



**ENGLISH LANGUAGE TEST**

**GRADE ELEVEN 'CORE'**

**Semester One  
Second Session**

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

**Write your answers on the Test Paper**

**Time: 2½ hours**

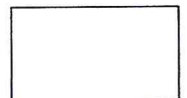
**Pages: 12**

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

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

You're going to hear a conversation between a husband and wife. They have two teenage children, Yusuf and Aysha. Listen, and shade in the bubble  next to the correct option.

1. The woman knows that Yusuf went to the cinema because \_\_\_\_\_.  
 she found the ticket       her husband told her       she saw him go in
  
2. She didn't want him to go because \_\_\_\_\_.  
 he had a lot of homework       the film was not suitable       it was late in the evening
  
3. The man works as \_\_\_\_\_.  
 an office manager       a tourist guide       a salesman
  
4. They are saving money for a \_\_\_\_\_.  
 trip       car       house
  
5. The man didn't know that Aysha was having problems with her \_\_\_\_\_.  
 education       health       friends
  
6. He agrees to \_\_\_\_\_.  
 work shorter hours       get a different job       take a holiday
  
7. \_\_\_\_\_ going to talk to Yusuf about his behaviour.  
 The man is       The woman is       They are both



**LISTENING 2 (Items 8-15)**

**[8 marks]**

*You're going to hear a presentation about the early history of films.*

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

**8.** When were the first 'movies' made?

*In the* \_\_\_\_\_

**9.** In the 1900s, how long was a typical 'story-telling' movie?

\_\_\_\_\_

**10.** In the 1910s, what became the most popular kind of movie?

\_\_\_\_\_

**11.** By the mid-1920's, how many cinemas were there in the USA?

\_\_\_\_\_

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

**12.** Sound films were introduced in \_\_\_\_\_.

- 1920                                       1927                                       1930

**13.** After this happened, ticket sales \_\_\_\_\_.

- fell     stayed about the same                       went up

**14.** The **first** people to lose their jobs were \_\_\_\_\_.

- musicians                                       cameramen                                       directors

**15.** The actors who suffered **most** were those with \_\_\_\_\_.

- unattractive voices                       ugly faces                                       foreign accents

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**LISTENING  
SCORE**

<b>15</b>

**GRAMMAR/VOCABULARY 1 (Items 1-5)**

**[2½ marks]**

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

Dubai has now been invited to <sup>(1)</sup> \_\_\_\_\_ *World Expo2020*, the first time that this event has ever been held in the Middle East. The exhibition is likely to <sup>(2)</sup> \_\_\_\_\_ 25 million visitors to the city, most of them from overseas. Dubai's hospitality, transportation and banking industries will all need to <sup>(3)</sup> \_\_\_\_\_ in order to deal with all these people. As part of the preparations, the city will also <sup>(4)</sup> \_\_\_\_\_ the world's tallest commercial tower, '*Burj2020*'. This and other projects are expected to <sup>(5)</sup> \_\_\_\_\_ employment for thousands of UAE citizens.

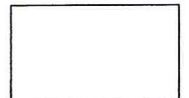
attract    construct    expand    export    host    invent    provide    return

- |           |                       |                       |                       |                       |                       |                       |                       |                       |
|-----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <b>1.</b> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>2.</b> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>3.</b> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>4.</b> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>5.</b> | <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. "\_\_\_\_\_ long was the presentation?" — "45 minutes."
7. Fatma's going \_\_\_\_\_ study Medicine at university.
8. It's a holiday today, so \_\_\_\_\_ is very little traffic on the road.
9. One of my CDs is broken, and I know \_\_\_\_\_ did it!
10. Why \_\_\_\_\_ you stay at home yesterday?



**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**

Ahmed Zewail is a fam \_\_\_\_\_ scientist from Egypt. In 1999, he w \_\_\_\_\_ the Nobel Prize for Chem \_\_\_\_\_. He has also received many other awa \_\_\_\_\_. However, his mo \_\_\_\_\_ important contribution has probably be \_\_\_\_\_ the creation of Zewail City. This is a a \_\_\_\_\_ independent institution, which does rese \_\_\_\_\_ in many fields. For example, scie \_\_\_\_\_ there are currently trying to find a cu \_\_\_\_\_ for cancer.

**GRM/VCB  
SCORE**

**10**

**READING 1 (Items 1-8)****[8 marks]**

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

Dear Christine,

Sorry I haven't written for ages. In the past few weeks, I've been thinking a lot about my life and my future, and I've come to a conclusion — my biggest problem is my *shyness*, and I need to overcome it as soon as possible!

Let me give you an example. When I'm at school, I feel nervous all the time and avoid talking to any of my classmates. I don't want them to think I'm boring! And when a teacher asks me to speak in class, I feel very uncomfortable. I'm afraid she — and the other students — will think I'm stupid if I get the answer wrong. I hate exams for the same reason. The only time I can relax and work properly is when I'm alone in my bedroom doing my homework.

But I also face the same problem with my own family. I rarely go to family gatherings. My father encourages me to join in, but even when I go there, I just play with my baby sister on the floor and stay out of the discussion. My mother and my brother do all the talking anyway! Perhaps if I had a teenage sister, it would be easier...

One more example: I was at the local shopping centre the other day when I recognised one of my neighbours. She came up to me and spoke in a very friendly way. But the conversation didn't last long. I just couldn't think of anything to say! Not surprisingly, she hasn't spoken to me since then!

Actually, I have tried to meet people on *Facebook*. I felt more confident chatting on-line, so I exchanged messages with people for hours without feeling bored or nervous. At first, I thought that this might solve my problem. But then I suddenly realised that I was still alone. I still didn't have anybody to spend my time with in real life!! So I stopped...

Anyway, I really want to change, and this is where you can help me, I hope. I remember you told me once about a classmate of yours who used to be quiet all the time, but then suddenly became very outgoing and sociable. What did she do to achieve this? If you know, could you tell me, please, in detail? Maybe I could benefit!

Write soon,

Amani

**READING 1 (cont'd)**

1. Amani has \_\_\_\_\_ been worried about her shyness.  
 all her life                       for several years                       only recently
2. She doesn't want her classmates to \_\_\_\_\_.  
 get too close to her                       criticise her                       disturb her studies
3. Her best school work is done \_\_\_\_\_.  
 in group work                       in formal exams                       as homework
4. At home, she avoids talking to adults by \_\_\_\_\_.  
 playing with children                       watching TV                       using her iPad
5. The only family member who supports her is her \_\_\_\_\_.  
 brother                       father                       sister
6. She describes a conversation she recently had with a \_\_\_\_\_.  
 neighbour                       teacher                       shop assistant
7. She stopped using *Facebook* because she felt the people she met were \_\_\_\_\_.  
 silly and boring                       nasty and unpleasant                       not real friends
8. She asks Christine to tell her more about a \_\_\_\_\_ who overcame this problem.  
 friend of hers                       famous person                       family member





**READING 2 (Items 9-16)****[12 marks]**

*Read the text. Then complete the tasks.*

Prague is the capital and largest city of the Czech Republic. It is situated in the north-west of the country on the Vltava River, and is home to about 1.25 million people. If you are thinking of visiting, the city is busiest over the Easter holidays in late March — and of course during the school holidays every summer. Winter in Prague can be extremely cold and the number of tourists — and the price of hotels — drops along with the temperature. So my advice is, visit Prague in spring, if you can!

The Castle is the city's — and the country's — most important monument. It is huge and unusually old. In fact, it was built way back in the 9<sup>th</sup> century! The castle complex includes churches, museums, palaces, gardens and defense towers. One enjoyable thing to watch is the changing of the guard, which takes place every hour. But the main event is at midday when the guards also exchange flags while a band plays special music. Guided tours are available in foreign languages: English, German, French, Spanish, Italian and Russian. You can visit the castle daily from 9.00 am to 11.00 pm. It is best to arrive early — the place can get very full after lunch-time.

Another of Prague's popular sights is the Astronomical Clock, also known as the 'Orlog'. You'll find it in the city centre, mounted on the southern wall of the Old Town Hall tower. In addition to the time of day, the clock provides astronomical information. It strikes every hour, and the clockwork matches the motions of the earth, the moon, the sun and the stars. Tourists are advised to come a little early, and gather in front of the tower 10 to 15 minutes before the clock strikes. It is a joy to watch this fascinating mechanical performance. The 'Orlog' has been doing this for six hundred years, and is the only astronomical clock in the world still in operation. To explain the clock's uniqueness, there is an interesting legend about its man who designed and made it. It says that after he had completed his work, the government of Prague ordered his eyes to be burnt out, so that he would not be able to build another one elsewhere!

**READING 2 (cont'd)****Task 1:** For each item, write a short answer (*not more than FIVE WORDS*).

9. In the writer's opinion, what is the best season to visit Prague?

\_\_\_\_\_

10. What performance can you see at Prague Castle?

\_\_\_\_\_

11. What is unusual about the clock?

*It gives you information about* \_\_\_\_\_

12. Which is older: the castle or the clock?

\_\_\_\_\_

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

13. Prague Castle is open until \_\_\_\_\_.

- lunch-time                       late in the afternoon                       late at night

14. The writer warns us about the \_\_\_\_\_ at the castle.

- large crowds                       high prices                       cold weather

15. You can see the clock in action \_\_\_\_\_.

- every hour                       three times a day                       only at midday

16. According to an old story, the clockmaker was later \_\_\_\_\_.

- killed                       imprisoned                       blinded

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**READING  
SCORE**

<b>20</b>

**WRITING 1**

[5 marks]

Write at least **75 words** on the following topic:

**"Parent-teacher meetings are very useful."**

Do you agree or not? Give your reasons.

Your writing should be **clear** and **convincing**.

Lined area for student writing response.

Marker A	Marker B	Average

**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**.

visit/ grandfather

wheelchair

bored

park/ enjoy

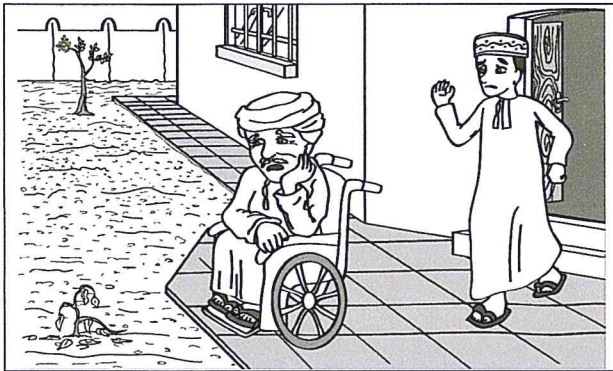
plant/ flowers

all dead

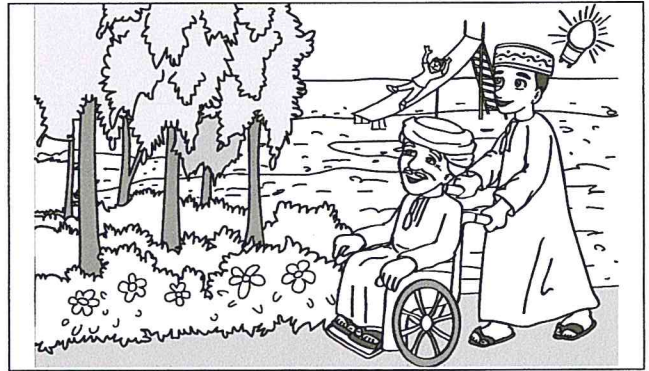
ask/ advice

successful

①



②



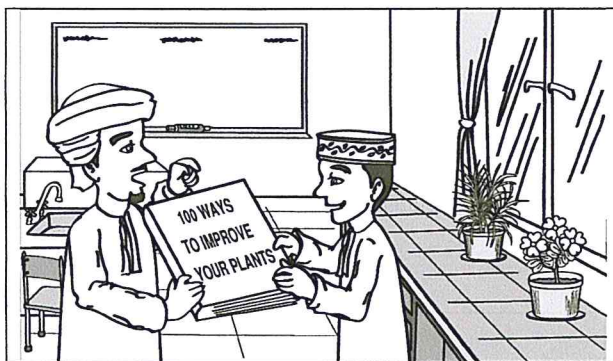
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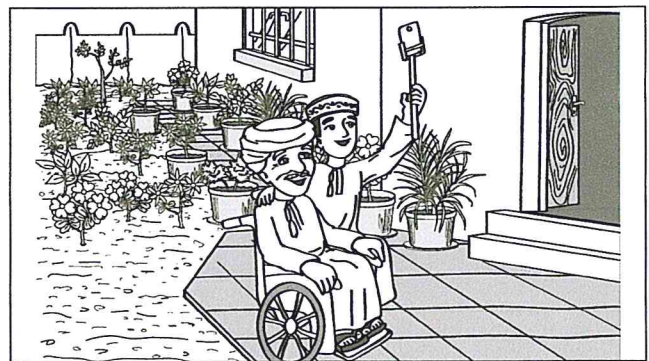
④



⑤



⑥



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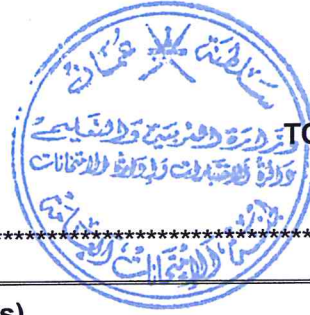
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Marker A	Marker B	Average

WRITING SCORE	
	15



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**LISTENING 1 (7 mks)**

- |  |  |  |
|--|--|--|
| 1. <input checked="" type="radio"/> she found the ticket | <input type="radio"/> her husband told her                 | <input type="radio"/> she saw him go in        |
| 2. <input type="radio"/> he had a lot of...              | <input checked="" type="radio"/> the film was not suitable | <input type="radio"/> it was late in the...    |
| 3. <input type="radio"/> an office manager               | <input type="radio"/> a tourist guide                      | <input checked="" type="radio"/> a salesman    |
| 4. <input type="radio"/> trip                            | <input type="radio"/> car                                  | <input checked="" type="radio"/> house         |
| 5. <input type="radio"/> education                       | <input checked="" type="radio"/> health                    | <input type="radio"/> friends                  |
| 6. <input checked="" type="radio"/> work shorter hours   | <input type="radio"/> get a different job                  | <input type="radio"/> take a holiday           |
| 7. <input type="radio"/> The man is                      | <input type="radio"/> The woman is                         | <input checked="" type="radio"/> They are both |

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

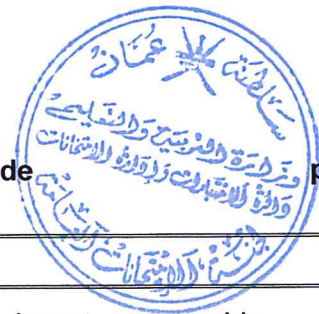
**LISTENING 2 (8 mks)**

8. (in the) early 1890s
9. 15 minutes / fifteen minutes / a quarter of an hour
10. comedy / comic films
11. twenty thousand / 20,000
- |  |   |  |
|--|---|--|
| 12. <input type="radio"/> 1920                           | <input checked="" type="radio"/> 1927       | <input type="radio"/> 1930               |
| 13. <input type="radio"/> fell                           | <input type="radio"/> stayed about the same | <input checked="" type="radio"/> went up |
| 14. <input checked="" type="radio"/> musicians           | <input type="radio"/> cameramen             | <input type="radio"/> directors          |
| 15. <input checked="" type="radio"/> unattractive voices | <input type="radio"/> ugly faces            | <input type="radio"/> foreign accents    |

Notes: One mark each.

Qs 8-11: (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 12-15: Responses must be indicated clearly.



GRM/ VCB 1 (2.5 mks)								
	attract	construct	expand	export	host	invent	provide	return
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input checked="" 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"/>	<input type="radio"/>	
3.	<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"/>
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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

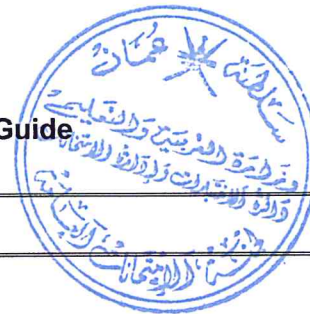
*Notes: Half-a-mark each. Responses must be indicated clearly.*

GRM/ VCB 2 (2.5 mks)	GRM/ VCB 3 (5 mks)
6. How	11. <u>famous</u>
7. to	12. <u>won</u>
8. there	13. Chem <u>istry</u>
9. who	14. <u>awards</u>
10. did	15. <u>most</u>
	16. <u>been</u>
	17. <u>an</u>
	18. <u>research</u>
	19. <u>scientists</u>
	20. <u>cure</u>

*Notes: Half-a-mark each. Spelling must be correct, but ignore upper/lower case.*      *Notes: Half-a-mark each. Spelling must be correct, including grammatical endings.*

READING 1 (8 mks)								
1.	<input type="radio"/>	all her life	<input type="radio"/>	for several years	<input checked="" type="radio"/>	only recently		
2.	<input type="radio"/>	get too close to her	<input checked="" type="radio"/>	criticise her	<input type="radio"/>	disturb her studies		
3.	<input type="radio"/>	in group work	<input type="radio"/>	in formal exams	<input checked="" type="radio"/>	as homework		
4.	<input checked="" type="radio"/>	playing with children	<input type="radio"/>	watching TV	<input type="radio"/>	using her iPad		
5.	<input type="radio"/>	brother	<input checked="" type="radio"/>	father	<input type="radio"/>	sister		
6.	<input checked="" type="radio"/>	neighbour	<input type="radio"/>	teacher	<input type="radio"/>	shop assistant		
7.	<input type="radio"/>	silly and boring	<input type="radio"/>	nasty and unpleasant	<input checked="" type="radio"/>	not real friends		
8.	<input checked="" type="radio"/>	friend of hers	<input type="radio"/>	famous person	<input type="radio"/>	family member		

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



READING 2 (12 mks)

9. spring
10. (the) changing of the guard
11. (information about) astronomy
12. (the) castle
13.  lunchtime                       late in the afternoon                       late at night
14.  large crowds                       high prices                       cold weather
15.  every hour                       three times a day                       only at midday
16.  killed                       imprisoned                       blinded

Notes: One-and-a-half marks each.

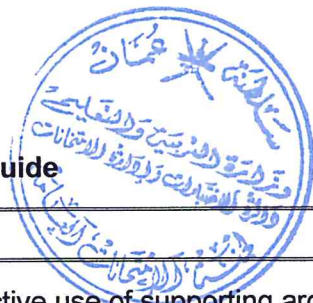
Qs 9-12: (i) Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct. (ii) In general, apply the 'not more than five words'. HOWEVER, use common sense for any slightly longer, but obviously correct answers.

Qs 13-16: 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"> <li>- Discusses the topic in a lively, interesting way, making effective use of supporting arguments.</li> <li>- The points made by the writer are logically organised and very clear.</li> <li>- Makes use of a fair range of structures and vocabulary, with a good level of accuracy.</li> </ul>
4	<ul style="list-style-type: none"> <li>- Discusses the topic reasonably well, but use of supporting arguments is not fully effective.</li> <li>- The points made by the writer are reasonably well organized and mostly clear.</li> <li>- Use of grammar and vocabulary is reasonably correct, though rather limited in range.</li> </ul>
3	<ul style="list-style-type: none"> <li>- Expresses opinions with some use of supporting arguments, but only in a limited way.</li> <li>- The writer makes an attempt to organise his/her points, but this is only partly effective.</li> <li>- There is a noticeable lack of accuracy in the use of grammar and vocabulary.</li> </ul>
2	<ul style="list-style-type: none"> <li>- Makes an attempt to discuss the topic, but the result is unconvincing and clearly inadequate.</li> <li>- Weak organization makes it difficult to follow the points being made by the writer.</li> <li>- Grammar and vocabulary contain frequent serious errors.</li> </ul>
1	<ul style="list-style-type: none"> <li>- A <u>very</u> feeble attempt to discuss the topic: very little relevant content.</li> <li>- The points made by the writer are confused and disjointed.</li> <li>- The language used is extremely limited and/or seriously distorted.</li> </ul>
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"> <li>- Tells the story fully and clearly, in a lively, interesting way, providing appropriate details.</li> <li>- The text is coherent and easy to read. Not many language errors.</li> </ul>
8	<ul style="list-style-type: none"> <li>- Tells the story clearly enough, but writing lacks interest for the reader.</li> <li>- There are several noticeable language errors and the text sometimes lacks coherence.</li> </ul>
6	<ul style="list-style-type: none"> <li>- Manages to convey the main outline of the story, but only in a limited way.</li> <li>- Language used is limited in range and/or contains quite frequent errors.</li> </ul>
4	<ul style="list-style-type: none"> <li>- An attempt is made to tell the story, but important points are either missing or unclear.</li> <li>- Language used is very limited and/or contains many serious errors.</li> </ul>
2	<ul style="list-style-type: none"> <li>- A <u>very</u> feeble attempt to tell the story: very little relevant content.</li> <li>- Language used is extremely limited and/or seriously distorted.</li> </ul>
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the pictures) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense.</p>