

تم تحميل هذا الملف من موقع المناهج العُمانية



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**Sultanate of Oman**

**2017/2018**

**Ministry of Education**

**ENGLISH LANGUAGE TEST**

**GRADE EIGHT**

**Semester One**

**First Session**

<b>Name</b>			
<b>School</b>		<b>Class</b>	

**Write your answers on the Test Paper**

**Time: 2 hours**

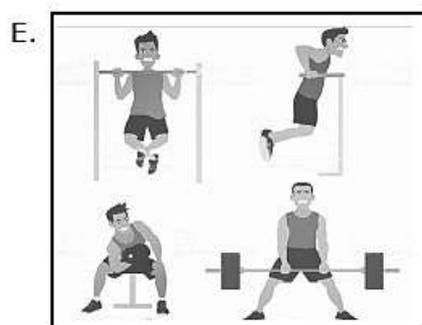
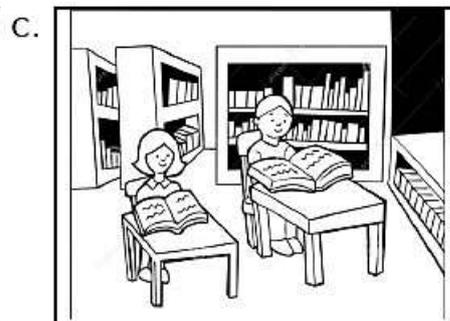
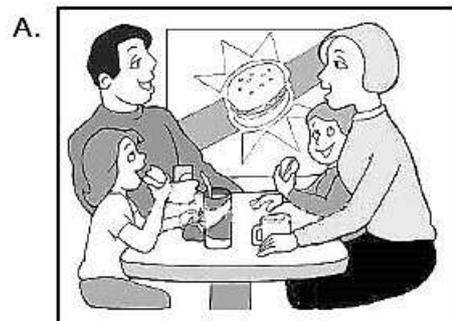
**Pages: 9**

<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 short texts about **life in the city**. Match the pictures with the texts. For each text, shade in the bubble  under the correct option.



**Pictures**

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



**LISTENING 2 (Items 6–10)**

**(5 marks)**

You are going to hear short text about **Zoo Berlin**.

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

<b>6.</b>	Zoo Berlin is located in the _____ of Germany.					
	<input type="radio"/>	west	<input type="radio"/>	east	<input type="radio"/>	south
<b>7.</b>	About _____ million people visit the zoo every year.					
	<input type="radio"/>	3	<input type="radio"/>	13	<input type="radio"/>	30
<b>8.</b>	The animals are kept in _____.					
	<input type="radio"/>	natural habitats	<input type="radio"/>	nice enclosures	<input type="radio"/>	small cages
<b>9.</b>	The oldest gorilla in the zoo is originally from _____					
	<input type="radio"/>	West Africa	<input type="radio"/>	Berlin	<input type="radio"/>	Paris
<b>10</b>	The visitors enjoy watching the _____ on Thursdays.					
	<input type="radio"/>	pandas	<input type="radio"/>	tigers	<input type="radio"/>	gorillas

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**LISTENING  
SCORE**

10

**GRAMMAR/VOCABULARY 1 (Items 1–5)**

**(2½ marks)**

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

Blue whales are heavy animals. They are the <sup>(1)</sup> \_\_\_\_\_ mammals in the world. They live in oceans. They use their huge tails to <sup>(2)</sup> \_\_\_\_\_. In fact, they are not <sup>(3)</sup> \_\_\_\_\_ animals because they don't attack humans. They <sup>(4)</sup> \_\_\_\_\_ small fish and sea plants. The numbers of the blue whales are getting less. Therefore, the governments put some rules to <sup>(5)</sup> \_\_\_\_\_ them.

- |                                     |                                 |                                |
|-------------------------------------|---------------------------------|--------------------------------|
| 1. <input type="radio"/> smallest   | <input type="radio"/> largest   | <input type="radio"/> shortest |
| 2. <input type="radio"/> live       | <input type="radio"/> eat       | <input type="radio"/> swim     |
| 3. <input type="radio"/> endangered | <input type="radio"/> dangerous | <input type="radio"/> extinct  |
| 4. <input type="radio"/> play with  | <input type="radio"/> jump into | <input type="radio"/> feed on  |
| 5. <input type="radio"/> protect    | <input type="radio"/> sell      | <input type="radio"/> hunt     |

**GRAMMAR/VOCABULARY 2 (Items 6–10)**

**(2½ marks)**

Complete each sentence with **ONE** word only.

6. Mount Everest is higher \_\_\_\_\_ Al-Jabal Al-Akhdar Mountain.
7. If she has money, she \_\_\_\_\_ buy some new clothes.
8. The telephone \_\_\_\_\_ invented by Mr. Bill.
9. I had \_\_\_\_\_ great weekend. I visited China Mall in Barka.
10. Salim didn't go to school yesterday \_\_\_\_\_ he was sick.

**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**

*Speaker A:* Good morning Mona. I haven't **se**\_\_\_\_\_ you for long time? **Wh**\_\_\_\_\_ have you been?

*Speaker B:* I was on a **hol**\_\_\_\_\_ in France. I spent almost one **mo**\_\_\_\_\_.

*Speaker A:* Oh France! That seems **ama**\_\_\_\_\_. What places did you **vi**\_\_\_\_\_?

*Speaker B:* I went to Eiffel **To**\_\_\_\_\_ in Paris.

*Speaker A:* How was the **wea**\_\_\_\_\_ there?

*Speaker B:* It was cool a\_\_\_\_\_ cloudy?

*Speaker A:* I wish I can go there next **ye**\_\_\_\_\_.

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**GRM/VCB  
SCORE**

<b>10</b>

**READING 1 (Items 1–4)**

**(4 marks)**

Match the four texts on the left with the texts in the box. Shade in the bubble  under the correct option.

1. The first generation of computers was very big.
2. Roller skating is one of the outdoor activities.
3. Kangaroos live in Australia. They have long, strong legs and short hands.
4. London is the second most visited city in the world.

- |  |
|--|
| A. Millions of tourists from all around the world travel there every summer. |
| B. The internet is very important for people to have better life.            |
| C. Therefore, you must be careful when you practice it on the roads.         |
| D. It is very important to choose a good place before you put up your tent.  |
| E. They were the size of a room so people couldn't have them at home.        |
| F. They can use them to jump quickly or walk very slowly.                    |

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

**READING 2 (Items 5–10)****(6 marks)***Read the text. Then complete the task.*

Dear friend,

I want to tell you about my last trip to New Zealand. I travelled with my family and we stayed for a week in Wellington. After that, we went to Kaikoura where we saw the whales and dolphins. It was my first time to see the lovely dolphins.

Next day, I sailed with my family on a small boat to see dolphins. I was looking around to find any of them. Suddenly, my brother shouted 'dolphins'. There were more than ten dolphins, all swimming towards our boat. Many of them were jumping around into the air. I thought that they were inviting us to go and play with them. So, I put on my swimming suit and jumped into the sea.

I remembered the guide had told us to make sounds to call the dolphins. So, I did and really heard them making similar sounds, as if they were trying to answer me. It made me think of how clever and beautiful these creatures are. After an hour of swimming with my brother, the guide called us to get back onto the boat.

I'll never forget that experience, Kaikoura will always have a special place in my heart.

Sincerely,

Bader

**READING 2 (continued)**

*For each question, write a short answer (not more than FOUR WORDS).*

5. How many days did the family spend in Welingto?

\_\_\_\_\_

6. Where did they go to see the dolphins?

\_\_\_\_\_

7. Who saw the dolphins first?

\_\_\_\_\_

8. Why did Bader make sounds when he saw dolphins?

\_\_\_\_\_

9. What did Bader think of the dolphins?

\_\_\_\_\_

10. How long did Bader and his brother swim?

\_\_\_\_\_

READING  
SCORE

<b>10</b>





**GRADE EIGHT — ENGLISH LANGUAGE**  
**SEMESTER ONE, 2017/2018, FIRST SESSION**

**MARKING GUIDE**  
**TOTAL MARKS: 40**  
 page 1 of 4

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<b>LISTENING 1 (5 mks)</b>						
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>
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 type="radio"/>	<input checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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.*

<b>LISTENING 2 (5 mks)</b>			
6.	<input type="radio"/> west	<input checked="" type="radio"/> east	<input type="radio"/> south
7.	<input checked="" type="radio"/> 3	<input type="radio"/> 13	<input type="radio"/> 30
8.	<input type="radio"/> natural habitats	<input checked="" type="radio"/> nice enclosures	<input type="radio"/> small cages
9.	<input checked="" type="radio"/> West Africa	<input type="radio"/> Berlin	<input type="radio"/> Paris
10.	<input type="radio"/> pandas	<input checked="" type="radio"/> tigers	<input type="radio"/> gorilla

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

<b>GRM/ VCB 1 (2.5 mks)</b>			
1.	<input type="radio"/> smallest	<input checked="" type="radio"/> largest	<input type="radio"/> shortest
2.	<input type="radio"/> live	<input type="radio"/> eat	<input checked="" type="radio"/> swim
3.	<input type="radio"/> endangered	<input checked="" type="radio"/> dangerous	<input type="radio"/> extinct
4.	<input type="radio"/> play with	<input type="radio"/> jump into	<input checked="" type="radio"/> feed on
5.	<input checked="" type="radio"/> protect	<input type="radio"/> sell	<input type="radio"/> hunt

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

GRM/ VCB 2 (2.5 mks)	GRM/ VCB 3 (5 mks)	
6. than 7. will 8. was 9. a 10. because	11. seen 12. where 13. holiday 14. month 15. amazing	16. visit 17. tower 18. weather 19. and 20. year
<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i>	<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct, including grammatical endings.</i>	

READING 1 (4 mks)						READING 2 (6 mks)	
	A	B	C	D	E	F	
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	5. seven days
2.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. Kailcoura
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	7. the <b>brother</b>
4.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. to call the dolphins
							9. clever and beautiful
							10. one hour / an hour / hour
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>						<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>	

<b>WRITING 1 (5 mks)</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>-Expresses opinions on topics in a lively, convincing way.</li> <li>- Supports all points effectively with relevant evidence and detail.</li> <li>- Essays are very well-organised, clear and coherent.</li> <li>- A varied range of grammar and vocabulary with a very good level of accuracy.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>- Expresses opinions on topics in a reasonably convincing way.</li> <li>- Supports most points with relevant evidence and detail.</li> <li>- Essays are generally well-organised and, for the most part, clear and coherent.</li> <li>- A fair range of grammar and vocabulary with a good level of accuracy</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>- expresses opinions on topics, in a somewhat limited way.</li> <li>- Is inconsistent in supporting points with relevant evidence and detail.</li> <li>- Essays are poorly- organised, but are still reasonably clear and coherent.</li> <li>- A limited range of grammar and vocabulary with a reasonable level of accuracy</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>- Express opinions on topics, but the results are clearly inadequate.</li> <li>- Is generally weak in supporting points with relevant evidence.</li> <li>- Essays lack organization, lacking in coherence and sometimes unclear.</li> <li>- A very limited range of grammar and vocabulary with frequent errors.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>-Makes only very feeble attempts to express opinions on topics.</li> <li>- Fails to support points with any relevant evidence.</li> <li>- Essays are incoherent and confusing.</li> <li>- Extremely limited range of grammar and vocabulary with frequent serious errors.</li> </ul>
<b>0</b>	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the topic)  <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>

<b>WRITING 2 (5 mks)</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>- Produces narratives which are fully successful in engaging the reader.</li> <li>- Lively, effective use of appropriate detail.</li> <li>- Writing is very well-structured, clear and coherent.</li> <li>- A varied range of grammar and vocabulary with a very good level of accuracy</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Produces narratives which are reasonably successful in engaging the reader.</li> <li>- Generally good use of appropriate detail.</li> <li>- Writing is generally well-structured, and mostly clear and coherent.</li> <li>- A fair range of grammar and vocabulary with a good level of accuracy.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>- Produces narratives which are only partially successful in engaging the reader.</li> <li>- Somewhat limited use of appropriate detail.</li> <li>- Writing is well-structured, but is still reasonably clear and coherent.</li> <li>- A limited range of grammar and vocabulary with a reasonable level of accuracy</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>- Produces narratives which have very limited success in engaging the reader.</li> <li>- Inadequate use of appropriate detail.</li> <li>- Writing is poorly-structured, and often unclear.</li> <li>- A very limited range of grammar and vocabulary with frequent errors.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>- Produces narratives which fail entirely to engage the reader.</li> <li>- Little or no use of appropriate detail.</li> <li>- Writing is incoherent and confusing.</li> <li>- Extremely limited range of grammar and vocabulary with frequent serious errors.</li> </ul>
<b>0</b>	<p><b><u>No attempt at the task:</u> EITHER Irrelevant (Completely unrelated to the pictures/ task/ instructions) OR Hardly any writing at all, or not written in English OR Complete nonsense</b></p>

\* **NOTE:** In WRITING 2, test-writers actually have two different task-options to choose from (**Picture Story** or **Task Instructions**) when preparing the exam-paper. However, as both of these require student to produce a **narrative** text, the same Rating Scale can be used, whichever type of task they use.

**Sultanate of Oman**

**2017/2018**

**Ministry of Education**

**ENGLISH LANGUAGE TEST**

**GRADE EIGHT**

**Semester One**

**Second Session**

<b>Name</b>			
<b>School</b>		<b>Class</b>	

**Write your answers on the Test Paper**

**Time: 2 hours**

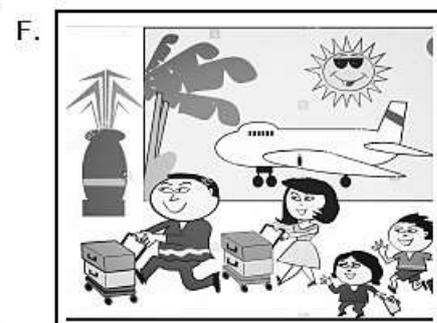
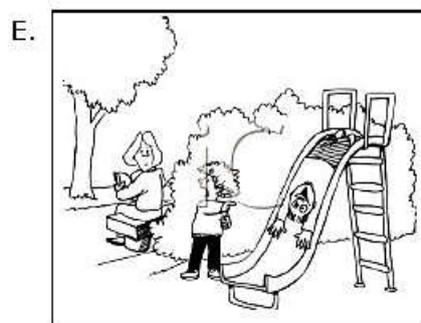
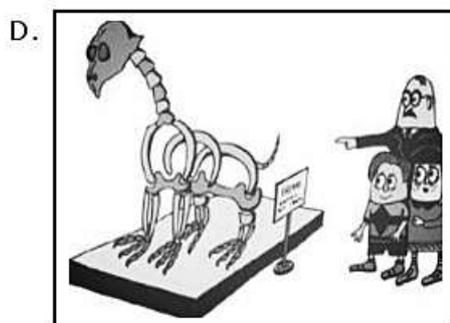
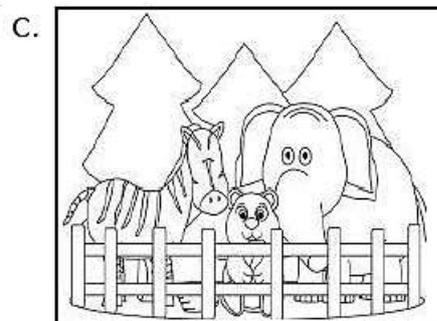
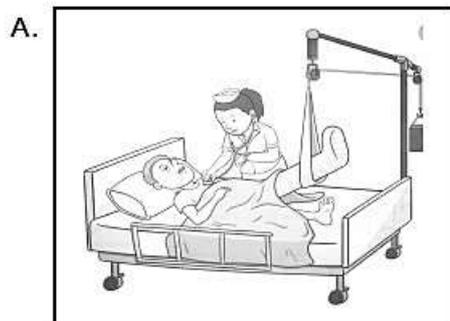
**Pages: 9**

<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 short texts about **life in the city**. Match the pictures with the texts. For each text, shade in the bubble  under the correct option.



**Pictures**

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



**LISTENING 2 (Items 6–10)**

**(5 marks)**

You are going to hear a short text about **Polar Bears**.

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

6. Polar bears are known as \_\_\_\_\_ bears.

western

freezing

fury

7. They have got \_\_\_\_\_ skin.

brown

flat paws

long fur

8. They use their \_\_\_\_\_ to catch other animals.

sharp claws

flat paws

long fur

9. Polar bears mainly eat \_\_\_\_\_.

fish

seals

plants

10. They are \_\_\_\_\_ animals because of losing their natural habitats.

fast

endangered

amazing

--

**LISTENING  
SCORE**

<b>10</b>

**GRAMMAR/VOCABULARY 1 (Items 1–5)**

**(2½ marks)**

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

Skateboarding is one of the outdoor <sup>(1)</sup> \_\_\_\_\_. Teenagers <sup>(2)</sup> \_\_\_\_\_ practicing this sport in their free time. However, skateboarding must be practiced far away from <sup>(3)</sup> \_\_\_\_\_ where little kids usually play. Also, teenagers should be <sup>(4)</sup> \_\_\_\_\_ when they play this sport. It is dangerous since it requires great balance. Therefore, there are special clubs where you can <sup>(5)</sup> \_\_\_\_\_ and meet friends who share the same interests.

- |                                  |                                  |                                 |
|----------------------------------|----------------------------------|---------------------------------|
| 1. <input type="radio"/> models  | <input type="radio"/> activities | <input type="radio"/> buildings |
| 2. <input type="radio"/> spend   | <input type="radio"/> enjoy      | <input type="radio"/> find      |
| 3. <input type="radio"/> parks   | <input type="radio"/> stations   | <input type="radio"/> banks     |
| 4. <input type="radio"/> careful | <input type="radio"/> lazy       | <input type="radio"/> careless  |
| 5. <input type="radio"/> design  | <input type="radio"/> clean      | <input type="radio"/> join      |

**GRAMMAR/VOCABULARY 2 (Items 6–10)**

**(2½ marks)**

Complete each sentence with **ONE** word only.

6. I would like to have a piece \_\_\_\_\_ cake.
7. This magazine is \_\_\_\_\_ interesting than school books.
8. These two forts \_\_\_\_\_ built four hundred years ago.
9. Sorry, I can't come. I \_\_\_\_\_ doing my homework now.
10. The exam was difficult \_\_\_\_\_ I answered all questions.

**GRAMMAR/VOCABULARY 3 (Items 11–20)**

**(5 marks)**

Complete the unfinished words in the text.  
Make sure you **spell** each word **correctly**.

**EXAMPLE:**

"Go od morning! My name's Ahmed Al-Zedjali a nd I'm a student at a school in Muscat. I'm in Grade Six. My favourite subject is Maths."

**TEXT**

**Speaker A:** Hello Ahmed. **Ha**\_\_\_\_\_ you finished your science **pro**\_\_\_\_\_?

**Speaker B:** Not yet. It took me some time collecting the **mate**\_\_\_\_\_ such as wood, cardboard **a**\_\_\_\_\_ elastic bands.

**Speaker A:** Oh! What do you want to **inv**\_\_\_\_\_ ?

**Speaker B:** I'll make a strange type of bikes: a flying bike.

**Speaker A:** It sounds nice. Well, I **c**\_\_\_\_\_ help you. I **bou**\_\_\_\_\_ a book about making bikes from the bookshop.

**Speaker B:** That's **gr**\_\_\_\_\_! It will help me **wi**\_\_\_\_\_ the information I need.

**Speaker A:** Okay then. Let's meet tomorrow **a**\_\_\_\_\_ your house.

**GRM/VCB  
SCORE**

10

**READING 1 (Items 1–4)**

**(4 marks)**

Match the four texts on the left with the texts in the box. Shade in the bubble  under the correct option.

1. Paris is a famous capital city of shopping malls and centres.
2. Surfing is one of the most extreme sports in the world.
3. Internet is a great invention that has made our lives easier.
4. Chitwan National Zoo is a very beautiful place to visit in Nepal.

<p><b>A.</b> It keeps around 900 animals such as Asian elephants, jungle cats and Indian rhinos.</p>
<p><b>B.</b> It has a special climate which is called Tropical Monsoon. It is warm and rainy.</p>
<p><b>C.</b> Therefore, it is a special place for buying bags, clothes and perfumes.</p>
<p><b>D.</b> The computers make a huge change in people’s lives.</p>
<p><b>E.</b> It is an easy way to get different information through websites.</p>
<p><b>F.</b> It is quite dangerous, and you need to be a very good swimmer.</p>

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

**READING 2 (Items 5–10)****(6 marks)***Read the text. Then complete the task.*

Dear Samia,

Hi friend! I am sorry I didn't write earlier as my family moved to Dar es Salam because of my father's job.

Dar es Salam is a great city with many beautiful places to visit. Last Sunday, our teacher took us on a trip to Dar es salam Zoo. There are many animals. We could get close to them and gave them some food. Well, you know that I love monkeys a lot, so I took lots of photos of them.

Here, you do not have to worry about food as there are many restaurants such as the Indian and Thai restaurant. Last night my family and I went to a popular restaurant called Karafuu. The food was delicious. However, my friends here told me about another restaurant called Mamboz that I'd like to visit next time.

The weather in Dar es Salam keeps changing. When we first came here, we all got sick and I spent a week on bed, so I couldn't go to school. It rained all day and night! Later we knew that there are two rainy seasons: "the long rains" in April and May and "the short rains" in November and December.

That's all about me. How about you?

Sincerely,

Mona

**READING 2 (continued)**

*For each question, write a short answer (not more than FOUR WORDS).*

5. Why did they move to Dar es Salam?

\_\_\_\_\_

6. When was the school trip?

\_\_\_\_\_

7. Where did the students go?

\_\_\_\_\_

8. Which restaurant did they eat at?

\_\_\_\_\_

9. How long did she stay on bed?

\_\_\_\_\_

10. How many rainy seasons are in Dar es Salam?

\_\_\_\_\_

READING  
SCORE

<b>10</b>





**GRADE EIGHT — ENGLISH LANGUAGE**  
**SEMESTER ONE, 2017/2018, SECOND SESSION**

**MARKING GUIDE**  
**TOTAL MARKS: 40**  
 page 1 of 4

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<b>LISTENING 1 (5 mks)</b>						
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>
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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

<b>LISTENING 2 (5 mks)</b>			
6.	<input checked="" type="radio"/> western	<input type="radio"/> freezing	<input type="radio"/> thick
7.	<input type="radio"/> white	<input type="radio"/> brown	<input checked="" type="radio"/> black
8.	<input checked="" type="radio"/> sharp claws	<input type="radio"/> flat paws	<input type="radio"/> long fur
9.	<input type="radio"/> fish	<input checked="" type="radio"/> seals	<input type="radio"/> plants
10.	<input type="radio"/> fast	<input checked="" type="radio"/> endangered	<input type="radio"/> amazing

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

<b>GRM/ VCB 1 (2.5 mks)</b>			
1.	<input type="radio"/> models	<input checked="" type="radio"/> activities	<input type="radio"/> buildings
2.	<input type="radio"/> spend	<input checked="" type="radio"/> enjoy	<input type="radio"/> find
3.	<input checked="" type="radio"/> parks	<input type="radio"/> stations	<input type="radio"/> banks
4.	<input checked="" type="radio"/> careful	<input type="radio"/> lazy	<input type="radio"/> careless
5.	<input type="radio"/> design	<input type="radio"/> clean	<input checked="" type="radio"/> join

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

GRM/ VCB 2 (2.5 mks)	GRM/ VCB 3 (5 mks)	
6. of 7. more 8. were 9. 'm / am 10. but	11. Have 12. project 13. materials 14. and 15. invent	16. can 17. bought 18. great 19. with 20. at
<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i>	<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct, including grammatical endings.</i>	

READING 1 (4 mks)						READING 2 (6 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"/>	5. Because of father's job
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	6. last Sunday
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	7. Dar es Salam zoo
4.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. karafua
							9. a week
							10. Two / 2
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>						<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>	

<b>WRITING 1 (5 mks)</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>- Expresses opinions on topics in a lively, convincing way.</li> <li>- Supports all points effectively with relevant evidence and detail.</li> <li>- Essays are very well-organised, clear and coherent.</li> <li>- A varied range of grammar and vocabulary with a very good level of accuracy.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>- Expresses opinions on topics in a reasonably convincing way.</li> <li>- Supports most points with relevant evidence and detail.</li> <li>- Essays are generally well-organised and, for the most part, clear and coherent.</li> <li>- A fair range of grammar and vocabulary with a good level of accuracy</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>- expresses opinions on topics, in a somewhat limited way.</li> <li>- Is inconsistent in supporting points with relevant evidence and detail.</li> <li>- Essays are poorly- organised, but are still reasonably clear and coherent.</li> <li>- A limited range of grammar and vocabulary with a reasonable level of accuracy</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>- Express opinions on topics, but the results are clearly inadequate.</li> <li>- Is generally weak in supporting points with relevant evidence.</li> <li>- Essays lack organization, lacking in coherence and sometimes unclear.</li> <li>- A very limited range of grammar and vocabulary with frequent errors.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>- Makes only very feeble attempts to express opinions on topics.</li> <li>- Fails to support points with any relevant evidence.</li> <li>- Essays are incoherent and confusing.</li> <li>- Extremely limited range of grammar and vocabulary with frequent serious errors.</li> </ul>
<b>0</b>	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the topic)  <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>

<b>WRITING 2 (5 mks)</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>- Produces narratives which are fully successful in engaging the reader.</li> <li>- Lively, effective use of appropriate detail.</li> <li>- Writing is very well-structured, clear and coherent.</li> <li>- A varied range of grammar and vocabulary with a very good level of accuracy</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Produces narratives which are reasonably successful in engaging the reader.</li> <li>- Generally good use of appropriate detail.</li> <li>- Writing is generally well-structured, and mostly clear and coherent.</li> <li>- A fair range of grammar and vocabulary with a good level of accuracy.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>- Produces narratives which are only partially successful in engaging the reader.</li> <li>- Somewhat limited use of appropriate detail.</li> <li>- Writing is well-structured, but is still reasonably clear and coherent.</li> <li>- A limited range of grammar and vocabulary with a reasonable level of accuracy</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>- Produces narratives which have very limited success in engaging the reader.</li> <li>- Inadequate use of appropriate detail.</li> <li>- Writing is poorly-structured, and often unclear.</li> <li>- A very limited range of grammar and vocabulary with frequent errors.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>- Produces narratives which fail entirely to engage the reader.</li> <li>- Little or no use of appropriate detail.</li> <li>- Writing is incoherent and confusing.</li> <li>- Extremely limited range of grammar and vocabulary with frequent serious errors.</li> </ul>
<b>0</b>	<p><b><u>No attempt at the task:</u> EITHER Irrelevant (Completely unrelated to the pictures/ task/ instructions) OR Hardly any writing at all, or not written in English OR Complete nonsense</b></p>

\* **NOTE:** In WRITING 2, test-writers actually have two different task-options to choose from (**Picture Story** or **Task Instructions**) when preparing the exam-paper. However, as both of these require student to produce a **narrative** text, the same Rating Scale can be used, whichever type of task they use.