

**ENGLISH LANGUAGE TEST****GRADE EIGHT****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**

TEST SCORES	LISTENING	10	
	GRM/VCB	10	
	READING	10	
	WRITING	10	
	TOTAL	40	

**LISTENING 1 (Items 1-5)****(5 marks)**

*You're going to hear five people speaking. Where are they?*

*Listen and for each item, shade in the bubble ☐ under the correct option.*

restaurant

airport

boat

aeroplane

hotel

hospital

1.      ☐                      ☐                      ☐                      ☐                      ☐                      ☐

2.      ☐                      ☐                      ☐                      ☐                      ☐                      ☐

3.      ☐                      ☐                      ☐                      ☐                      ☐                      ☐

4.      ☐                      ☐                      ☐                      ☐                      ☐                      ☐

5.      ☐                      ☐                      ☐                      ☐                      ☐                      ☐

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**LISTENING 2 (Items 6-10)****(5 marks)**

*You're going to hear a text about Jacques Cousteau.*

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

**6.** Where was Jacques Cousteau born?

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**7.** How many hours could divers stay underwater using the aqualung?

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**8.** When did Jacques Cousteau write his famous book 'The Silent World'?

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**9.** What was the name of his ship?

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**10.** When did he die?

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**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 ) unhappy

e.g. The boy was **s** \_ \_ because he lost his family.

**2.** ( verb ) to look after

e.g. Mothers **ca** \_ \_ for their children.

**3.** ( noun ) a tool for eating and mixing food

e.g. A **sp** \_ \_ \_ is used to drink soup.

**4.** ( verb ) to go from one place to another

e.g. I will **tra** \_ \_ \_ to Muscat by bus this weekend.


**5.** ( noun ) a meal eaten in the middle of the day

e.g. We usually eat our **lu** \_ \_ \_ at 1 o'clock.



**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.)

My sister Amal is overweight. She <sup>(6)</sup> \_\_\_\_\_ 85 kilograms. Last month she started <sup>(7)</sup> \_\_\_\_\_ special diet to look after her weight. She <sup>(8)</sup> \_\_\_\_\_ eat sweets, chocolate or cakes. She eats healthy food <sup>(9)</sup> \_\_\_\_\_ practices sports every day. She <sup>(10)</sup> \_\_\_\_\_ already lost 5 kilograms.

are	and	a	have	the	doesn't	has	is	but	don't
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6.          

7.          

8.          

9.          

10.          



**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**

Every summer ma\_\_\_\_\_ people from different parts o\_\_\_\_\_ Oman and different countries vi\_\_\_\_\_ Salalah. I\_\_\_\_\_ is cold and rainy. The la\_\_\_\_\_ is green everywhere. People en\_\_\_\_\_ sitting, playing and eating o\_\_\_\_\_ the grass. They also cl\_\_\_\_\_ the green and wet mountains. Th\_\_\_\_\_ eat lots of coconuts and traditional food. Salalah becomes ve\_\_\_\_\_ crowded during summer.

**GRM/VCB  
SCORE**

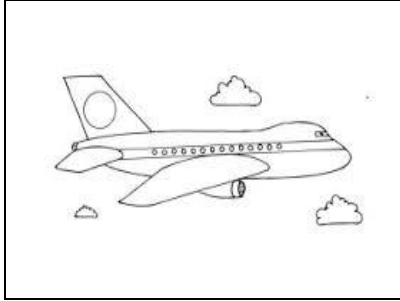
**10**

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

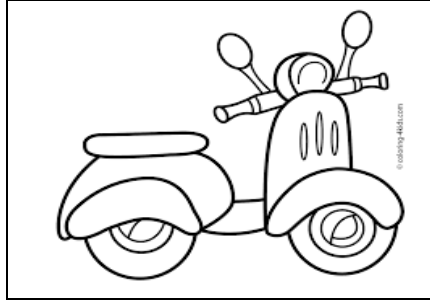
**(4 marks)**

Match the texts with the pictures. For each text, shade in the bubble ☐ under the correct option.

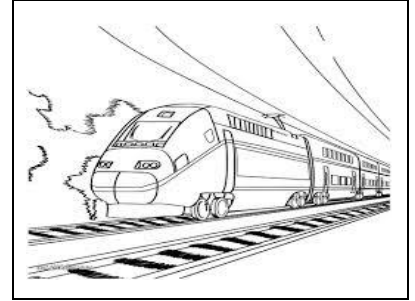
A.



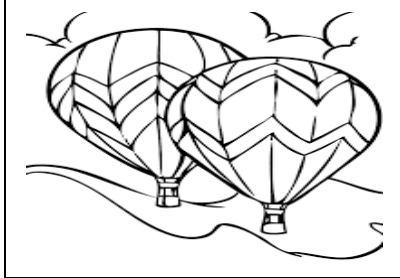
B.



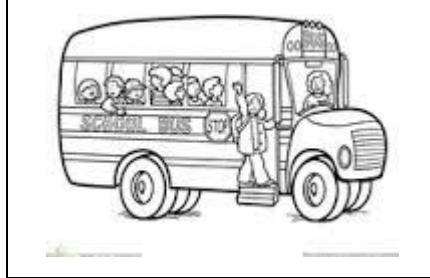
C.



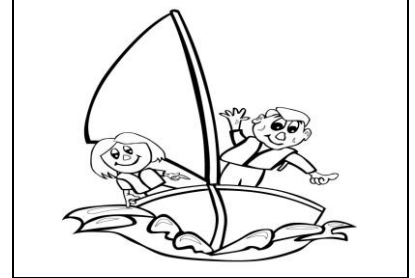
D.



E.



F.

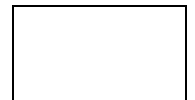


**Pictures**

**Texts**

1. They are fast and comfortable. They are used in big cities to carry people and goods. The biggest metro system is found in New York City.
2. When I was 7 years old, my father taught me how to sail. Since then sailing has become my favourite activity.
3. It is big and it takes a lot of students to school. I like to go on it instead of going by a car.
4. The flight from Muscat to Manamah was short. It took 2 hours. We reached the airport on time.

A	B	C	D	E	F
<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.*

Plastic bags are one of the most dangerous things to our environment. Believe it or not, these bags cause many problems to the environment and to the health of people.

Firstly, plastic bags pollute the environment. Forests, rivers, lakes, and oceans are polluted all over the world. Wind carries these bags everywhere. We are destroying our own planet and most people don't even know the harmful effects of these bags.

Secondly, these bags kill our wildlife. They kill sea animals and other living animals in the world such as forest and desert animals. They also increase the number of animals which are being endangered, or even extinct.

Burning these bags will not help either; it will only make things worse. When these bags are burned, it releases toxic gases into the soil and the air.

You may be asking, "What can I do to help?" Try switching to paper bags instead of plastic ones when you go shopping. Paper bags are much better for the environment, and can be recycled more easily. If you are an animal lover, these actions that you could be taking would be saving lots of animals around the world.



**READING 2 (cont'd)**

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

5. Plastic bags are \_\_\_\_\_ to our health.

☐ safe

☐ useful

☐ harmful

6. They are carried by \_\_\_\_\_ from a place to another.

☐ air

☐ soil

☐ gas

7. They can kill animals \_\_\_\_\_ .

☐ wherever they are

☐ that live only in the  
sea

☐ that live only in  
deserts

8. It is not good to \_\_\_\_\_ plastic bags because it produces gases.

☐ throw

☐ burn

☐ recycle

9. To save animals, you should use \_\_\_\_\_ bags.

☐ plastic

☐ paper

☐ plastic and paper

10. It is \_\_\_\_\_ to recycle paper bags than plastic bags.

☐ more difficult

☐ worse

☐ easier

**READING  
SCORE**

**10**

## WRITING 1

**(4 marks)**

Write a paragraph about a famous detective called "**Sherlock Holmes**". Use **ALL** the information in the box. Your writing should be correct and well-organized.

## Sherlock Holmes

clever/detective

like/solving/crimes

play/violin

wear/special hat

smoke/a big pipe

best friend/Dr. Watson

people/ like/ films

Marker A	Marker B	Average

## WRITING 2

**(6 marks)**

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

Situation: Your friend Karim/Karima is writing a school report for the English club about healthy and unhealthy food.

Write **an e-mail** to tell him/ her about **healthy and unhealthy food**.

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

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.


Marker A	Marker B	Average

**WRITING  
SCORE**

<b>10</b>

**Listening 1 :** ( NB: Each text should be read **THREE TIMES**.)

*You're going to hear five people speaking. **Where are they?***

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

- 1- Can I see the menu, please? What is today's special dish? I would like grilled chicken and cheese.
  - 2- Excuse me, would it be possible to change seats with someone? My brother and I would like to sit together.
  - 3- Doctor, could you come to room 16, please? There is an emergency case.
  - 4- Today we have caught different types of fish. Here is a big kingfish. It is about 10 kilos.
  - 5- Yes sir, we have many rooms for the weekend. What date will you arrive? How long will you stay?
- 

**listening 2:** ( NB: The text should be read **THREE TIMES**.)

*You're going to hear a text about **Jacques Cousteau**.*

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

Jacques Cousteau was a great undersea explorer and a famous photographer. He was born in 1910 in France. At the age of four he started to swim. When he was 18 he went to a university to study marine sciences. He invented the aqualung in 1943. He invented it to help divers stay underwater for two hours. He felt that it was very important to have something that could help divers when they dive underwater. He also developed a waterproof camera. He produced films and television programs about undersea world. In 1953 he wrote his famous book '*The Silent World*'. The stories of this book was made into a film. He also wrote other books such as *The Shark*, *Dolphins* and *The Ocean world*. Cousteau travelled around the world exploring the sea on his ship *The Calypso*. This ship sank in 1996 in Singapore Harbor. Jacques Cousteau died in 1997.

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LISTENING 1 (5 mks)						
	restaurant	airport	boat	aeroplane	hotel	hospital
1.	<input checked="" 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 checked="" 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 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>						

LISTENING 2 (5 mks)	GRM/ VCB 1 (2.5 mks)
6. France 7. 2 / two hours 8. 1953 9. The Calypso 10. 1997	1. <u>sad</u> 2. <u>care</u> 3. sp <u>oon</u> 4. tra <u>vel</u> 5. lu <u>nch</u>
<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>	<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i>

GRM/ VCB 2 (2.5 mks)										
	are	and	a	have	the	doesn't	has	is	but	don't
6.	<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"/>
7.	<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"/>
8.	<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"/>
9.	<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"/>
10.	<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"/>

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

GRM/ VCB 3 (5 mks)	
11. ma <u>ny</u>	16. en <u>joy</u>
12. o <u>f</u>	17. o <u>n</u>
13. vi <u>sit</u>	18. cl <u>imb</u>
14. l <u>t</u>	19. The <u>y</u>
15. la <u>nd</u>	20. ver <u>y</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 checked="" 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 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 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"/> safe	<input type="radio"/> useful <input checked="" type="radio"/> harmful
6.	<input checked="" type="radio"/> air	<input type="radio"/> soil <input type="radio"/> gas
7.	<input checked="" type="radio"/> wherever they are	<input type="radio"/> that live only in the sea <input type="radio"/> that live only in deserts
8.	<input type="radio"/> throw	<input checked="" type="radio"/> burn <input type="radio"/> recycle
9.	<input type="radio"/> plastic	<input checked="" type="radio"/> paper <input type="radio"/> plastic and paper
10.	<input type="radio"/> more difficult	<input type="radio"/> worse <input checked="" type="radio"/> easier
<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>	<u>No attempt at the task:</u> <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

WRITING 2 (6 mks)	
6	<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>
5	<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>
4	<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>
3	<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>
2	<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>
1	<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>
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><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.</p> <p><b>Note 2:</b> No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	