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ENGLISH LANGUAGE TEST

GRADE EIGHT

**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. What are they talking about?
Listen and for each item, shade in the bubble under the correct option.*

Mobile phone	Shoes	Bike	Car	Cake	House
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- | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

You are going to hear a story about the monkey and the rock.

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

6. Where did the monkeys live?

7. Where were the monkeys jumping and playing?

8. How long did the monkeys take to build their houses?

9. What did Monty use to build his house?

10. When did Monty finish building his house?

**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.

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

1. (noun) A small vehicle for travelling on water.
e.g. He took his old **bo** _ _ for fishing.

2. (verb) To make air, water, or soil dirty or harmful.
e.g. We should respect the environment and not **pol** _ _ _ _ it.

3. (adjective) Food has a strong and very lovely flavour.
e.g. Yummy! this soup is very **ta** _ _ _ .

4. (noun) A person who flies an aircraft.
e.g. The **pi** _ _ _ flew the airplane safely.

5. (verb) To cook food inside an oven.
e.g. My mother will **ba** _ _ my birthday cake.

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.)

Moza __(6)__ to read in English so she scores high marks in her tests. Yesterday, she had __(7)__ spelling test, and she usually __(8)__ one day before. This time, she forgot about it. When the English class started, the teacher told the students that they would __(9)__ a spelling test. Moza was shocked, but she didn't give up. She did the test and __(10)__ high mark.

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- | | | | | | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 6. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



GRAMMAR/VOCABULARY 3 (Items 11-20)**(5 marks)**

Complete the unfinished words in the text.

Make sure you **spell** each word **correctly**.

EXAMPLE:

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

TEXT

Al Hoota Cave is (11) **loc**_____ at the foot of Jabal Shams. It is the (12) **fi**_____ and only show cave in (13) **t**____ Arabia with a total length (14) **o**____ around 4.5 (15) **kilom**_____.

The cave contains four lakes. We (16) **a**____ lucky to have blind fish in the lakes (17) **a**____ many other animal species living (18) **i**____ the cave including bats, (19) **spi**_____, snails, and water (20) **bee**_____.

**GRM/VCB
SCORE**

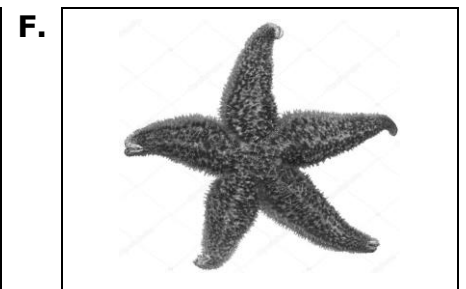
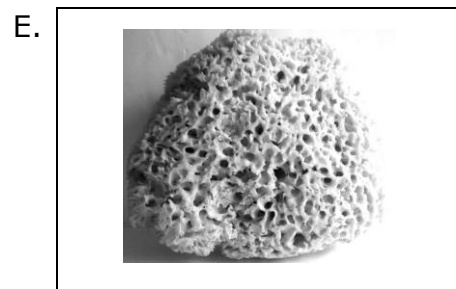
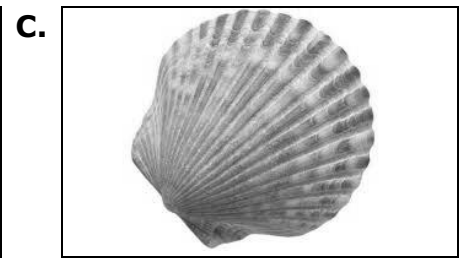
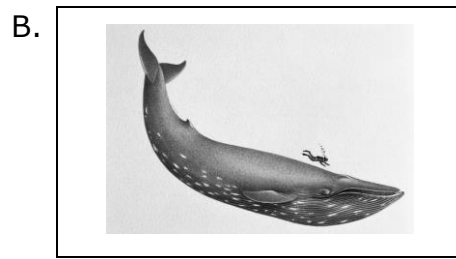
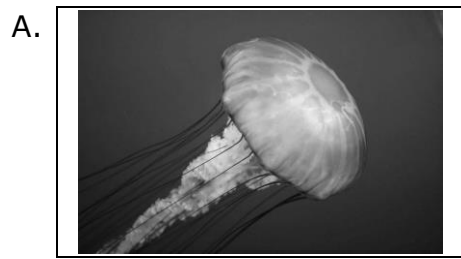
10

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. Poriferan, or sea sponges, are sea animals; they don't move. They pick a spot on a rock. There are a few sponges that can move.
2. The blue whale is the largest animal on earth. It grows for 30m in length and can weight about 170 tones.
3. Jellyfish live in oceans, seas, and fresh water. They look a little like umbrellas. They can be large and colored.
4. Sea stars are not really fish. They do not have backbones. Most sea stars have spiny skin and five arms. The arms help them find food.

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.

The zoo is one of the most popular places around the world. There, you can see many different and strange creatures come from all environments. When people visit the zoo, they spend hours in watching the animals, feeding them, and taking photos.

Different people have different opinions about keeping animals in such places. Some of them are with keeping animals in zoos, others are against that, and all of them have reasons.

People who are with zoos say that they play an important role in Education because pupils know more about animals. The zoos also take care of animals and protect endangered species.

On the other hand, people who think that zoos are not good say that the space that animals have in the zoo cannot be compared to the freedom animals would enjoy in their natural habitats. The zoos also would not give the chance for newborn animals to see and live in the wild.

In conclusion, the main importance of zoos is their ability to educate visitors and impart a connection to the wild.

READING 2 (continued)

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

5. From the text, there are many different creatures in the zoo from all _____.

- countries environments sizes

6. People like _____ animals when they visit the zoo.

- feeding eating riding

7. From the text, many people think that the zoo is important for _____.

- economy education industry

8. The zoo can protect _____ species.

- large extinct endangered

9. Newborn animals in the zoo do not have the chance to see and live in the _____.

- cages wild enclosure

10. In general, the zoos are _____ for people and animals.

- important dangerous not necessary

**READING
SCORE**

10

WRITING 1

(4 marks)

*Write a paragraph about a type of transportation called **Public Buses**. Use **ALL** the information in the box. Your writing should be correct and well-organized.*

Public Buses

types: public/school

capacity 15/25/50 passengers

uses: people/students transport

cheap tickets stop/stations

work/timetable work/in city

Marker A	Marker B	Average

WRITING 2

(6 marks)

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

Situation: Last week, you and your brother had the dinner in a new restaurant, the food was delicious and the service was perfect. Write an **email** to your friend inviting him/her to have a meal the restaurant.

Your writing should be clear and well-organized.

Marker A	Marker B	Average

WRITING SCORE	
	10

Listening Scripts

Grade Eight- Semester Two- Session Two 2016-2017

LISTENING 1 (Items 1-5)

(5 marks)

You are going to hear five people speaking. What are they talking about?

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

1. This is the best one for me. It is small with two doors and it doesn't need a lot of petrol.
2. We'll buy this one. It is big, beautiful and has five bedrooms. There is also a garage and a garden.
3. I think I'll take this one. It's smart with a full HD screen, and a huge memory.
4. I'll choose this one for walking. I need size ten from this color and a pair of socks.
5. Well, I'll order this one, it is delicious. It is full of cream and mix of strawberry and kiwi fruit.

LISTENING 2 (Items 6-10)

(5 marks)

You are going to hear a story about the monkey and the rock.

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

There was once a monkey called Monty who lived on an island with other monkeys. They were spending the daytime jumping and playing on coconut trees. At night, they were sleeping on the same trees. Monty was clever and he was thinking of something different. One day, he had an idea and he collected the monkeys to tell them about his new idea. He said: "we should build houses to protect us from sun heat in summer and cold nights in winter." They liked the idea and each monkey started to build a house.

All the monkeys built their houses using tree branches and grass. They finished building their houses in just one day, and then spent the rest of their time playing and enjoying their new houses. But Monty was planning to build a very strong house to live for a long time. He used very big rocks in building his house. He moved only one rock a day, which means that his house would take a long time and the other monkeys were laughing at him.

After three months, Monty finished his house and it was strong and beautiful.

LISTENING 1 (5 mks)						
	Mobile phone	Shoes	Bike	Car	Cake	House
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input checked="" 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 checked="" 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. On an island	1. <u>boat</u>
7. On coconut trees	2. <u>pollute</u>
8. (Just) one day	3. <u>tasty</u>
9. Very big rocks	4. <u>pilot</u>
10. After three (3) months	5. <u>bake</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)										
	in	a	have	and	likes	was	the	studies	but	got
6.	<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"/>	<input type="radio"/>
7.	<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"/>
8.	<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"/>
9.	<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"/>
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 checked="" type="radio"/>

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

GRM/ VCB 3 (5 mks)	
11. loc <u>ated</u>	16. <u>are</u>
12. <u>first</u>	17. <u>and</u>
13. <u>the</u>	18. <u>in</u>
14. <u>of</u>	19. spi <u>ders</u>
15. kilom <u>eters</u>	20. be <u>etles</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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input checked="" 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 checked="" type="radio"/>

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

READING 2 (6 mks)		
5. <input type="radio"/> countries	<input checked="" type="radio"/> environments	<input type="radio"/> sizes
6. <input checked="" type="radio"/> feeding	<input type="radio"/> eating	<input type="radio"/> riding
7. <input type="radio"/> economy	<input checked="" type="radio"/> education	<input type="radio"/> industry
8. <input type="radio"/> large	<input type="radio"/> extinct	<input checked="" type="radio"/> endangered
9. <input type="radio"/> cages	<input checked="" type="radio"/> wild	<input type="radio"/> enclosure
10. <input checked="" type="radio"/> important	<input type="radio"/> dangerous	<input type="radio"/> not necessary
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

WRITING 1 (4 mks)	
4	– Presents all the information, fully and clearly. – Writing is well-organised and coherent, with only minor language errors.
3	– Presents most of the information, clearly enough. – Writing contains some noticeable language errors and sometimes lacks coherence.
2	– Manages to present only some of the information; important points are missing or unclear. – Language contains frequent errors, some of which obscure meaning.
1	– A <u>very</u> feeble attempt at the task, presenting very little information. – Language used is extremely limited and/or seriously distorted.
0	<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

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.