



ENGLISH LANGUAGE TEST

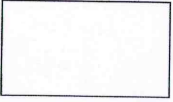
GRADE ELEVEN (CORE)

**Semester One
First Session**

	Name
	School
Class	

Write your answers on the Test Paper
Time: 2½ hours
Pages: 12

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



You're going to hear a conversation between two managers at a hotel. Listen, and shade in the bubble next to the correct option.

LISTENING 1 (Items 1-7)

[7 marks]

1. With the German group, there was a misunderstanding about the _____
 time of arrival number of guests type of rooms
2. They had _____ the hotel to change their booking.
 texted e-mailed phoned
3. The mistake was made by the _____
 night-time receptionist tour operator day-time receptionist
4. In the restaurant, the main cause of problems is that there are _____
 language differences difficult customers not enough waiters
5. A guest in one of the rooms was unhappy about the hotel's _____
 slow service strict rules noisy environment
6. The two managers quickly agree on a solution to the problem _____
 at reception in the restaurant in the rooms
7. They decide to meet again _____
 tomorrow on Monday on Tuesday

LISTENING 2 (Items 8-15)

[8 marks]

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

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

8. What did some people fear would happen if they used the phone?

_____ *They would*

9. Which kind of business was the first to use telephones?

10. Who were the first switchboard operators?

11. By 1899, how many telephones were in operation in the USA?

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

12. The first profession to use telephones was _____.

doctors lawyers pharmacists

13. One early use of the telephone was to improve safety _____.

in factories on the roads on trains

14. The '911' emergency number was introduced in _____.

1903 1937 1971

15. In the 1920s, you could dial a number to hear _____.

stories poetry songs

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LISTENING SCORE

15

GRAMMAR/VOCABULARY 1 (Items 1-5)

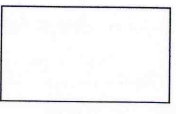
[2 ½ marks]

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

The *Science Olympiad* is a national competition for school teams. It aims to increase students' interest in Science. Over 6,000 students ⁽¹⁾ _____ in the competition every year. There are 23 events that ⁽²⁾ _____ all areas of science, engineering and technology. All these events ⁽³⁾ _____ on a single day. Successful teams ⁽⁴⁾ _____ different awards, such as medals, cups and scholarships. It is not easy to reach the *Olympiad*. To do so, teams first have to ⁽⁵⁾ _____ local, and then regional, competitions.

- | | | | | | | | |
|--------|---------|-------------|---------|---------|--------|------------|-----|
| decide | involve | participate | prevent | receive | reduce | take place | win |
|--------|---------|-------------|---------|---------|--------|------------|-----|

- | | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. | <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"/> |
| 3. | <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"/> |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



10. They wanted to watch a film, _____ there were no more tickets available.
9. "How _____ people will come to the presentation?" — "At least fifty."
8. Many flights _____ been cancelled today because of the bad weather.
7. My father is going _____ take me to the cinema tonight.
6. " _____ are you writing?" — "A letter to my pen-friend."

Complete each sentence with ONE word only.

GRAMMAR/VOCABULARY 2 (Items 6-10)

[2½ marks]

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 favorite write subject is Maths."

TEXT

Naguib Mahfouz (1911-2006) was a gr_____ Egyptian novelist, wh_____ writings mostly dealt with politics. During his long life, he publ_____ 34 novels and 350 sh_____ stories. He also wrote many scr_____ which have be_____ made into films, either in Egypt o_____ abroad. His mo_____ famous work is called "The Cairo Trilogy". The story is set in the parts of the city where he gr_____ up in the ea_____ 20th century.

	10
SCORE	
GRM/VCB	

READING 1 (Items 1-8)

[8 marks]

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

Dear Peter,

Sorry for not writing for a long time. I've been busy with a Science project for school.

And that's not the only 'project' that I've been working on — I'm also searching for ways to deal with my brother, Sami!

I think I've already mentioned him. He's twelve months older than me, and I really suffer from the way he treats me. We don't actually fight, although he does occasionally hit me. But what really hurts is the names he calls me — really horrible names! I don't know why he behaves like this. When we were small, we used to be very close. We used to invent great games to play together. But now he seems a completely different person.

The trouble started about two years ago, when he finished Cycle Two. He moved to a

new school, made new friends, and started spending all his time with them. They've had a big impact on the way he behaves. I tried to point this out to him, but he just laughed and made fun of me.

You're probably thinking, this is all because of some difference of personality between us. It's true that I'm a quiet person, and Sami is very outgoing. He gets on well with people, and is always the star of the show. He tells one joke after another and makes everybody happy. I must admit, that does sometimes make me feel jealous, but only a little!

One thing I don't understand is why my Mum and Dad treat him much better than me. They keep telling me that I should be like him. They discuss family issues with him and my older sister — and when I complain that I should be involved, too, they just tell me I'm still too young!

I want to improve my relationship with Sami, but I don't know how. I tried asking my cousin for advice, but that didn't change anything, and there's nobody else I can talk to — except you! Probably the best thing to do is just wait. He'll be leaving school soon, and he's hoping to get a place at university in Muscat. Then I'll be able to relax!

Best wishes to you and all your family,

Ahmed

READING 1 (cont'd)

1. The age difference between Sami and Ahmed is _____.

one year two years three years

2. Ahmed suffers most when Sami _____ him.

hits says bad things to ignores

3. He says the problem began _____ ago.

several years two years a few months

4. He blames it mainly on _____.

Sami's personality his own personality Sami's friends

5. Sami is very _____.

sociable practical quiet

6. Their parents _____.

don't pay much attention to them prefer Sami treat them both well

7. Ahmed has already discussed the problem with _____.

his cousin a friend his sister

8. He thinks things will get better if he _____.

complains to someone has a talk with Sami remains patient

Delhi is one of the most historical destinations in the world. The best time to visit the city is from November to February, when the weather is cool. Delhi has many tourist attractions such as mosques, forts and ancient monuments. However, you will never feel close to the city unless you go for a walk on the streets where the real people of Delhi live. One of the most interesting street walks is the Salaam Baalak Tour. Salaam Baalak is a charity which helps Delhi's street kids. The tour includes a walk through the enchanting streets of Paharang and the Railway Station area. Your guides are between 12 and 16 years old, and are former street kids themselves, who have now been fully trained in this kind of work. The tour starts daily at 10.00 am, except on Sundays. Comfortable shoes are needed. However, participants should show respect and avoid wearing shorts. The tour does not actually sell tickets, but comes with a suggested minimum donation of 200 Rupees (4 US dollars).

Another amazing experience is the Delhi Food Walk which, every day of the week, takes tourists through the lanes of Old Delhi and gives them a chance to sample its street food. It is only 3 km, but — with frequent stops for food — it takes about four hours. It costs 900 Rupees (15 US dollars), inclusive of food. As long as you have a ticket, you can eat as much as you like! The meeting point is at the 'Jama Masjid'. There is a bus to the Red Fort, which stops near the mosque, or you could take a taxi. But the traffic jams in Delhi are really terrible — so the best way to come is actually by train, arriving at Chawri Bazaar railway station.

There is also an Architecture Walk conducted by experts in this subject. On this walk, participants will explore the architecture and heritage of Delhi in a 'fun' way. A ticket for 3-hour walk costs 599 Rupees (10 US dollars), and it is usually on Sundays. Participants are encouraged to bring their cameras and capture amazing images of beautiful designs. After each walk, they are asked to upload their pictures to the organizers' website — and the tourist who has taken the best one will receive a prize.

Read the text. Then complete the tasks.

READING 2 (Items 9-16)

[12 marks]

READING 2 (cont'd)

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

9. Why is December a good month to visit Delhi?

10. What should you wear for the Salaam Baalak Tour?

11. Which walk is **not** available on Sundays?

12. Which walk is the most expensive?

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

13. For the writer, the most interesting places in Delhi are the _____.

- historic buildings
- shopping centres
- streets

14. _____ take visitors round on the Salaam Baalak Tour.

- Government officials
- Teenagers
- Historians

15. The writer recommends getting to Jama Masjid by _____.

- train
- bus
- taxi

16. At the end of the Architecture Walk, there is a _____.

- meal
- a lecture
- a competition

READING
SCORE

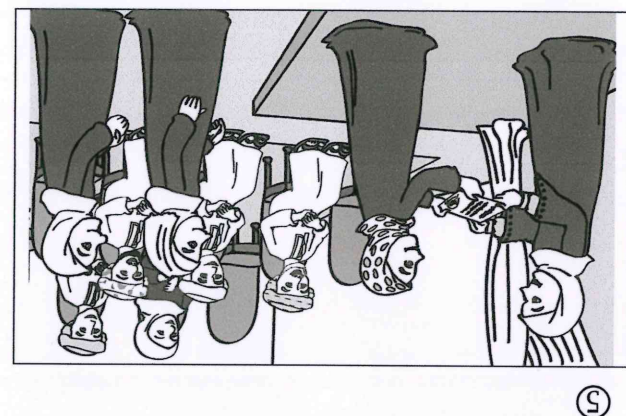
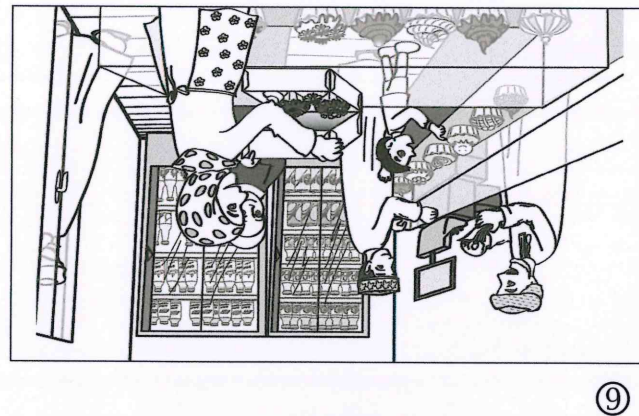
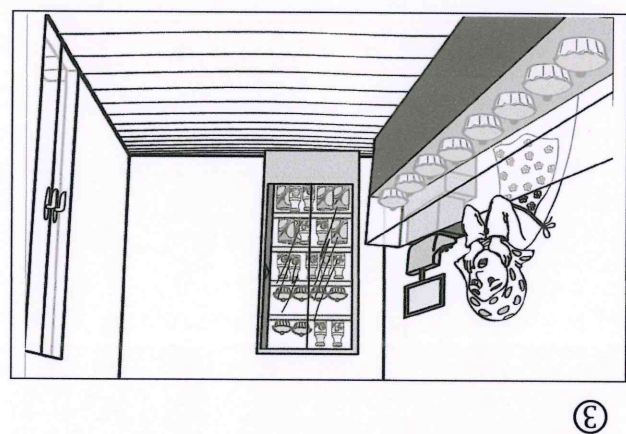
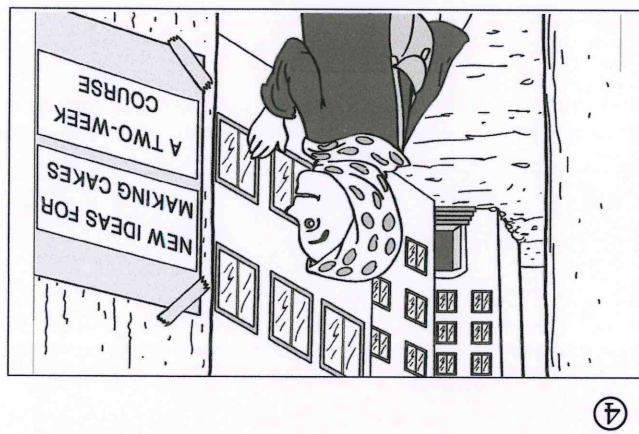
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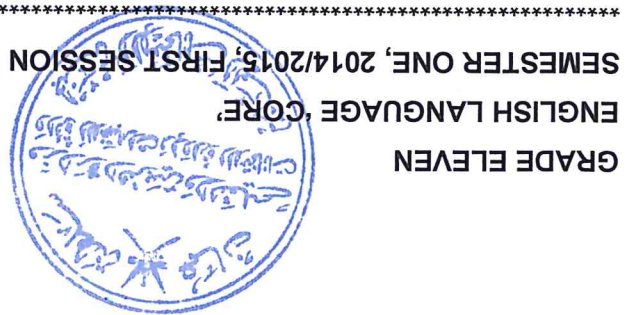
WRITING 2

[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**.

successful	certificate	take/ course	no customers
suggest	guests	not/ accept	apply for





LISTENING 1 (7 mks)		
1. <input checked="" type="radio"/> time of arrival	<input type="radio"/> number of guests	<input type="radio"/> type of rooms
2. <input type="radio"/> texted	<input type="radio"/> e-mailed	<input checked="" type="radio"/> phoned
3. <input checked="" type="radio"/> night-time receptionist	<input type="radio"/> tour operator	<input type="radio"/> day-time receptionist
4. <input checked="" type="radio"/> language differences	<input type="radio"/> difficult customers	<input type="radio"/> not enough waiters
5. <input type="radio"/> slow service	<input checked="" type="radio"/> strict rules	<input type="radio"/> noisy environment
6. <input type="radio"/> at reception	<input type="radio"/> in the restaurant	<input checked="" type="radio"/> in the rooms
7. <input type="radio"/> tomorrow	<input type="radio"/> on Monday	<input checked="" type="radio"/> on Tuesday

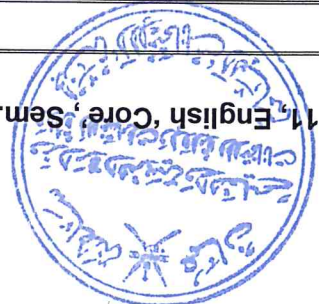
Notes: One mark each. Responses must be indicated clearly.

LISTENING 2 (8 mks)		
8. (become/ be) deaf		
9. banks / a bank		
10. teenage boys		
11. (over/ more than) six million / 6 million / 6,000,000		
12. <input type="radio"/> doctors	<input checked="" type="radio"/> lawyers	<input type="radio"/> pharmacists
13. <input type="radio"/> in factories	<input type="radio"/> on the roads	<input checked="" type="radio"/> on trains
14. <input type="radio"/> 1903	<input checked="" type="radio"/> 1937	<input type="radio"/> 1971
15. <input type="radio"/> stories	<input type="radio"/> poetry	<input checked="" type="radio"/> songs

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' rule; 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)							
1.	<input type="radio"/>	<input checked="" 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 checked="" 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"/>
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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"/>
	decide	involve	participate	prevent	receive	reduce	take place
	win						
<i>Notes: Half-a-mark each. Responses must be indicated clearly.</i>							

GRM/ VCB 2 (2.5 mks)				GRM/ VCB 3 (5 mks)			
6.	What	11. great	16. been	17. or	18. most	19. grew	20. early
7.	to	12. whose					
8.	have	13. published					
9.	many	14. short					
10.	but / however	15. scripts					
<i>Notes: Half-a-mark each. Spelling must be correct, but ignore upper/lower case.</i>				<i>Notes: Half-a-mark each. Spelling must be correct, including grammatical endings.</i>			

READING 1 (8 mks)							
1.	<input checked="" type="radio"/>	one year	<input type="radio"/>	two years	<input type="radio"/>	three years	<input type="radio"/>
2.	<input type="radio"/>	hits	<input checked="" type="radio"/>	says bad things to	<input type="radio"/>	ignores	<input type="radio"/>
3.	<input type="radio"/>	several years	<input checked="" type="radio"/>	two years	<input type="radio"/>	a few months	<input type="radio"/>
4.	<input type="radio"/>	Samir's personality	<input type="radio"/>	his own personality	<input checked="" type="radio"/>	Samir's friends	<input type="radio"/>
5.	<input checked="" type="radio"/>	sociable	<input type="radio"/>	practical	<input type="radio"/>	quiet	<input type="radio"/>
6.	<input type="radio"/>	don't pay much...	<input checked="" type="radio"/>	prefer Samir	<input type="radio"/>	treat them both well	<input type="radio"/>
7.	<input checked="" type="radio"/>	his cousin	<input type="radio"/>	a friend	<input type="radio"/>	his sister	<input type="radio"/>
8.	<input type="radio"/>	complains to someone	<input type="radio"/>	has a talk with Samir	<input checked="" type="radio"/>	remains patient	<input type="radio"/>
<i>Notes: One mark each. Responses must be indicated clearly.</i>							



READING 2 (12 mks)	
9.	cool weather
10.	comfortable shoes
11.	Salaam Baalak
12.	(Delhi) Food Walk
13.	<input type="radio"/> historic buildings
14.	<input type="radio"/> Government officials
15.	<input checked="" type="radio"/> train
16.	<input type="radio"/> meal
	<input type="radio"/> a lecture
	<input type="radio"/> a competition
	<input checked="" type="radio"/> bus
	<input type="radio"/> taxi
	<input type="radio"/> Teenagers
	<input type="radio"/> Historians
	<input checked="" type="radio"/> shopping centres
	<input type="radio"/> streets

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 four words'; HOWEVER, use common sense for any slightly longer, but obviously correct answers.

Qs 13-16: Responses must be indicated clearly.

WRITING (GENERAL NOTES)
<ul style="list-style-type: none"> • 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"> - Discusses the topic in a lively, interesting way, making effective use of supporting arguments. - The points made by the writer are logically organised and very clear. - Makes use of a fair range of structures and vocabulary, with a good level of accuracy.
4	<ul style="list-style-type: none"> - Discusses the topic reasonably well, but use of supporting arguments is not fully effective. - The points made by the writer are reasonably well organized and mostly clear. - Use of grammar and vocabulary is reasonably correct, though rather limited in range.
3	<ul style="list-style-type: none"> - Expresses opinions with some use of supporting arguments, but only in a limited way. - The writer makes an attempt to organise his/her points, but this is only partly effective. - There is a noticeable lack of accuracy in the use of grammar and vocabulary.
2	<ul style="list-style-type: none"> - Makes an attempt to discuss the topic, but the result is unconvincing and clearly inadequate. - Weak organization makes it difficult to follow the points being made by the writer. - Grammar and vocabulary contain frequent serious errors.
1	<ul style="list-style-type: none"> - A very feeble attempt to discuss the topic: very little relevant content. - The points made by the writer are confused and disjointed. - The language used is extremely limited and/or seriously distorted.
0	<p><i>No attempt at the task: EITHER Irrelevant (Completely unrelated to the topic) OR Hardly any writing at all, or not written in English OR Complete nonsense</i></p>

WRITING 2 (10 mks)	
10	<ul style="list-style-type: none"> - Tells the story fully and clearly, in a lively, interesting way, providing appropriate details. - The text is coherent and easy to read. Not many language errors.
8	<ul style="list-style-type: none"> - Tells the story clearly enough, but writing lacks interest for the reader. - There are several noticeable language errors and the text sometimes lacks coherence.
6	<ul style="list-style-type: none"> - Manages to convey the main outline of the story, but only in a limited way. - Language used is limited in range and/or contains quite frequent errors.
4	<ul style="list-style-type: none"> - An attempt is made to tell the story, but important points are either missing or unclear. - Language used is very limited and/or contains many serious errors.
2	<ul style="list-style-type: none"> - A very feeble attempt to tell the story: very little relevant content. - Language used is extremely limited and/or seriously distorted.
0	<p><i>No attempt at the task: EITHER Irrelevant (Completely unrelated to the pictures) OR Hardly any writing at all, or not written in English OR Complete nonsense</i></p>