

**ENGLISH LANGUAGE TEST**

**GRADE EIGHT**

**Semester Two**

**First 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 people speaking. **Where are they talking?**  
Listen and for each item, shade in the bubble  under the correct option.

boat	school	travel agent	desert	restaurant	plane
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1.
2.
3.
4.
5.

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

**(5 marks)**

You are going to hear a story about **Ali and the Envelope**.

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

6. Where did Ali decide to go?

\_\_\_\_\_

7. When would the football match begin?

\_\_\_\_\_

8. Who did Ali meet in the bus?

\_\_\_\_\_

9. How much money was in the envelope?

\_\_\_\_\_

10. Why did Ali need the money?

\_\_\_\_\_

**LISTENING  
SCORE**

<b>10</b>

**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) relaxed and quiet, not angry.  
 e.g. The teacher asked the students to keep **ca** \_ \_ during the exam.
  
2. (noun) a person who swims, works or searches for things under water using special breathing equipment.  
 e.g. Ahmed is a good **di** \_ \_ \_ . He can stay under water for a long time.
  
3. (adverb) doing or moving without much speed.  
 e.g. Turtles move **sl** \_ \_ \_ \_ .
  
4. (verb) to hurt somebody or something by using force.  
 e.g. Sometimes sharks **att** \_ \_ \_ people who swim in the sea.
  
5. (noun) something that you can not understand or explain.  
 e.g. Detectives are still trying to solve the **mys** \_ \_ \_ \_ of his death.

**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.)

In the past, people used animals such as camels and horses to <sup>(6)</sup> \_\_\_\_\_ from one place to another. Therefore, life was more difficult <sup>(7)</sup> \_\_\_\_\_ it is today. Nowadays, people have different means <sup>(8)</sup> \_\_\_\_\_ transportation that help <sup>(9)</sup> \_\_\_\_\_ to get to their work quickly. People also <sup>(10)</sup> \_\_\_\_\_ reach other countries in the world in a short time.

was	of	travelled	than	less	can	them	to	travel	some
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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)**

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

In Oman, people <sup>(11)</sup> \_\_\_\_\_ Eid Al-Fitr after they complete the Holy <sup>(12)</sup> \_\_\_\_\_ of Ramadhan. It is on the first day of Shawwal after the <sup>(13)</sup> \_\_\_\_\_ is seen. They do a lot of <sup>(14)</sup> \_\_\_\_\_ before it comes. For example, they <sup>(15)</sup> \_\_\_\_\_ cows, goats and camels. They also get new and beautiful clothes. <sup>(16)</sup> \_\_\_\_\_ people prepare special <sup>(17)</sup> \_\_\_\_\_ such as Omani Halwa and biscuits. During the Eid, people sit together to <sup>(18)</sup> \_\_\_\_\_ meat and have fun <sup>(19)</sup> \_\_\_\_\_ their friends. Eid Al-Fitr is one of the <sup>(20)</sup> \_\_\_\_\_ days in our lives.

- |                                       |                                  |                                 |                                      |
|---------------------------------------|----------------------------------|---------------------------------|--------------------------------------|
| 11. <input type="radio"/> celebrating | <input type="radio"/> celebrated | <input type="radio"/> celebrate | <input type="radio"/> is celebrating |
| 12. <input type="radio"/> day         | <input type="radio"/> month      | <input type="radio"/> week      | <input type="radio"/> year           |
| 13. <input type="radio"/> sun         | <input type="radio"/> earth      | <input type="radio"/> moon      | <input type="radio"/> planet         |
| 14. <input type="radio"/> things      | <input type="radio"/> names      | <input type="radio"/> places    | <input type="radio"/> animals        |
| 15. <input type="radio"/> buy         | <input type="radio"/> read       | <input type="radio"/> start     | <input type="radio"/> weight         |
| 16. <input type="radio"/> A           | <input type="radio"/> Every      | <input type="radio"/> Most      | <input type="radio"/> Much           |
| 17. <input type="radio"/> fruit       | <input type="radio"/> vegetables | <input type="radio"/> fish      | <input type="radio"/> sweets         |
| 18. <input type="radio"/> ate         | <input type="radio"/> eat        | <input type="radio"/> is eating | <input type="radio"/> was eating     |
| 19. <input type="radio"/> by          | <input type="radio"/> as         | <input type="radio"/> with      | <input type="radio"/> and            |
| 20. <input type="radio"/> more better | <input type="radio"/> best       | <input type="radio"/> better    | <input type="radio"/> good           |



**GRM/VCB  
SCORE**

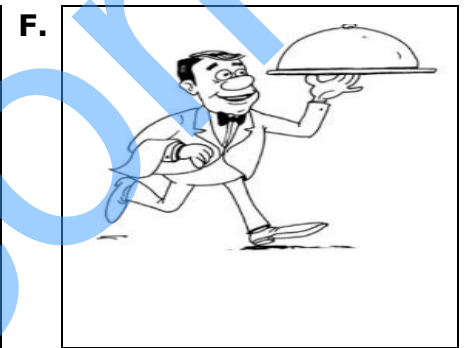
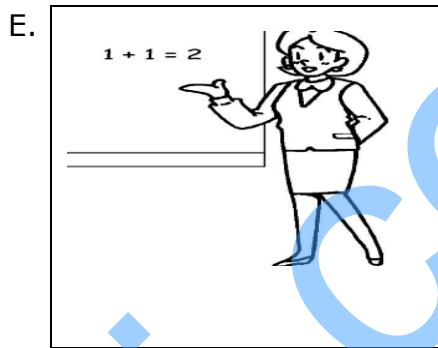
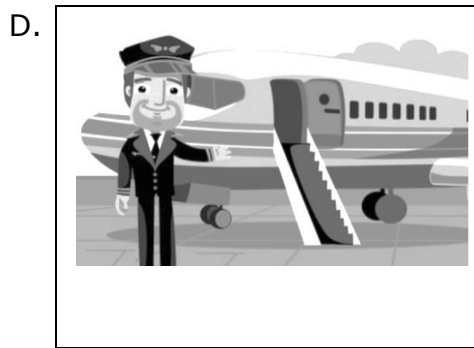
**10**

**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. I work in a restaurant serving food and drinks to customers at their tables. I like my job because I meet different people every day.
2. I can speak three languages. This helps me to guide and show tourists the beauty and the history of my country.
3. My job is quite dangerous. Sometime we run after criminals who steal cars, money and other things. Then we put them in prison.
4. I always travel to different countries carrying hundreds of people on the plane. I think my job is interesting for people who like adventures.

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.

**Stop Eating Fast Food, Now**

Health experts say that the number of children who become overweight because of eating fast food is increasing. They say that advertisements of fast food on TV changed their eating habits. Personally, I agree with what experts say and here is my experience with fast food.

My name is Salim and I started eating fast food when I was nine years old. That was because of the fast food advertisements during TV cartoon. During watching the cartoon, I saw a lot of fast food advertisements that looked delicious and tasty. I continued eating fast food until I became 12 years old and my weight reached 80 kilograms. I even felt embarrassed to go to school or to play with my friends. Then my father saw that my life is in danger so he decided to stop me from eating fast food. Therefore, he prevented me from eating fast food at all. From that time on, we only eat healthy food that is prepared at home.

This was my negative experience with fast food. Now, I work with my friends at school to replace fast food with healthy food. I do not want my friends to go through the same bad experience.



**READING 2 (continued)**

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

5. Health experts say that ..... children become overweight.  
 less                                       few                                       more
6. When Salim was ..... years old, he began to eat fast food.  
 9                                               12                                               19
7. Salim began to eat fast food because of .....  
 TV advertisements                       his friends                                       health experts
8. Salim felt embarrassed to play with his friends because he was .....  
 tired                                               scared                                               overweight
9. Salim stopped eating fast food because of.....  
 his friends                                       his father                                               TV cartoon
10. Salim and his friends work to ..... fast food at school with healthy food.  
 change                                               keep                                               eat

<b>READING SCORE</b>	
	<b>10</b>

**WRITING 1**

**(4 marks)**

Write a paragraph about **a fish** called **Zebra Shark**. Use **ALL** the information in the box. Your writing should be **correct** and **well-organized**.

**Zebra Shark**

live / Indian / Pacific Ocean                      small eyes / long tail

colour / yellow / brown

eat / small fish / crab / snail

length / 2 to 3.5 meters long

weight / 20 to 30 kilograms                      live / 25 to 35 years

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Marker A	Marker B	Average

**WRITING 2**

**(6 marks)**

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

Situation: Imagine that you are Ali/ Alia, your friend John /Sara is coming to Oman next week for a holiday. Write a **letter/ e-mail** giving him /her some information about the best places to visit in Oman.

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

Handwriting practice lines for the student's response.

Marker A	Marker B	Average

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

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LISTENING 1 (5 mks)						
	boat	school	travel agent	desert	restaurant	plane
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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4.	<input checked="" 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 checked="" 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. to the stadium/ stadium	1. ca <u>lm</u>
7. at 8 pm/ at eight pm/ at 8	2. di <u>ver</u>
8. an old friend/ friend	3. <u>slowly</u>
9. 300 Rials/ 300/ three hundred Rials	4. att <u>ack</u>
10. to buy a new laptop/ laptop	5. myst <u>ery</u>

*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 mks)										
	was	of	travelled	than	less	can	them	to	travel	some
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 checked="" type="radio"/>	<input type="radio"/>
7.	<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"/>
8.	<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"/>
9.	<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"/>
10.	<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"/>

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

GRM/ VCB 3 (5 mks)								
11.	<input type="radio"/>	celebrating	<input type="radio"/>	celebrated	<input checked="" type="radio"/>	celebrate	<input type="radio"/>	is celebrating
12.	<input type="radio"/>	day	<input checked="" type="radio"/>	month	<input type="radio"/>	week	<input type="radio"/>	year
13.	<input type="radio"/>	sun	<input type="radio"/>	earth	<input checked="" type="radio"/>	moon	<input type="radio"/>	planet
14.	<input checked="" type="radio"/>	things	<input type="radio"/>	names	<input type="radio"/>	places	<input type="radio"/>	animals
15.	<input checked="" type="radio"/>	buy	<input type="radio"/>	read	<input type="radio"/>	start	<input type="radio"/>	weight
16.	<input type="radio"/>	A	<input type="radio"/>	Every	<input checked="" type="radio"/>	Most	<input type="radio"/>	Much
17.	<input type="radio"/>	fruit	<input type="radio"/>	vegetables	<input type="radio"/>	fish	<input checked="" type="radio"/>	sweets
18.	<input type="radio"/>	ate	<input checked="" type="radio"/>	eat	<input type="radio"/>	is eating	<input type="radio"/>	was eating
19.	<input type="radio"/>	by	<input type="radio"/>	as	<input checked="" type="radio"/>	with	<input type="radio"/>	and
20.	<input type="radio"/>	more better	<input checked="" type="radio"/>	best	<input type="radio"/>	better	<input type="radio"/>	good

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

READING 1 (4 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 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"/>

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

READING 2 (6 mks)

5.	<input type="radio"/> less	<input type="radio"/> few	<input checked="" type="radio"/> more
6.	<input checked="" type="radio"/> 9	<input type="radio"/> 12	<input type="radio"/> 19
7.	<input checked="" type="radio"/> TV advertisements	<input type="radio"/> his friends	<input type="radio"/> health experts
8.	<input type="radio"/> tired	<input type="radio"/> scared	<input checked="" type="radio"/> overweight
9.	<input type="radio"/> his friends	<input checked="" type="radio"/> his father	<input type="radio"/> TV cartoon
10.	<input checked="" type="radio"/> change	<input type="radio"/> keep	<input type="radio"/> eat

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

WRITING 1 (4 mks)

4	<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>
3	<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>
2	<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>
1	<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>
0	<p><u>No attempt at the task:</u> 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</p>

<b>WRITING 2 (6 mks)</b>	
<b>6</b>	<ul style="list-style-type: none"> <li>– Message to the intended reader(s) is <u>very clear</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>
<b>5</b>	<ul style="list-style-type: none"> <li>– Message to the intended reader(s) is <u>fairly clear</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>
<b>4</b>	<ul style="list-style-type: none"> <li>– Message to the intended reader(s) is <u>partially clear</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 <u>limited in range</u>.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>– Message to the intended reader(s) is <u>mixed</u>.</li> <li>– Writing has partially achieved its main purpose.</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>
<b>2</b>	<ul style="list-style-type: none"> <li>– Message to the intended reader(s) is <u>mostly unclear</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>
<b>1</b>	<ul style="list-style-type: none"> <li>– Message to the intended readers(s) is <u>unclear</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>
<b>0</b>	<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>	

**ENGLISH LANGUAGE TEST**

**GRADE EIGHT**

**Semester Two**

**First Session**

**LISTENING TRANSCRIPTS**

**Note:** The students are going to hear each listening transcript **TWICE.**



**LISTENING TRANSCRIPTS****LISTENING 1**

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

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

You will hear the text two times. The first time only listen, the second time complete the task.

1. Welcome Sir, what do you like to have for lunch? Here is the menu and you can choose whatever you like.
2. Our company offers many special tourist programs to different countries in the summer. Where are you planning to go?
3. My name is Faisal. I am the pilot. Welcome to our flight to London. We hope that you will enjoy your flight with us.
4. It's difficult to find fish in this area. There are a lot of fishermen here. Let's change the place.
5. Ok my friends, we have just arrived to the Wahiba Sands. Let's choose a good place for camping.

**LISTENING 2**

You are going to hear a story about **Ali and the Envelope**.

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

You will hear the text two times. The first time only listen, the second time complete the task.

**Ali and the Envelope**

One day, Ali decided to go to the stadium to watch a football match. He had bought a ticket for the football match which would start at 8pm. He put an envelope in his pocket before he left his home. After that, he got on a bus. In the bus, he met an old friend and talked to him. While he was talking with his friend, Ali put his hand on his pocket to make sure that the envelope was still there. Suddenly, he discovered that it was not there. Then, he looked at the faces around him but he could not know who took the money. He said to his friend, "A foolish thief has stolen an envelope from my pocket, which is full of photographs of my last summer holiday; I think he thought it was full of money". Suddenly, Ali looked down and saw his envelope under the feet of passengers. He picked it up quickly and got off the bus the next stop to count the money. He was happy when he found that all of the three hundred Rials that he saved to buy a new laptop were still in the envelope.