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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 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.

teacher	dentist	farmer	doctor	friend	car driver
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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 text about **Ali's Holiday**.

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

6. When did Ali's family go to Turkey?

7. What was the first place they visited?

8. Where is the Grand Bazaar?

9. Who was the tour guide?

10. What did they have for lunch?

**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 <u>c</u> <u>h</u> <u>e</u> <u>n</u>.</p>

1. (adjective) making a lot of sound
e.g. The class was very **noi** _ _ because everyone was talking at the same time.
2. (adverb) not slowly
e.g. When Sara heard the bell, she ran **fa** _ _ to open the door.
3. (noun) something that gives light
e.g. The woman is holding an oil **la** _ _ in the dark room.
4. (adjective) well known
e.g. Ibn Nafees was a **fam** _ _ _ doctor because he wrote many books about medicine. .
5. (verb) to keep safe from harm or injury
e.g. A turtle can **pro** _ _ _ itself with its shell.

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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.)

My name is Hamad. I am a student in grade seven. My favourite subjects ⁽⁶⁾ _____
 Math, Science and English. I study very hard ⁽⁷⁾ _____ get excellent marks. When I finish
 school, I ⁽⁸⁾ _____ go to the college. I want to ⁽⁹⁾ _____ a pilot. I dream of visiting many
 countries ⁽¹⁰⁾ _____ learning more languages such as French and Italian.

be like but will for is are to and would

- | | | | | | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 National Museum of Oman was opened **i**____ 2013. It is located at the centre **o**____ Muscat. The **buil**_____ of the museum is **a**____ art of architect. There are 13 **ve**_____ big exhibition **hal**_____. It has educational activities **f**____ children. The National Museum of Oman is a **gr**_____ place to learn more **ab**_____ the cultures, traditions and **hist**_____ of Oman.

**GRM/VCB
SCORE**

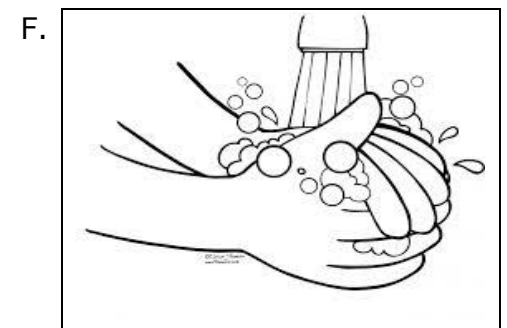
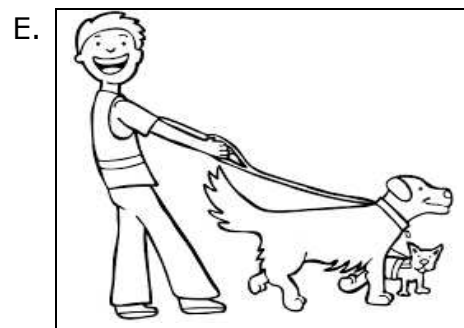
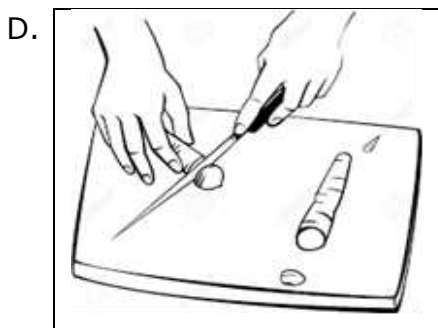
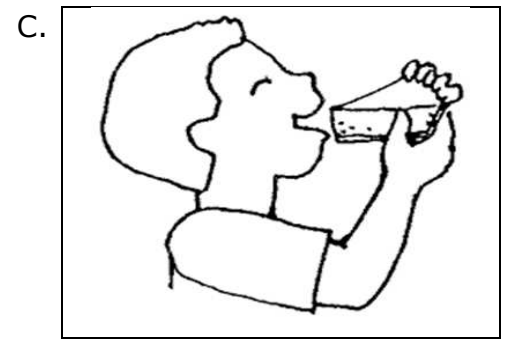
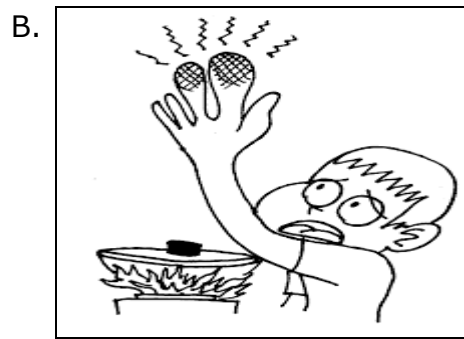
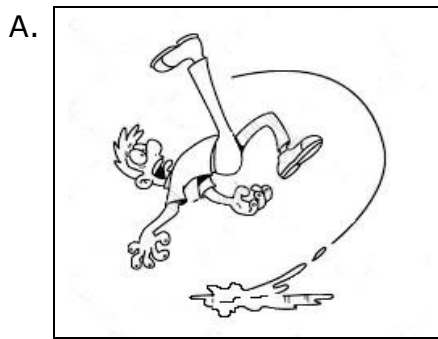
10

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
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- Knives are sharp objects and they can be dangerous. That is why you should be very careful when using them.
- Wet floors are not safe. You should walk slowly because you may fall and break your arm or leg.
- Germs live on dirty hands. If you want to stay healthy, you should wash your hands with water and soap before and after eating food.
- Children below the age of 14 should not cook alone. They can have bad burns or set the house on fire.

<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.

Environment is everything around us. It includes living things such as plants, animals and people. It also includes the non-living things such as land, water and air. A clean environment is very necessary to live a peaceful and healthy life. We all agree that it helps human beings, animals and other living things to grow and develop naturally.

Unfortunately, our environment is polluted in many ways. For example, factory chemicals and wastes pollute land and make plants and animals in danger. In addition, gases produced from cars and factories pollute the air. This causes death to many plants and animals. It also causes many serious diseases for people. The problem of pollution is getting worse by cutting down trees and destroying the habitat of hundreds of living things.

I think people are the main cause of pollution. We can save our environment with simple and small steps such as using public transportation, planting trees and recycling wastes. We can also replace driving cars by cycling or walking. To conclude, it is very important to save the environment because when we save it, we are saving ourselves and our future as well.

READING 2 (continued)

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

5. The environment includes both _____ things.
 living living and non-living non-living
6. Polluted environment makes people _____.
 sick happy healthy
7. Gases from factories are _____ for air.
 safe good dangerous
8. _____ are the main cause of pollution.
 Animals People Plants
9. Cycling can _____ the environment.
 pollute save damage
10. The writer feels _____ about the environment.
 worried excited bored

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**READING
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: I have very bad toothache. Can you give me some medicine to stop the pain or take the tooth out, please?

Text 2: I do not understand this question. It is difficult. Can you explain how to answer it, please?

Text 3: Hi! How are you Salem? Would you like to go to the funfair this evening? There is a circus show at eight. We will have fun.

Text 4: I have a high temperature and a strong headache. Check my throat, please. I think I have a sore throat.

Text 5: You shouldn't drive fast. School children are crossing the road here. You should be very careful.

LISTENING 2 (Items 6-10)

(5 marks)

*You are going to hear a text about **Ali's Holiday**.
Listen and for each item, write a short answer (**not more than FOUR WORDS**).*

Two years ago, my family went to Turkey for the summer holiday. When we arrived at the hotel, we were very tired so we went straight to bed. The next morning we woke up excited to have our first tour in Istanbul. We had our breakfast in the hotel restaurant. The food was delicious and we enjoyed the Turkish coffee. The first place we visited was Sultan Ahmed Mosque. The tour guide, Mohammed, told us that it was also called the Blue Mosque. It is very beautiful.

The second place we visited in Istanbul was the Grand Bazaar. It is the biggest and oldest covered market in the world. My mother bought some silver jewelry and my father bought an amazing silk carpet. We had lunch in a restaurant called "Kebab". We had rice and grilled fish. For dessert, we had the yummy Turkish ice cream.

In the evening, the tour guide took us to the Bosphorus Bridge. We was really amazed by the view of the bridge connecting Asia and Europe. I think we will never forget this holiday.

LISTENING 1 (5 mks)						
	teacher	dentist	farmer	doctor	friend	car driver
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 type="radio"/>	<input checked="" 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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

LISTENING 2 (5 mks)	GRM/ VCB 1 (2.5 mks)
6. Two/2 years ago / (in) 2015	1. <u>noisy</u>
7. Sultan Ahmed Mosque/ Blue Mosque	2. <u>fast</u>
8. (in) Istanbul/ Turkey	3. <u>lamp</u>
9. Mohammed	4. fam <u>ous</u>
10. (grilled) fish and rice	5. prot <u>ect</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)										
	be	like	but	will	for	is	are	to	and	would
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 checked="" type="radio"/>	<input 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 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"/>
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 checked="" type="radio"/>	<input type="radio"/>

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

GRM/ VCB 3 (5 mks)	
11. <u>in</u> 12. <u>of</u> 13. <u>building</u> 14. <u>an</u> 15. <u>very</u>	16. <u>halls</u> 17. <u>for</u> 18. <u>great</u> 19. <u>about</u> 20. <u>history</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 type="radio"/>	<input checked="" 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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4.	<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.

READING 2 (6 mks)

- | | | | |
|-----|--|--|--|
| 5. | <input type="radio"/> living | <input checked="" type="radio"/> living and non-living | <input type="radio"/> non-living |
| 6. | <input checked="" type="radio"/> sick | <input type="radio"/> happy | <input type="radio"/> healthy |
| 7. | <input type="radio"/> safe | <input type="radio"/> good | <input checked="" type="radio"/> dangerous |
| 8. | <input type="radio"/> Animals | <input checked="" type="radio"/> People | <input type="radio"/> Plants |
| 9. | <input type="radio"/> pollute | <input checked="" type="radio"/> save | <input type="radio"/> damage |
| 10. | <input checked="" type="radio"/> worried | <input type="radio"/> excited | <input type="radio"/> bored |

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>
<p><i>Note 1: The task is to write a letter/ an e-mail, 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. <u>PROCEDURE</u>: 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>, deduct one mark from the content-score.</i></p> <p><i>Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</i></p>	