

ENGLISH LANGUAGE TEST**GRADE SEVEN**

**Semester Two
Second Session**

Name			
School		Class	

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 talking?**

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

	school	supermarket	kitchen	hospital	bank	airport
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're going to hear a **text** about **Fareed's journey**.

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

6. Where was Fareed going?

7. What happened to Fareed's car during the journey?

8. What was the weather like while waking?

9. How did he feel while walking?

10. When did this journey happen?

**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**) making a lot of noise.

e.g. It was so **no** _ _ _ that we couldn't hear ourselves speak.

2. (**noun**) someone whose job is to give medical care to sick animals.

e.g. We took the cat to the **v** _ _.

3. (**verb**) to have a party because it is a special day or event.

e.g. Muslims **celeb** _ _ _ _ Eid Elfitre every year.

4. (**noun**) the day of the year on which someone was born.

e.g. Her **birth** _ _ _ is on 18th of March.

5. (**adjective**) costing a lot of money.

e.g. London is an **expen** _ _ _ _ place for living.



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.)

I'll always remember the first time I saw Laila. We (6) _____ in class waiting for our teacher Mrs. Heba. After a few minutes, (7) _____ came in. Next to her was a girl (8) _____ curly brown hair and large brown eyes. Mrs. Heba told us that Laila was joining our class. Most of the time, Laila sat by herself. She was always (9) _____, but when anyone came near her, she (10) _____ hid her book. Also, she was always going to the gym. However, I noticed that she could be thoughtful and kind. Laila was always giving help to all people around her.

	she	are	reads	were	quick	with	quickly	her	reading	in
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 Oman National Day is a **(11) spec**_____ day for Omanis. People go to the stadium to **(12) wat**_____ the army and the police parades. There are also lots of camel **(13) rac**_____. Many people go and visit their **(14) relat**_____. Some families go on **(15) pic**_____ and take food with **(16) th**_____. In the evening, there **(17) a**_____ amazing fireworks. His Majesty Sultan Qaboos **(18) ma**_____ a speech which all Omani families watch on **(19) telev**_____. They feel very **(20) hap**_____ on that day.






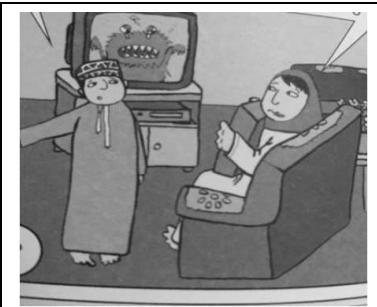
**GRM/VCB
SCORE**

10

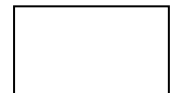
READING 1 (Items 1-4)

(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	A	B	C	D	E	F
1.	Fahad was so bored! He wanted to play a game. He asked his father to play with him , but he refused.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	He went to his mother. She was in the kitchen and she refused to play with him too.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Then, he talked to his grandfather who was reading a book and couldn't play with him.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	At the end, he felt so happy because his brother Hamad played football with him.	<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.*

A helicopter can do many things that airplanes cannot. For example, helicopter is used to rescue people from mountains. They are also used for rescuing people from burning buildings or from trees when there are floods. The reason that the helicopter can do these things better than an airplanes is because helicopter can take off and land vertically instead of needing to go horizontally. Although the helicopter is used for a lot of things, it cannot be used for everything. The reason for this is that airplanes can do some things better than helicopters. One of the things that aero planes have an advantage is speed. The reason for this is helicopters do not have as powerful engine as the airplanes. Airplanes can travel longer distances than helicopters. The reason for this is that helicopters have to do more work compared to airplanes and they use up fuel faster than airplanes.

READING 2 (continued)

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

5.	The text is about _____.					
	<input type="radio"/>	helicopters only	<input type="radio"/>	airplanes only	<input type="radio"/>	helicopters and airplanes
6.	Helicopters are used to rescue _____ from mountains.					
	<input type="radio"/>	insects	<input type="radio"/>	people	<input type="radio"/>	animals
7.	Airplanes are _____ than helicopters.					
	<input type="radio"/>	faster	<input type="radio"/>	slower	<input type="radio"/>	lighter
8.	Airplanes have powerful _____.					
	<input type="radio"/>	instruments	<input type="radio"/>	tools	<input type="radio"/>	engines
9.	Airplanes can travel _____ distances than helicopters.					
	<input type="radio"/>	longer	<input type="radio"/>	shorter	<input type="radio"/>	taller
10.	Helicopters use up _____ faster than airplanes.					
	<input type="radio"/>	air	<input type="radio"/>	water	<input type="radio"/>	petrol

**READING
SCORE**

10

(4 marks)

food/small fish

[illegible]

Marker A	Marker B	Average

(6 marks)

Situation: Your name is **Salim/Salma**. You have been to a new restaurant near your house for lunch. You liked it very much. You decided to tell your friend, **Samy/Samia** about it. Write **an e-mail** to tell **him/her** about the place, food services, prices and waiters.

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

[illegible]

Marker A	Marker B	Average

**WRITING
SCORE**

	10

ENGLISH LANGUAGE TEST
GRADE SEVEN
Semester Two
Second Session
Listening Scripts

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

*You're going to hear **five** people speaking. **Where are they talking?** Listen and for each item, shade in the bubble ☐ under the correct option.*

- 1- Sir, can you help me? I want to send money to my son. He is studying abroad and he needs the money urgently. "
- 2- My dear friend, I was absent yesterday because I was ill and I couldn't do my home work. Can you help me, please?
- 3- " Of course, this is a wonderful place for shopping. I am planning to buy pasta because I like it so much . What is the best type?
- 4- " Oh my God, my son is crying. He isn't feeling well. His temperature is very high and he coughs a lot .
- 5- " Oh Mom, I am feeling very hungry now. What are you cooking for lunch today? I hope it's pizza because I like it so much.

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

*You're going to hear a text about "**Fareed's journey**". Listen and for each item, write a short answer (not more than **FOUR WORDS**).*

A few weeks ago, Farid was driving to Al-Ayun, a small town near Sinaw. He was going to visit a friend. The road to Al-Ayun was very quiet and Farid was enjoying the journey. Suddenly, his car stopped. He got out and opened the bonnet. He looked at the engine for a few minutes, but he couldn't see anything wrong. There were no other cars on the road, so he walked towards Al-Ayun. It was a very hot day and soon he felt tired and thirsty. He walked for many hours. Finally, he arrived at Al-Ayun and found his friend Salah. He told him the story and they drove back to Farid's car. Then, they tied some rope to the front of the car and towed it back to AlAyun. It was dark when they got to Salah's house. What a journey!

LISTENING 1 (marks)

	school	supermarket	kitchen	hospital	bank	airport
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 checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<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.

LISTENING 2 (5 mks)

GRM/ VCB 1 (2.5 marks)

6.	To Al-Ayun	1.	<i>noisy</i>
7.	His car stopped.	2.	<i>vet</i>
8.	It was very hot.	3.	<i>celebrate</i>
9.	Tired and thirsty	4.	birth <i>day</i>
10.	A few weeks ago.	5.	expens <i>ive</i>

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 marks)

	she	are	reads	were	quick	with	quickly	her	reading	in
6.	<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"/>
7.	<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"/>	<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 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"/>
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 marks)

11.	<u>special</u>	16.	<u>them</u>
12.	<u>watch</u>	17.	<u>are</u>
13.	<u>races</u>	18.	<u>makes</u>
14.	<u>relatives</u>	19.	<u>television</u>
15.	<u>picnic</u>	20.	<u>happy</u>

Notes: Half-a-mark each. Spelling must be correct, including grammatical endings.

READING 1 (4 marks)

	A	B	C	D	E	F
1.	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<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.

READING 2 (6 marks)					
5.	<input type="radio"/>	helicopters only	<input type="radio"/>	airplanes only	<input checked="" type="radio"/> helicopters and airplanes
6.	<input type="radio"/>	insects	<input checked="" type="radio"/>	people	<input type="radio"/> animals
7.	<input checked="" type="radio"/>	faster	<input type="radio"/>	slower	<input type="radio"/> lighter
8.	<input type="radio"/>	instruments	<input type="radio"/>	tools	<input checked="" type="radio"/> engines
9.	<input checked="" type="radio"/>	longer	<input type="radio"/>	shorter	<input type="radio"/> taller
10.	<input type="radio"/>	air	<input type="radio"/>	water	<input checked="" type="radio"/> petrol
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>					

WRITING 1 (4 marks)	
4	<ul style="list-style-type: none"> – Presents all the information, fully and clearly. – Writing is well-organized 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	<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>

WRITING 2 (6 marks)	
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>: <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>

Note 1: The task is to write a **letter/ an e-mail**, so students must include a greeting at the start and a closing at the end. If they do not, they will lose marks. **PROCEDURE:** Each marker marks the content of the e-mail according to the Rating Scale — then, if either the greeting or the closing are missing, **deduct one mark** from the content-score.

Note 2: No marks should be awarded or deducted for the address. Any addresses should be ignored.