can kill you and harm others too".

1.

walk

walking

walks

2.

see

seen

saw

3.

afraid

happy

sad

4.

his

her

them

5.

shouting

shouted

shouts

**GRAMMAR/VOCABULARY 2 (Items 6-10)**

**(2½ marks)**

Complete each sentence with **ONE** word only.

6. \_\_\_\_\_ do you live? I live in Egypt.

7. Yesterday, Muna \_\_\_\_\_ happy to get a gift from her friend.

8. Huda and Alia went \_\_\_\_\_ the park yesterday.

9. The mouse is smaller \_\_\_\_\_ the cat.

10. Meera is a doctor. She lives \_\_\_\_\_ Nizwa.

**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 y 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**

Speaker A: Can I **he** \_\_\_\_\_ you?

Speaker B: **Ha** \_\_\_\_\_ you got any red and white dresses, please?

Speaker A: No, I am **so** \_\_\_\_\_. **W**\_\_\_\_\_ haven't **go**\_\_\_\_\_ these colours.

Speaker B: Do you **li**\_\_\_\_\_ to buy anything else?

Speaker A: **Y**\_\_\_\_\_, I do. I will take that **re**\_\_\_\_\_ colour dress.

Speaker B: **He**\_\_\_\_\_ you are.

Speaker A: Thank you **ve**\_\_\_\_\_ much.

**GRM/VCB  
SCORE**

**10**

**READING 1 (Items 1–4)**

**(4 marks)**

Match the four texts on the left with the texts in the box. Shade in the bubble  under the correct option.

- 1. I am back from my holiday.
- 2. The Wright-brothers were great inventors.
- 3. Entertainment is a form of interesting activities.
- 4. Huda is an outstanding student in English subject.

<b>A.</b> Reading, playing games and watching television are examples of these activities.
<b>B.</b> Desert and the rainforest are examples of it where many types of animals live.
<b>C.</b> When I saw them. I thought that they liked it. But later I realized that they did not.
<b>D.</b> I visited some interesting places and I took some photos. I spent a wonderful time there.
<b>E.</b> She respects her teachers and she wants to be a doctor.
<b>F.</b> They began their experimentation in flight in 1896 at their bicycle shop in Dayton, Ohio.

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.*

Dear Mustafa,

How are you? I am writing to tell you about our project. It is a report about spiders. Firstly, these animals are amazing. All spiders spin webs. That's because webs help spiders. Webs help spiders do three things.

First of all, webs help spiders hold eggs. Many spiders like to lay their eggs in their webs. The webs help keep the eggs together. Webs help spiders keep their eggs safe.

Secondly, webs help spiders hide. Most spiders are dark. They are brown, grey, or black. But spider webs are light. They are white and cloudy. When spiders hide in their webs, they are harder to be seen.

The third reason is that webs help spiders catch food. Spider webs are sticky. When a bug flies into the web, it gets stuck. It tries to get out. But it can't. It is trapped! Spiders can tell that the bug is trapped. That's because spiders feel the web move. And the spider is hungry. The spider goes to get the bug.

As you can see, without webs, spiders would not be able to live like they do. Spiders need their webs to survive!

I am so glad because I have discovered some new information about spiders. How about you? What is your report about?

My warm regards,

Mohammed

**READING 2 (continued)**

For each question, write a short answer (**not more than FOUR WORDS**).

5. Who is the e-mail from?

\_\_\_\_\_

6. How many things can the spider do through the web?

\_\_\_\_\_

7. Where do spiders like to lay their eggs?

\_\_\_\_\_

8. What are the colours of spiders?

\_\_\_\_\_

9. What will happen if a bug flies into a spider's web?

\_\_\_\_\_

10. Can the bug get out from the web?

\_\_\_\_\_

**READING  
SCORE**

--

--

<b>10</b>
-----------





**WRITING 2**

**(5 marks)**

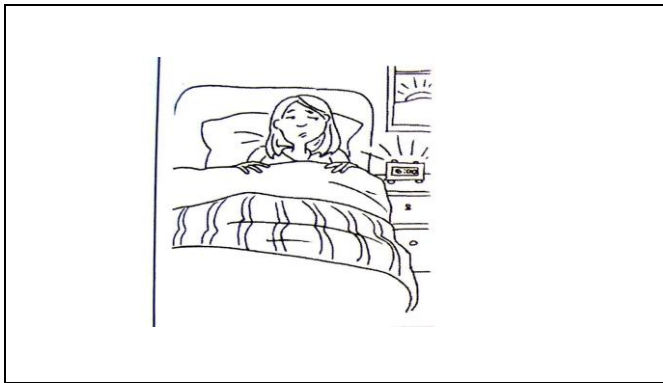
Write a story of at least **60 words** based on the following pictures.

You can use the words in the box to help you.

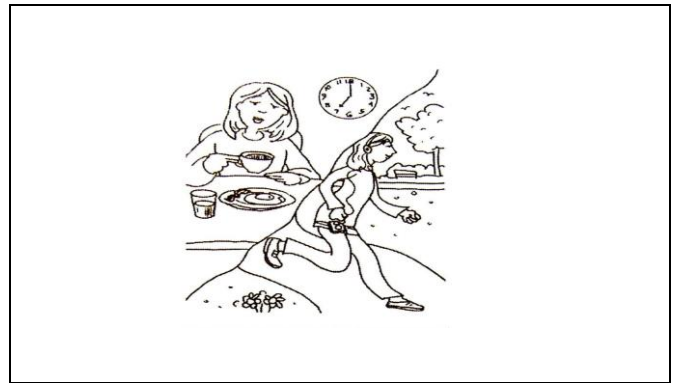
You can also put in more details to make your story lively and interesting.

wake up	breakfast	opened	telephone
fell	work	the cat	rang

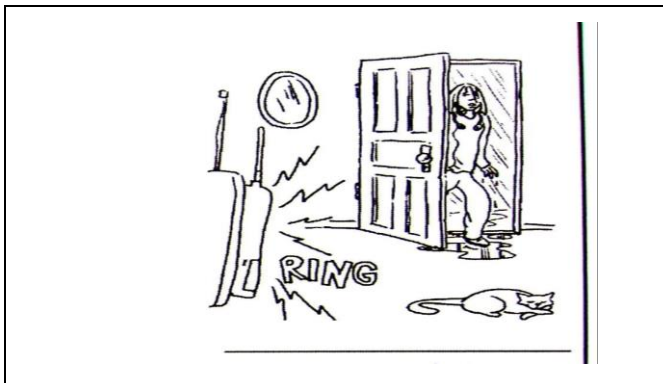
①



②



③



④



⑤



⑥





**Governorate: Al-Dhahira**

\*\*\*\*\*

LISTENING 1 (5 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 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"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

LISTENING 2 (5 mks)			
6.	<input type="radio"/> radio	<input type="radio"/> television	<input checked="" type="radio"/> telephone
7.	<input type="radio"/> American	<input checked="" type="radio"/> Scottish	<input type="radio"/> French
8.	<input checked="" type="radio"/> Two	<input type="radio"/> three	<input type="radio"/> Four
9.	<input type="radio"/> brother	<input checked="" type="radio"/> mother	<input type="radio"/> father
10.	<input type="radio"/> 1912	<input type="radio"/> 1920	<input checked="" type="radio"/> 1922

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

GRM/ VCB 1 (2.5 mks)			
1.	<input type="radio"/> walk	<input checked="" type="radio"/> walking	<input type="radio"/> walks
2.	<input type="radio"/> see	<input type="radio"/> seen	<input checked="" type="radio"/> saw
3.	<input checked="" type="radio"/> afraid	<input type="radio"/> happy	<input type="radio"/> sad
4.	<input checked="" type="radio"/> his	<input type="radio"/> her	<input type="radio"/> them
5.	<input type="radio"/> shouting	<input checked="" type="radio"/> shouted	<input type="radio"/> shouts

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

GRM/ VCB 2 (2.5 mks)	GRM/ VCB 3 (5 mks)	
6. Where 7. was 8. to 9. than 10. in	11. he <u>lp</u> 12. Ha <u>ve</u> 13. so <u>rry</u> 14. We <u>e</u> 15. go <u>t</u>	16. li <u>ke</u> 17. Ye <u>s</u> 18. re <u>d</u> 19. He <u>re</u> 20. ve <u>ry</u>
<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i>	<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct, including grammatical endings.</i>	

READING 1 (4 mks)							READING 2 (6 mks)	
	A	B	C	D	E	F	5. Mohammed 6. Three things 7. In their webs 8. Brown ,grey and black 9. It gets stuck / trapped 10. No / It cannot	
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 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 checked="" type="radio"/>	<input type="radio"/>		
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>							<i>Notes: One mark each. Complete accuracy in grammar and spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.</i>	

WRITING 1 (5 mks)	
5	<ul style="list-style-type: none"> <li>– Discusses the topic in a lively, interesting way, making effective use of supporting arguments.</li> <li>– The points made by the writer are logically organised and very clear.</li> <li>– Makes use of a fair range of structures and vocabulary, with a good level of accuracy.</li> </ul>
4	<ul style="list-style-type: none"> <li>– Discusses the topic reasonably well, but use of supporting arguments is not fully effective.</li> <li>– The points made by the writer are reasonably well organized and mostly clear.</li> <li>– Use of grammar and vocabulary is reasonably correct, though rather limited in range.</li> </ul>
3	<ul style="list-style-type: none"> <li>– Expresses opinions with some use of supporting arguments, but only in a limited way.</li> <li>– The writer makes an attempt to organise his/her points, but this is only partly effective.</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>– Makes an attempt to discuss the topic, but the result is unconvincing and clearly inadequate.</li> <li>– Weak organization makes it difficult to follow the points being made by the writer.</li> <li>– Grammar and vocabulary contain frequent serious errors.</li> </ul>
1	<ul style="list-style-type: none"> <li>– A <u>very</u> feeble attempt to discuss the topic. Very little relevant content.</li> <li>– The points made by the writer are confused and disjointed.</li> <li>– The language used is extremely limited and/or seriously distorted.</li> </ul>
0	<u>No attempt at the task</u> : EITHER Irrelevant (Completely unrelated to the topic) OR Hardly any writing at all, or not written in English OR Complete nonsense

WRITING 2 (5 mks)	
5	<ul style="list-style-type: none"> <li>– Tells the story fully and clearly, in a lively, interesting way, providing appropriate details.</li> <li>– The text is coherent and easy to read. Not many language errors.</li> </ul>
4	<ul style="list-style-type: none"> <li>– Tells the story clearly enough, but writing lacks interest for the reader.</li> <li>– There are several noticeable language errors and the text sometimes lacks coherence.</li> </ul>
3	<ul style="list-style-type: none"> <li>– Manages to convey the main outline of the story, but only in a limited way.</li> <li>– Language used is limited in range and/or contains quite frequent errors.</li> </ul>
2	<ul style="list-style-type: none"> <li>– An attempt is made to tell the story, but important points are either missing or unclear.</li> <li>– Language used is very limited and/or contains many serious errors.</li> </ul>
1	<ul style="list-style-type: none"> <li>– A <u>very</u> feeble attempt to tell the story. Very little relevant content.</li> <li>– Language used is extremely limited and/or seriously distorted.</li> </ul>
0	<u>No attempt at the task</u> : EITHER Irrelevant (Completely unrelated to the pictures/ task/ instructions) OR Hardly any writing at all, or not written in English OR Complete nonsense

\* **NOTE:** In WRITING 2, test-writers actually have two different task-options to choose from (**Picture Story** or **Task Instructions**) when preparing the exam-paper. However, as both of these require student to produce a **narrative** text, the same Rating Scale can be used, whichever type of task they use.

### LISTENING 1

1. I like shopping. Two days ago, I really had a good time going out to a clothes shop to buy some dresses.
2. I love reading books, magazines and stories. I like to read with my friends. Reading helps me develop my vocabulary.
3. I love watching the fire-works. I find it exciting and beautiful. I like to watch them with my sister.
4. I absolutely love cooking. I feel very happy when I invite my friends and prepare some food for them.
5. I use the internet to communicate with my friends using emails. I also get information about anything from the internet.

### LISTENING 2

Alexander Graham Bell became very famous because of the invention of the telephone.

He was born in 1847 in Scotland. He had two brothers. He received most of his early education from his mother who was unusually gifted painter and pianist, despite her deafness. Throughout his childhood, he spent short periods of time in traditional educational institutions including Edinburgh's Royal High School, which he left at the age of 15. He initially attended University of Edinburgh and then the University College, London, England, but did not receive a formal education comparable to his peers in Victorian Britain.

In 1870, after the death of two of his brothers, the Bell family moved to Canada for the sake of his health. Expanding on his father's work of teaching deaf people to communicate, he began working on transmitting telephonic messages. He is most famous for his pioneering work on the development of the telephone. He worked with Thomas Watson, his assistant, on the design of the first practical telephone. He died in 1922.