



**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**

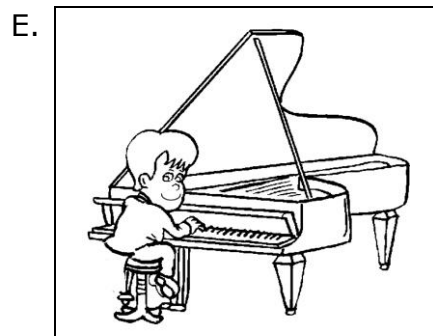
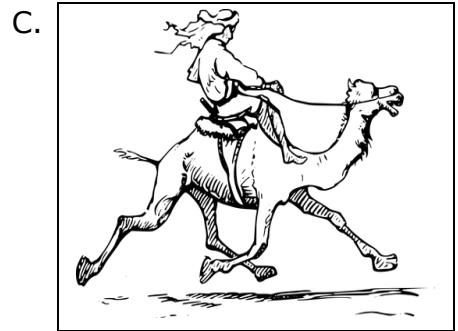
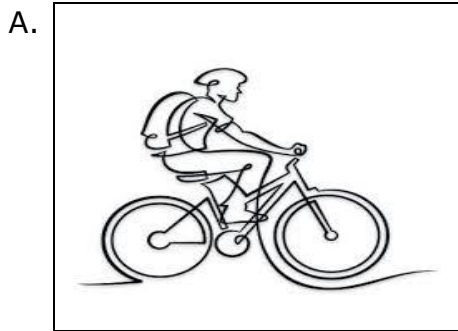
**Pages: 10**

<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 **free time 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 **rainforests**.

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

6. The biggest rainforest is in \_\_\_\_\_.

 Asia Africa South America

7. Rainforests cover only about \_\_\_\_\_ % of Earth.

 6 16 50

8. There are dangerous animals in rainforests such as \_\_\_\_\_.

 birds and snakes lions and snakes monkeys and Birds

9. The weather in rainforests is \_\_\_\_\_.

 hot and dry warm and wet sunny and dry

10. Most of the people of rainforests moved to \_\_\_\_\_.

 towns villages cities

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**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.

Koalas are animals that <sup>(1)</sup> \_\_\_\_\_ in Australia. There are different kinds of koalas, but all of them eat leaves for <sup>(2)</sup> \_\_\_\_\_. These animals do not like rain because it makes them <sup>(3)</sup> \_\_\_\_\_. Koalas <sup>(4)</sup> \_\_\_\_\_ their sharp teeth and claws to protect themselves against their enemies. Many people who <sup>(5)</sup> \_\_\_\_\_ Australia like taking photos of koalas.

1.

grow

keep

live

2.

food

drink

sleep

3.

dry

wet

hot

4.

use

give

take

5.

come

go

visit

**GRAMMAR/VOCABULARY 2 (Items 6–10)**

**(2½ marks)**

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

6. Salim \_\_\_\_\_ Ahmed are brothers.

7. Oman is bigger \_\_\_\_\_ Qatar.

8. Now, there \_\_\_\_\_ more than 1000 schools in Oman.

9. My friend is good \_\_\_\_\_ maths.

10. I \_\_\_\_\_ an architect. I design different kinds of buildings.

**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 study at a school in Muscat. My favourite subject is Maths."

**TEXT**

Speaker A: Hi Fatima. <sup>(11)</sup>**H**\_\_\_\_\_ are you?

Speaker B: Hi Sara. I'm <sup>(12)</sup>**fi**\_\_\_\_\_.

Speaker A: What <sup>(13)</sup>**we**\_\_\_\_\_ you doing last weekend?

Speaker B: I was shopping with my brother and <sup>(14)</sup>**sis**\_\_\_\_\_. I <sup>(15)</sup>**h**\_\_\_\_\_ a great time.

Speaker A: That's great. Did you <sup>(16)</sup>**b**\_\_\_\_\_ anything?

Speaker B: Yes, I did. I bought a <sup>(17)</sup>**wa**\_\_\_\_\_ for checking time.

Speaker A: Wonderful! How <sup>(18)</sup>**mu**\_\_\_\_\_ is it?

Speaker B: It is 10 rials. I like its <sup>(19)</sup>**bla**\_\_\_\_\_ colour.

Speaker A: It is <sup>(20)</sup>**ve**\_\_\_\_\_ nice.

**GRM/VCB  
SCORE**

<b>10</b>

**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. Last night Ali went to a bookshop to buy a present for his daughter.
- 2. Camels can walk for a long time without drinking water.
- 3. The girl was helping her mother cooking food on the barbecue.
- 4. Muscat Festival is a great fun for families.

<b>A.</b> Suddenly she burned her finger. She put some cold water on it.
<b>B.</b> They can enjoy eating traditional food and listening to music. At night, they can see fireworks.
<b>C.</b> She likes watching television more than cooking. She never helps her mother.
<b>D.</b> That is why they are the best way to travel across the desert.
<b>E.</b> A dictionary is the first thing he thought about because she likes English.
<b>F.</b> They travelled to many places. Last time, they went to Muscat.

A	B	C	D	E	F
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| <b>1.</b> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>2.</b> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>3.</b> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>4.</b> | <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 Mohammed,

How are you? Thank you for your last email. I hope this information will help you with your project about famous people.

I've just finished learning about a famous person called Jane Goodall. She was born in London in 1934. She is an expert on chimpanzees. Her father was a businessman and her mother was a writer.

Growing up, Jane loved animals. She dreamt of going to Africa someday in order to see some of her favourite animals in the wild. She liked chimpanzees than any other animals. In England, she got her first toy during her childhood. It was a toy of chimpanzee which she loved to play with.

Jane spent her late teens and early twenties saving money to go to Africa. When she was twenty-three, Jane finally had enough money to visit a friend who lived on a farm in Kenya. She went there in 1957. There she started to observe the life of chimpanzees very closely.

Jane Goodall has studied the way chimpanzees live for the past 25 years. She has received many awards for her work to help people understand the importance of wildlife conservation.

Best wishes,

Khalid

**READING 2 (continued)**

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

5. What is Mohammed's project about?

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6. Where did she get her first toy?

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7. What was her mother's job?

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8. Who did Jane Goodall stay with in Kenya?

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9. When did she go to Kenya?

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10. How long has she studied chimpanzees?

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**READING  
SCORE**

<b>10</b>



**WRITING 1**

**(5 marks)**

Write at least **60 words** on the following topic:

**“Visiting places during holidays is a waste of time and money”**

-Do you agree or not? Give your reasons.

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

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Marker A	Marker B	Average

**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.

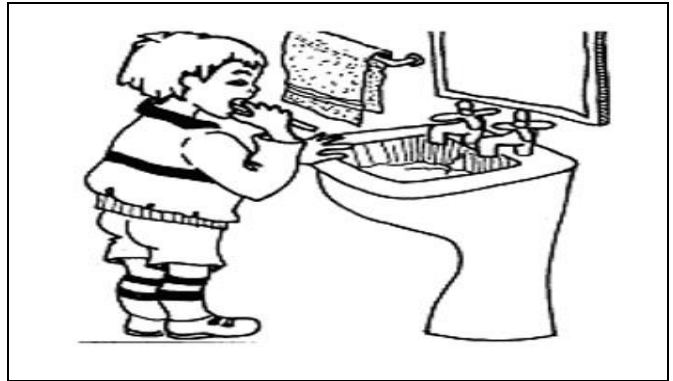
You can also put in more details to make your story lively and interesting.

wake up	brush	eat	wear
play	sleep	shoes	breakfast

①



②



③



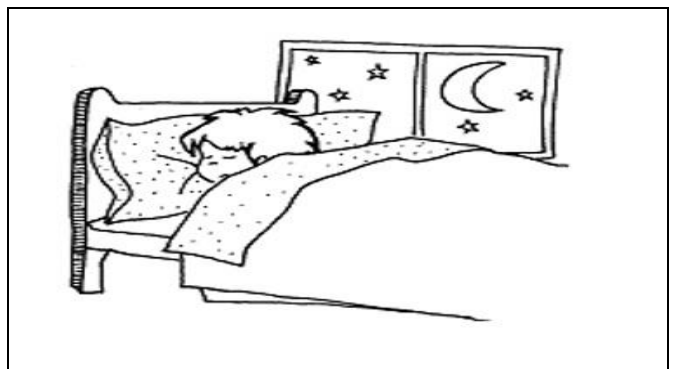
④



⑤



⑥



**WRITING 2 (continued)**

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Marker A	Marker B	Average

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

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LISTENING 1 (5 mks)						
	A	B	C	D	E	F
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 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 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"/> Asia	<input type="radio"/> Africa	<input checked="" type="radio"/> South America
7.	<input checked="" type="radio"/> 6	<input type="radio"/> 16	<input type="radio"/> 50
8.	<input type="radio"/> birds and snakes	<input checked="" type="radio"/> lions and snakes	<input type="radio"/> monkeys and birds
9.	<input type="radio"/> hot and dry	<input checked="" type="radio"/> warm and wet	<input type="radio"/> sunny and dry
10.	<input type="radio"/> towns	<input type="radio"/> villages	<input checked="" type="radio"/> cities

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

GRM/ VCB 1 (2.5 mks)			
1.	<input type="radio"/> grow	<input type="radio"/> keep	<input checked="" type="radio"/> live
2.	<input checked="" type="radio"/> food	<input type="radio"/> drink	<input type="radio"/> sleep
3.	<input type="radio"/> dry	<input checked="" type="radio"/> wet	<input type="radio"/> hot
4.	<input checked="" type="radio"/> use	<input type="radio"/> give	<input type="radio"/> take
5.	<input type="radio"/> come	<input type="radio"/> go	<input checked="" type="radio"/> visit

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

GRM/ VCB 2 (2.5 mks)	GRM/ VCB 3 (5 mks)	
6. and 7. than 8. are 9. at 10. am	11. <u>How</u> 12. <u>fine</u> 13. <u>were</u> 14. <u>sister</u> 15. <u>had</u>	16. <u>buy</u> 17. <u>watch</u> 18. <u>much</u> 19. <u>black</u> 20. <u>very</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)																																			
<table border="0"> <tr> <td></td> <td style="text-align: center;">A</td> <td style="text-align: center;">B</td> <td style="text-align: center;">C</td> <td style="text-align: center;">D</td> <td style="text-align: center;">E</td> <td style="text-align: center;">F</td> </tr> <tr> <td>1.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>2.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>3.</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>4.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>		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 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5. famous people 6. In England 7. a writer 8. a friend (in Kenya) 9. 1957 10. 25 years
	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"/>																														
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<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>																																			

<b>WRITING 1 (5 mks)</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>-Expresses opinions on topics in a lively, convincing way.</li> <li>– Supports all points effectively with relevant evidence and detail.</li> <li>– Essays are very well-organised, clear and coherent.</li> <li>– A varied range of grammar and vocabulary with a very good level of accuracy.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>– Expresses opinions on topics in a reasonably convincing way.</li> <li>– Supports most points with relevant evidence and detail.</li> <li>– Essays are generally well-organised and, for the most part, clear and coherent.</li> <li>– A fair range of grammar and vocabulary with a good level of accuracy</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>– expresses opinions on topics, in a somewhat limited way.</li> <li>– Is inconsistent in supporting points with relevant evidence and detail.</li> <li>– Essays are poorly- organised, but are still reasonably clear and coherent.</li> <li>– A limited range of grammar and vocabulary with a reasonable level of accuracy</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>_Express opinions on topics, but the results are clearly inadequate.</li> <li>– Is generally weak in supporting points with relevant evidence.</li> <li>– Essays lack organization, lacking in coherence and sometimes unclear.</li> <li>– A very limited range of grammar and vocabulary with frequent errors.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>-Makes only very feeble attempts to express opinions on topics.</li> <li>– Fails to support points with any relevant evidence.</li> <li>– Essays are incoherent and confusing.</li> <li>– Extremely limited range of grammar and vocabulary with frequent serious errors.</li> </ul>
<b>0</b>	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the topic)  <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>

<b>WRITING 2 (5 mks)</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>– Produces narratives which are fully successful in engaging the reader.</li> <li>– Lively, effective use of appropriate detail.</li> <li>– Writing is very well-structured, clear and coherent.</li> <li>– A varied range of grammar and vocabulary with a very good level of accuracy</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>– Produces narratives which are reasonably successful in engaging the reader.</li> <li>– Generally good use of appropriate detail.</li> <li>– Writing is generally well-structured, and mostly clear and coherent.</li> <li>– A fair range of grammar and vocabulary with a good level of accuracy.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>– Produces narratives which are only partially successful in engaging the reader.</li> <li>– Somewhat limited use of appropriate detail.</li> <li>– Writing is well-structured, but is still reasonably clear and coherent.</li> <li>– A limited range of grammar and vocabulary with a reasonable level of accuracy</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>– Produces narratives which have very limited success in engaging the reader.</li> <li>– Inadequate use of appropriate detail.</li> <li>– Writing is poorly-structured, and often unclear.</li> <li>– A very limited range of grammar and vocabulary with frequent errors.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>– Produces narratives which fail entirely to engage the reader.</li> <li>– Little or no use of appropriate detail.</li> <li>– Writing is incoherent and confusing.</li> <li>– Extremely limited range of grammar and vocabulary with frequent serious errors.</li> </ul>
<b>0</b>	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the pictures/ task/ instructions) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>

\* **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.