

تم تحميل هذا الملف من موقع المناهج العُمانية



*للحصول على أوراق عمل لجميع الصفوف وجميع المواد اضغط هنا

<https://almanahj.com/om>

* للحصول على أوراق عمل لجميع مواد الصف السابع اضغط هنا

<https://almanahj.com/om/7>

* للحصول على جميع أوراق الصف السابع في مادة لغة انجليزية ولجميع الفصول, اضغط هنا

<https://almanahj.com/om/7english>

* للحصول على أوراق عمل لجميع مواد الصف السابع في مادة لغة انجليزية الخاصة بـ الفصل الثاني اضغط هنا

<https://almanahj.com/om./7english2>

* لتحميل كتب جميع المواد في جميع الفصول للـ الصف السابع اضغط هنا

<https://almanahj.com/om./grade7>

للتحدث إلى بوت المناهج العمانية على تلغرام: اضغط هنا

https://t.me/omcourse_bot

ENGLISH LANGUAGE TEST

GRADE SEVEN

Semester Two

First Session

2016/2017

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.

friend	driver	sister	doctor	policeman	teacher
--------	--------	--------	--------	-----------	---------

- | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 a girl called Sarah.

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

6. Where was Sarah's house?

7. What was the size of the table in the kitchen?

8. What was the father doing?

9. Who was Sarah playing with?

10. How many people were there in Sarah's family?

**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. (noun) a social event for people to celebrate.

e.g. Would you like to come to my birthday **pa** _ _ _ tonight?

2. (adjective) quick to learn things.

e.g. Dolphins are **cle** _ _ _ animals.

3. (noun) a school task to be done at home.

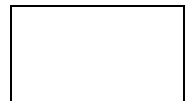
e.g. Teachers usually don't give **hom** _ _ _ _ _ at weekends.

4. (verb) to go by car, bus or plane.

e.g. Many people **tr** _ _ _ _ _ to Dubai every day.

5. (verb) to cook something in the oven.

e.g. I want to **ba** _ _ _ a cake for the picnic.



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.)

London is one of the biggest cities in the world. It is famous ⁽⁶⁾ _____ many things.
 Tourists come ⁽⁷⁾ _____ all over the world to visit its historic buildings. They come to
 hear the famous clock, Big Ben ⁽⁸⁾ _____ visit the museums. Tourists ⁽⁹⁾ _____
 come to London ⁽¹⁰⁾ _____ ride on the big wheel next to the river.

to	they	from	at	you	also	it	for	and	of
----	------	------	----	-----	------	----	-----	-----	----

- | | | | | | | | | | | |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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

Hello! My name's Yaqoob Al Harthy. I live in a new **vi**_____ near Sultan Qaboos Sports Complex. It is **i**___ Bushar. I go to school **b**___ bus. I'm 13 years **o**____. I **li**_____ reading about other countries. Last week, I **d**_____ a small **pro**_____ with my friends for the school. **W**___ collected information about different **celeb**_____ around the **wo**_____.

--

--

**GRM/VCB
SCORE**

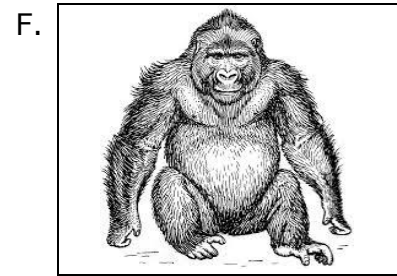
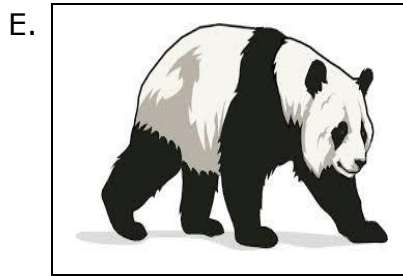
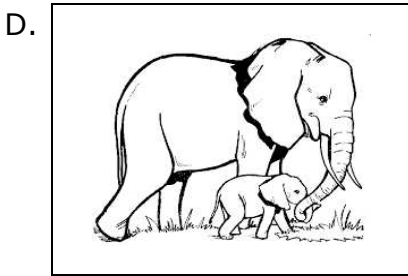
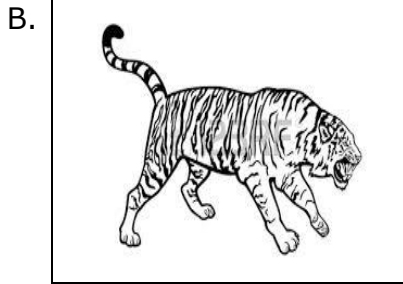
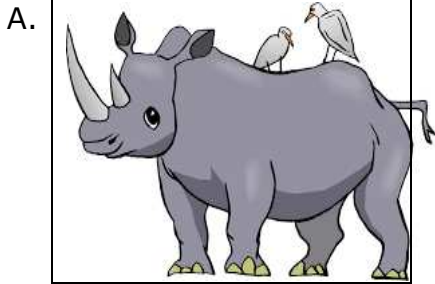
10

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

A	B	C	D	E	F
---	---	---	---	---	---

- There are nine different types of tigers. Three of these types are extinct. The Siberian Tiger is one of them.
- There are only a few black rhinos left. They mostly live in Western Africa. Hunters kill them for their horns.
- Animals are very good parents. Mother elephants look after baby elephants very carefully.
- The Cross River gorilla is one of the world most endangered species. There are only 300 remaining in the forests.

<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.

Importance of Breakfast

Breakfast is an important meal because it gives you energy to start the day. We all agree that when you don't have a good breakfast, you feel hungry and eat cakes, biscuits or sweet before lunchtime. I think this type of food is bad for you because it is not very nutritious and has lots of sugar and fat.

Apart from providing us with energy, breakfast is a good source of important nutrients such as calcium, iron and B vitamins as well as protein and fiber. The body needs these essential nutrients and if these are missed at breakfast, they are difficult to be taken later in the day.

Breakfast restores glucose levels, an essential carbohydrate that is needed for the brain to work. In addition, eating breakfast can improve our memory and make us happier and more active. Moreover, breakfast helps students to learn better and behave well in the classroom. This can help to improve their grades at school. Just like any other organ in the body, the brain needs energy to work at its best.

To conclude, I think, breakfast is the most important meal of the day. It provides you with the energy and nutrients that lead to increase your concentration in the classroom.

Therefore, students should not miss breakfast at all.

READING 2 (continued)

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

5. Breakfast meal is a good source of _____.
- sweets energy biscuits
6. People who don't have breakfast in the morning usually _____ before lunchtime.
- sleep a lot gain energy eat bad food
7. The writer thinks that cakes and biscuits are full of _____.
- nutrients calcium sugar
8. If you do not have breakfast in the morning, it is not _____ to get the essential nutrients later in the day.
- difficult easy hard
9. People who eat breakfast become more active because they feel _____.
- hungry happy lazy
10. A healthy breakfast in the morning can help pupils to get better _____.
- grades classroom school

**READING
SCORE**

10

WRITING 1

(4 marks)

Write a paragraph about a festival called **Deepavali**. Use **ALL** the information in the box. Your writing should be correct and well organized.

<u>Deepavali</u>	
Malaysia	15 th / October
festival/light	
houses / streets	lights / oil lamps
food / different dishes	
five days	beautiful / dresses / clothes

Marker A	Marker B	Average

WRITING 2

(6 marks)

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

Situation: Imagine that your friend Ali/Amal spends too much time playing computer games and using WhatsApp. He/she never does any exercise. What advice would you give him/her? Write **an email** to help your friend.

Your writing should be clear and well organized.

Marker A	Marker B	Average

WRITING SCORE	
	10

LISTENING SCRIPTS

NOTE: STUDENTS HEAR THREE TIMES. YOU SHOULD GIVE A PAUSE AFTER EACH READING.

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.

TEXT 1: Please, check my work. I did it last night at home but I'm not sure about my answers. Are they all correct?

TEXT 2: I've got a sore throat and a strong pain. I couldn't sleep last night. My nose is blocked too. Please, help me.

TEXT 3: I'm sorry, but you are not following the traffic rules. Speed limit here is 60 km/h. Your speed is 160. This is very dangerous.

TEXT 4: Are you free this afternoon? We can meet at 4 o' clock. Let's go for a walk or play some sports. What about playing football?

TEXT 5: Laila !I'm looking for my pink dress? I can't find it in my cupboard! It was here yesterday. Do you know where it is?

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

You are going to hear a story about **a girl called Sarah**.
Listen and for each item, write a **short** answer (**not more than FOUR WORDS**).

Once upon a time, there was a girl called Sarah who lived in a little grey house in a forest. There weren't any other houses or roads and there weren't any people. There were only trees and wild animals. Wolves, bears and big cats lived in the forest. The house wasn't very big but it was a comfortable house. Upstairs, there was a small bedroom and downstairs there was a kitchen and one big room. In the big room there were two windows and two doors. In the kitchen there was a cooker, a cupboard with plates in it and a big table in the middle. One winter evening when it was very cold outside, the family was warm and comfortable in the house. Sarah's father was reading a story. Her mother was preparing food in the kitchen. Sarah was playing with her little sister Laura. The cat and the dog were sleeping beside them. They were all happy.

LISTENING 1 (5 mks)						
	friend	driver	sister	doctor	policeman	teacher
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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"/>
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 mks)
6. In a / the forest 7. Big 8. Reading (a story). 9. Her sister/Laura 10. 4 / Four (people)	1. <u>party</u> 2. <u>clever</u> 3. <u>homework</u> 4. <u>travel</u> 5. <u>bake</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)										
	to	they	from	at	you	also	it	for	and	of
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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
9.	<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"/>
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)	
<p>11. villa</p> <p>12. in</p> <p>13. by</p> <p>14. old</p> <p>15. like</p>	<p>16. did</p> <p>17. project</p> <p>18. we</p> <p>19. celebrations</p> <p>20. world</p>

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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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 type="radio"/>	<input type="radio"/>	<input checked="" 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"/>

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

READING 2 (6 mks)			
5.	<input type="radio"/> sweets	<input checked="" type="radio"/> energy	<input type="radio"/> biscuits
6.	<input type="radio"/> sleep a lot	<input type="radio"/> gain energy	<input checked="" type="radio"/> eat bad food
7.	<input type="radio"/> nutrients	<input type="radio"/> calcium	<input checked="" type="radio"/> sugar
8.	<input type="radio"/> difficult	<input checked="" type="radio"/> easy	<input type="radio"/> hard
9.	<input type="radio"/> hungry	<input checked="" type="radio"/> happy	<input type="radio"/> lazy
10.	<input checked="" type="radio"/> grades	<input type="radio"/> classroom	<input type="radio"/> school
<p><i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i></p>			

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><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></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.