

ENGLISH LANGUAGE TEST

GRADE EIGHT

Semester Two

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

pilot	teacher	doctor	student	waiter	shopkeeper
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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 **story** about **Aysha**.

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

6. What did Aysha use to drive for several years?

7. What was the policeman riding?

8. Why did the policeman ask Aysha to be more careful in the future?

Because she didn't stop _____

9. Who hit the back of Aysha's car?

10. Where was the policeman looking at the butterfly?

By the second _____

**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.

<p><u>Example:</u> (noun) a room where food is prepared and cooked e.g. They keep the fridge in the kit c h e n.</p>

1. (adjective) not dangerous
e.g. Today the sea is **sa_ _** to swim in.
2. (verb) to follow someone or something in order to catch them.
e.g. Cats usually **ch_ _ _** mice.
3. (noun) an illness of the body
e.g. Trachoma is an eye **dis_ _ _ _**.
4. (adjective) at a very low temperature
e.g. The weather is usually **co_ _** in winter.
5. (noun) the number of people living in a particular place
e.g. What's the **pop_ _ _ _ _** of your country?

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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.)

Tawfik el-Hakim is thought to ⁽⁶⁾ _____ one of the best Arab Playwrights. He was born ⁽⁷⁾ _____ Alexandria, Egypt in 1898 and died in 1987. He worked for the Egyptian government in the city ⁽⁸⁾ _____ the regions. This helped him find out a lot ⁽⁹⁾ _____ people in his country, which he used as ideas for ⁽¹⁰⁾ _____ plays.

his	about	is	and	from	but	be	on	in	him
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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

Have ⁽¹¹⁾ **y**___ ever watched chickens carefully? They are ⁽¹²⁾ **of**___ active, walking here and there. They make different loud and ⁽¹³⁾ **so**___ sounds. They peck at their ⁽¹⁴⁾ **fo**___. They clean their feathers. They get ⁽¹⁵⁾ **sca**_____ easily and run away ⁽¹⁶⁾ **fr**___ almost everything. They can run ⁽¹⁷⁾ **u**___ to 9 miles per ⁽¹⁸⁾ **ho**___. They can ⁽¹⁹⁾ **al**___ fly, but not for a long ⁽²⁰⁾ **dist**_____.

**GRM/VCB
SCORE**

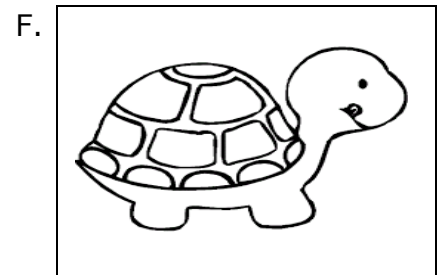
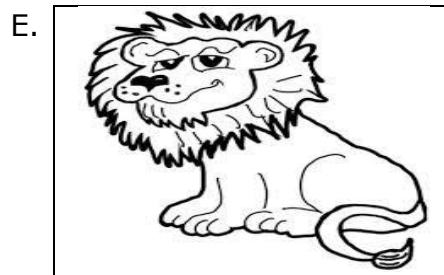
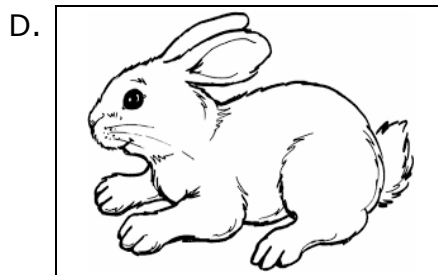
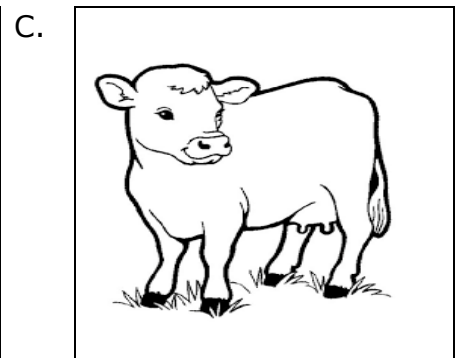
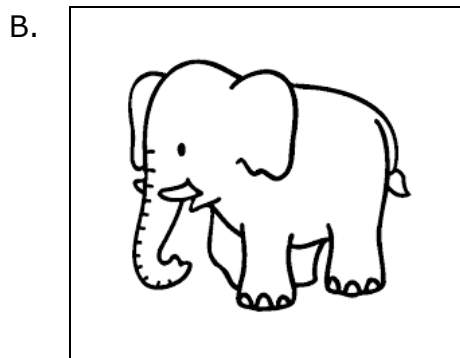
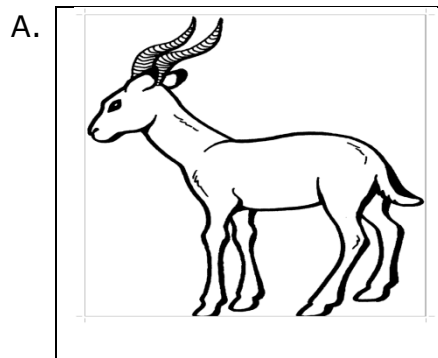
10

READING 1 (Items 1-4)

(4 marks)

Match the texts with the pictures.

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



Pictures

Texts

1. It is referred to as the foster mother of the human race because it produces the milk that people drink.
2. It has a shell made up of 60 different bones all connected to each other. It can live up to 150 years.
3. It is the biggest land animal in the world. It has the largest brain in the animal kingdom. Its tusks are of ivory.
4. It has forever been a symbol of strength. Its roar can be heard from as far as 5 miles away.

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.

It is a very big issue now if children can be allowed to use mobile phones or not. Many children now possess a mobile phone and they are fast becoming the latest fashion item.

Children continue to use mobile phones despite the obvious risk to their health. Mobile phones send out a dosage of radiation, which is very harmful to the user, especially when he/she is still a child, and causes severe brain damage.

Mobile phones are very useful even for children, however. They enable parents to maintain contact with their children whenever they need to. There are also obvious benefits to their use in emergency situations.

The recent rise in crimes associated with mobile phones is a worrying trend: many of our children are under threat of violence merely by the possession of a phone.

Parents should think very carefully before trying to buy a mobile phone for their child.

READING 2 (continued)

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

5. To the writer, it is a very big _____ to let children use mobile phone.
 issue advantage disadvantage
6. Mobile phones have risk to children's _____.
 time study health
7. Mobile phones send out radiation that causes _____ damage.
 heart brain stomach
8. Mobile phones can keep children in contact with their _____.
 classmates teachers parents
9. Mobile phones can expose children to _____.
 violence murder theft
10. Parents should be _____ about buying a mobile phone for their children.
 careless careful relaxed

READING SCORE

10

WRITING 1

(4 marks)

Write a paragraph about an animal called the **Gray Whale**. Use **ALL** the information in the box. Your writing should be correct and well-organized.

<u>The Gray Whale</u>	
live /Pacific Ocean	between 55 and 70 years
weigh/36 tonnes	length/up to 15 metres
food/shrimps	travel/ groups
today protected by law/numbers have grown	

Marker A	Marker B	Average

WRITING 2

(6 marks)

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

Situation: Imagine that you are Salem/Salma, and you have received the following letter from your pen friend Paul/Paula.

"I'm doing a project this month at school on eating habits around the world. Will you be able to help me by telling me what the traditional meals are in your country, what do people typically eat and at what time of the day?"

Write a **letter** to your pen friend giving him/her the information he/she needs.

Your writing should be clear and well-organised.

Marker A	Marker B	Average

WRITING SCORE	
	10

Grade Eight Listening Script (Items 1-10)

Listening 1 (Items 1-5)

1. I will excuse you this time, but if this continues, I have to report to your parent.
2. They all sound good. I guess bring me fish and rice, and I'll take a cup of tea.
3. I am feeling a little bit ill. I have no appetite for my food, and yet I am always suffering from indigestion.
4. That is very pretty, but the price tag says 20 OR, and I know I don't have that much.
5. I'm so sorry sir, I came late to school, but there is a reason behind it.

Listening 2 (Items 6-10)

Aysha used to drive a car for several years and she had always been a very careful driver. One day, the first traffic lights was just changing from green to red when she passed them. Almost at once, a policeman on a motor-cycle, came to the window of the car and asked her why she had not stopped at the red light. She answered that she had been afraid to stop suddenly, because if a car had been just behind her, it might have hit her.

The policeman answered angrily that was no excuse and that only a foolish driver who was driving too close behind her would have hit her car. He warned her to be more careful in the future and then let her go. She thanked him and drove carefully to the next traffic lights, where she stopped suddenly when the lights changed into red. At the same moment, something hit the back of her car and threw her forward. She looked round angrily and saw the same policeman who was following her closely and his front tyre pressed against the back of her car. He turned red and said, "I'm sorry, I was looking at that beautiful butterfly."

GRADE EIGHT — ENGLISH LANGUAGE
SEMESTER TWO, 2015/2016, SESSION
REGION: DHOFAR

MARKING GUIDE
TOTAL MARKS: 40
 page 1 of 4

LISTENING 1 (5 mks)						
	pilot	teacher	doctor	student	waiter	shopkeeper
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 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 type="radio"/>	<input type="radio"/>	<input checked="" 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. (a) car	1. <u>safe</u>
7. (a) motor-cycle	2. <u>chase</u>
8. at the red light	3. <u>disease</u>
9. the policeman	4. <u>cold</u>
10. traffic lights	5. pop <u>ulation</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)										
	his	about	is	and	from	but	be	on	in	him
6.	<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"/>
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 checked="" type="radio"/>	<input type="radio"/>
8.	<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"/>
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 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"/>

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

GRM/ VCB 3 (5 mks)	
11. <u>you</u>	16. <u>from</u>
12. <u>often</u>	17. <u>up</u>
13. <u>soft</u>	18. <u>hour</u>
14. <u>food</u>	19. <u>also</u>
15. <u>scared</u>	20. <u>distance</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 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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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

READING 2 (6 mks)

- | | | | |
|-----|---|--|--|
| 5. | <input checked="" type="radio"/> issue | <input type="radio"/> advantage | <input type="radio"/> disadvantage |
| 6. | <input type="radio"/> time | <input type="radio"/> study | <input checked="" type="radio"/> health |
| 7. | <input type="radio"/> heart | <input checked="" type="radio"/> brain | <input type="radio"/> stomach |
| 8. | <input type="radio"/> classmates | <input type="radio"/> teachers | <input checked="" type="radio"/> parents |
| 9. | <input checked="" type="radio"/> violence | <input type="radio"/> murder | <input type="radio"/> theft |
| 10. | <input type="radio"/> careless | <input checked="" type="radio"/> careful | <input type="radio"/> relaxed |

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

WRITING 1 (4 mks)

4	<ul style="list-style-type: none"> – Presents all the information, fully and clearly. – Writing is well-organised 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	<p><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</p>

WRITING 2 (6 mks)	
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.