



ENGLISH LANGUAGE TEST

GRADE ELEVEN 'CORE'

**Semester One
Second Session**

Name			
School		Class	

Write your answers on the Test Paper

Time: 2½ hours

Pages: 15

ELEMENT	Marks	Marks		Red Marker	Green Marker	Blue Checker
				Name	Name	Name
LISTENING	15					
GRM/VCB	10					
READING	20					
WRITING	15					
TOTAL	60					

LISTENING 1 (Items 1-7)**(7 marks)**

You are going to hear a conversation between two friends talking about a new job. Listen, and shade in the bubble next to the correct option.

1. Diana's job is a _____.
 manager tour guide receptionist

2. The tourists travelled to the canyon by _____.
 car train bus

3. Some of the tourists stayed at the hotel that day because they were _____.
 tired ill not interested

4. Mark is Diana's _____.
 friend leader colleague

5. Diana _____ her job.
 likes criticises hates

6. When Diana arrived back in the hotel, she _____.
 had a sandwich met the leader slept

7. Next day, the tourists will visit the _____ in the morning.
 aquarium museum aquarium and the museum



LISTENING 2 (Items 8-15)

(8 marks)

You are going to hear a talk about a famous comedian called Charlie Chaplin.

Part One: For each item, write a short answer (**not more than FOUR WORDS**).

8. When was Charlie Chaplin born? (Year)

9. What was his parents' job?

10. How old was Charlie when his father died?

11. Where did his mother die?

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

12. Charlie Chaplin started acting when he was _____.

- five eight ten

13. _____ joined the famous Fred Karno Company.

- Charlie Sydney Charlie and Sydney

14. Charlie became a world-famous _____.

- comedian singer writer

15. When Charlie died, he left _____ children.

- two eight nine

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**LISTENING
SCORE**

15

GRAMMAR/VOCABULARY 1 (Items 1-5)

(2½ marks)

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

A refugee who could hardly speak a word of English when he arrived in Australia two years ago has (1)_____ his exams with excellent grades. Mohammed Al-Kaab, 19 years of age, has (2)_____ from one of Australia's biggest high schools with honours. His outstanding overall grades (3)_____ him to apply to one of the top universities in Melbourne, Australia. He (4)_____ through a lot of challenges in order to start a new life in Australia. He said that he (5)_____ to use every opportunity to practise his English on a daily basis in order to improve his language.

allowed went graduated hold escaped tried studied passed

- | | | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. | <input type="radio"/> | <input type="radio"/> | <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"/> | <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"/> | <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"/> | <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"/> | <input type="radio"/> | <input type="radio"/> |

GRAMMAR/VOCABULARY 2 (Items 6-10)**(2½ marks)**

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

6. "Which is better for you: Monday _____ Tuesday?"

7. "This is a nice place. _____ don't we camp here?"

8. "How long have you _____ learning English?"

9. My older brother looks _____ us when our parents go out.

10. I do not like people _____ are not honest.



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 and I'm a student at a school in Muscat. I'm in Grade Six. My favourite subject is Maths."

TEXT

Speaker A: I'm so excited! We have two we ____ off! What a ____ you going to do?

Speaker B: I'm not su _____. I guess I will just stay at home. Maybe I'll ha ____ out with my friends. What ab ____ you? Any plans?

Speaker A: Yes, I'm going to relax at the be ____ with my cousin. We'll go surfing every day.

Speaker B: Sounds like f ____.

Speaker A: Why don't you co ____ with us?

Speaker B: Do you mean it? I wo ____ love to.

Speaker A: Th ____ is great!

**GRM/VCB
SCORE**

10

READING 1 (Items 1-5)

(5 marks)

Read the texts. Are the statements which follow each text **True** or **False**?
For each item, shade in the bubble **O** under the correct option.

1. Engineers at a U.S. laboratory have discovered one answer to the problem of global warming. They have made a machine that can suck carbon dioxide from the air and convert it into liquid fuel. They believe their creation can provide a sustainable form of renewable energy.

Statement

True	False
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The engineers' invention is a solution to global warming.

2. An older electric car designed by Tesla Motors could get from 0 to 100kph in 3.2 seconds. Using an upgraded battery pack, called Ludicrous Mode, Tesla Motors were able to get the car to reach a 100kph in less than three seconds.

Statement

True	False
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Ludicrous Mode decreased the speed of the new electric car.

3. When he is not playing tennis, Saif is busy with his project, the robot chair, which helps older people. He is also a Goodwill Ambassador in his school. He regularly organises charity events for those who are in need.

Statement

True	False
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Saif likes voluntary work.

READING 1 (continued)

4. I looked out of the window at the railway tracks. Although we were moving at 340 kilometres an hour, the journey was smooth and relatively quiet. The part where we travelled under the English Channel took just 22 minutes. Soon I was looking at the French fields and farmhouses.

Statement

The writer is travelling by plane.

True	False
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5. I started having driving lessons when I was seventeen. Although I am normally a quick learner, but I get so nervous during the tests that I can't drive properly. I have failed the test three times. It is so embarrassing.

Statement

The writer has not got a driving licence.

True	False
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READING 2 (Items 6-11)**(6 marks)**

Read the two texts. Then for each item, shade in the bubble next to the correct option.

TEXT 1

To whom it may concern,

On December 20, I bought a Doughnuts Kit from your store at Global World Mall. The cashier who helped me was called Rommel. He was very friendly and assured me that the Doughnuts Kit would live up to the guarantee on the box: "Perfect Doughnuts Every Time!" Unfortunately, this product did not live up to its claim.

I followed the directions included in the package very carefully. When the doughnuts finished baking, I was very excited to eat the "Perfect Doughnuts" as promised on the box. You can imagine my disappointment when, upon tasting them, I discovered that they were not perfect. These doughnuts were, in fact, absolutely terrible.

I would appreciate a full refund (OR15) for this product as soon as possible. Enclosed are the receipt, the empty box, and one of the awful doughnuts so that you can taste it for yourself. Thank you for your prompt attention to this matter.

Sincerely,

Sara Jones

6. The writer had a problem with the _____.

salesman

product

service

7. The problem made Sara feel _____.

frustrated

embarrassed

disgusted

8. Sara wants to _____.

change the kit

fix the kit

get her money back

READING 2 (continued)**TEXT 2**

Dear Manager,

I have been a loyal customer of your store for the past five years. I have always got great service, which is one of the main reasons I shop there despite the fact it is far from my house. However, on the 23 December, I encountered very poor service and was so disappointed.

On that date, I purchased my weekly groceries, and headed towards the cash counter to pay. The salesman was talking on his cell phone. When I asked him to prepare the bill, he said he would do it in five minutes, and resumed his conversation on the phone. After ten minutes, he started scanning my groceries but did it slowly. The total amount was more than I expected, so I asked him to recheck it. Instead, he was impolite, and told me if I did not like it, I could take my business elsewhere.

I was shocked at such behaviour. I do hope you will look into this matter, and ensure such an incident is never repeated.

Regards,

Ali

9. The writer likes to do his shopping in that store because it _____.
- is close to his house is cheap provides good service
10. On December 23, Ali had to pay _____ money for his groceries.
- more less the same
11. The salesman was _____.
- polite rude smart



READING 3 (Items 12-17)**(9 marks)**

Read the text. Then complete the tasks.

A flight recorder, commonly known as a Black Box, is an electronic recording device placed in an aircraft for the purpose of helping investigations into aviation accidents. Although, it is painted in fluorescent orange to make it easily seen in the event of a crash, it is still called the Black Box.

The first modern flight recorder, called "Mata Hari", was created in 1942 by the Finnish aviation engineer Veijo Hietala. This black high-tech mechanical box was able to record all important aviation details during test flights of World War II fighter planes that the Finnish army built in their main aviation factory in Finland. Currently, the European Organisation for Civil Aviation Equipment (EUROCAE) specifies that a recorder must be able to resist high temperature fires, deep sea pressure, sea water and fluid immersion.

There are two types of Black Boxes; the Flight Data Recorder (FDR) records different operating conditions of the flight such as air speed, air altitudes, and air flight systems. The second box is the Cockpit Voice Recorder (CVR) which records all radio transmissions and sounds in the cockpit including the engine noise and the pilots' conversations. The two recorders provide a lot of accurate information about the flight that can be used in any later investigations.

The FDR and CVR may be combined in a single unit. The two recorders must be capable of surviving the conditions that caused the aircraft accident. For this reason, they are normally stored at the tail of an aircraft, which has proved to have the best survival record.

READING 3 (continued)

Task 1: For each item, write a short answer (**not more than FOUR WORDS**).

12. What is the colour of the flight recorder nowadays?

13. Where was the first modern flight recorder tested? (Country)

14. Which organisation issues the specifications of the black box?

Task 2: For each item, shade in the bubble next to the correct option.

15. The _____ box saves all the sounds on a plane.

- FDR CVR Mata Hari

16. The black box helps in _____.

- reducing crash impact collecting evidence saving passengers

17. The Black Box is located at the _____ of the plane.

- front middle back

READING SCORE	
	20

WRITING 2

(10 marks)

Write a **story** of at least **100 words** based on the following pictures.

You can use the words in the box to help you.

You can also put in more details to make your story lively and interesting.

break time stomach ache/vomit hospital hygiene inspector
 examine/ samples find/bacteria pay microscope

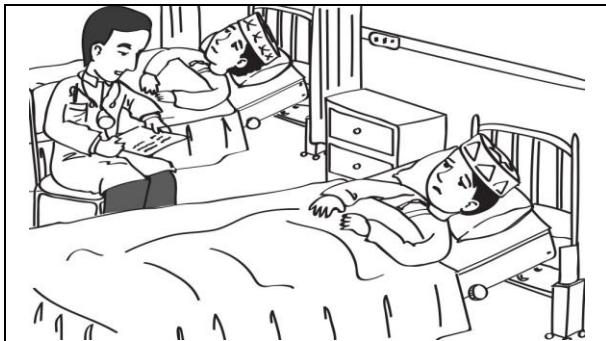
①



②



③



④



⑤



⑥



LISTENING 1 (7 mks)		
1. <input type="radio"/> manager	<input checked="" type="radio"/> tour guide	<input type="radio"/> receptionist
2. <input type="radio"/> car	<input type="radio"/> train	<input checked="" type="radio"/> bus
3. <input checked="" type="radio"/> tired	<input type="radio"/> ill	<input type="radio"/> not interested
4. <input type="radio"/> friend	<input type="radio"/> leader	<input checked="" type="radio"/> colleague
5. <input checked="" type="radio"/> likes	<input type="radio"/> criticises	<input type="radio"/> hates
6. <input type="radio"/> had a sandwich	<input checked="" type="radio"/> met the leader	<input type="radio"/> slept
7. <input type="radio"/> aquarium	<input checked="" type="radio"/> museum	<input type="radio"/> aquarium and the museum
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

LISTENING 2 (8 mks)		
8. 1889		
9. Music Hall artists		
10. 12 / twelve		
11. The United States / USA / America		
12. <input checked="" type="radio"/> five	<input type="radio"/> eight	<input type="radio"/> ten
13. <input type="radio"/> Charlie	<input type="radio"/> Sydney	<input checked="" type="radio"/> Charlie and Sydney
14. <input checked="" type="radio"/> comedian	<input type="radio"/> singer	<input type="radio"/> writer
15. <input type="radio"/> two	<input type="radio"/> eight	<input checked="" type="radio"/> nine
<i>Notes: One mark each.</i>		
<i>Qs 8-11: (i) Complete accuracy in grammar & spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct. (ii) In general, apply the '<u>not more than four words</u>'. HOWEVER, use common sense for any slightly longer, but <u>obviously correct</u> answers.</i>		
<i>Qs 12-15: Responses must be indicated <u>clearly</u>.</i>		

GRM/ VCB 1 (2.5 mks)								
	allowed	went	graduated	hold	escaped	tried	studied	passed
1.	<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"/>
2.	<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"/>
3.	<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"/>
4.	<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"/>
5.	<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"/>

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

GRM/ VCB 2 (2.5 mks)	GRM/ VCB 3 (5 mks)	
6. or	11. <u>weeks</u>	16. <u>beach</u>
7. why	12. <u>are</u>	17. <u>fun</u>
8. been	13. <u>sure</u>	18. <u>come</u>
9. after	14. <u>hang</u>	19. <u>would</u>
10. who	15. <u>about</u>	20. <u>That</u>

Notes: Half-a-mark each. Spelling must be correct.

Notes: Half-a-mark each. Spelling must be correct, including grammatical endings.

READING 1 (5 mks)	READING 2 (6 mks)		
True False	6. <input type="radio"/> salesman	<input checked="" type="radio"/> product	<input type="radio"/> service
1. <input checked="" type="radio"/> <input type="radio"/>	7. <input checked="" type="radio"/> frustrated	<input type="radio"/> embarrassed	<input type="radio"/> disgusted
2. <input type="radio"/> <input checked="" type="radio"/>	8. <input type="radio"/> change the kit	<input type="radio"/> fix the kit	<input checked="" type="radio"/> get her money back
3. <input checked="" type="radio"/> <input type="radio"/>	9. <input type="radio"/> is close to his house	<input type="radio"/> is cheap	<input checked="" type="radio"/> provides good service
4. <input type="radio"/> <input checked="" type="radio"/>	10. <input checked="" type="radio"/> more	<input type="radio"/> less	<input type="radio"/> the same
5. <input checked="" type="radio"/> <input type="radio"/>	11. <input type="radio"/> polite	<input checked="" type="radio"/> rude	<input type="radio"/> smart

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

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

READING 3 (9 mks)

12. (fluorescent) Orange

13. Finland

14. EUROCAE

15. FDR CVR Mata Hari16. reducing crash impact collecting evidence saving passengers17. front middle backNotes: One-and-a-half marks each.

Qs 12-14: (i) Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct. (ii) In general, apply the 'not more than four words'. HOWEVER, use common sense for any slightly longer, but obviously correct answers.

Qs 15-17: Responses must be indicated clearly.

WRITING (GENERAL NOTES)

- The **wording of the descriptors** in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.
- There may be different individual ways of approaching a task or interpreting a picture (or set of pictures), but a basic requirement for all answers is that they are **relevant**.
- If answers are **clearly not relevant** and the student has clearly not attempted the task that was set, **no marks** should be awarded.
- However, if a student has **genuinely attempted the task**, but their answer is only **partly** relevant, then a **reduced** mark (not zero) should be awarded.
- If markers are in any doubt, they should consult with other markers and with the Table Head.

WRITING 1 (5 mks)	
5	<ul style="list-style-type: none"> – Expresses opinions on topics in a lively, convincing way. – Supports all points effectively with relevant evidence and detail. – Essays are very well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
4	<ul style="list-style-type: none"> – Expresses opinions on topics in a reasonably convincing way. – Supports most points with relevant evidence and detail. – Essays are generally well-organised and, for the most part, clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy
3	<ul style="list-style-type: none"> – Expresses opinions on topics, in a somewhat limited way. – Is inconsistent in supporting points with relevant evidence and detail. – Essays are poorly-organised, but are still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy
2	<ul style="list-style-type: none"> – Express opinions on topics, but the results are clearly inadequate. – Is generally weak in supporting points with relevant evidence. – Essays lack organization, lacking in coherence and sometimes unclear. – A very limited range of grammar and vocabulary with frequent errors.
1	<ul style="list-style-type: none"> – Makes only very feeble attempts to express opinions on topics. – Fails to support points with any relevant evidence. – Essays are incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	<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>

WRITING 2 (10 mks)	
10	<ul style="list-style-type: none"> – Produces narratives which are fully successful in engaging the reader. – Lively, effective use of appropriate detail. – Writing is very well-structured, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy
8	<ul style="list-style-type: none"> – Produces narratives which are reasonably successful in engaging the reader. – Generally good use of appropriate detail. – Writing is generally well-structured, and mostly clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
6	<ul style="list-style-type: none"> – Produces narratives which are only partially successful in engaging the reader. – Somewhat limited use of appropriate detail. – Writing is well-structured, but is still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy
4	<ul style="list-style-type: none"> – Produces narratives which have very limited success in engaging the reader. – Inadequate use of appropriate detail. – Writing is poorly-structured, and often unclear. – A very limited range of grammar and vocabulary with frequent errors.
2	<ul style="list-style-type: none"> – Produces narratives which fail entirely to engage the reader. – Little or no use of appropriate detail. – Writing is incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the pictures/ task/ instructions) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>