



**ENGLISH LANGUAGE TEST**

**GRADE ELEVEN 'CORE'**

**Semester One**

**First Session**

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

**Write your answers on the Test Paper**

**Time: 2½ hours**

**Pages: 15**

<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 are going to hear a conversation between a tour guide and a tourist planning a tour. Listen, and shade in the bubble  next to the correct option.

1. This is the tourist's \_\_\_\_\_ visit to Spain.  
 first                                       second                                       third
  
2. The tourist is in Spain \_\_\_\_\_.  
 on her own                                       with her daughter                                       with her husband
  
3. Her hotel is situated near the \_\_\_\_\_.  
 coast                                       city                                       mountains
  
4. It is \_\_\_\_\_ to take photographs inside the museum.  
 preferable                                       prohibited                                       allowed
  
5. They will have lunch at \_\_\_\_\_.  
 12:45                                       1:15                                       1:45
  
6. The guide advised them to have \_\_\_\_\_ at Spaghetti Alley Restaurant.  
 breakfast                                       lunch                                       dinner
  
7. The tour guide is \_\_\_\_\_.  
 rude                                       clumsy                                       helpful



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

You are going to hear a talk about David Blaine who became a famous magician.

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

8. Where was Blaine from? (Country)

\_\_\_\_\_

9. What were his parents' jobs?

\_\_\_\_\_ and \_\_\_\_\_

10. When did Blaine perform his most dangerous trick? (Year)

\_\_\_\_\_

11. Where did Blaine break the world record for breath-holding?

\_\_\_\_\_

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

12. Just before doing the trick, Blaine \_\_\_\_\_.

- took some rest       drank a lot of water       breathed in extra oxygen

13. The doctors were worried about Blaine's \_\_\_\_\_.

- oxygen       blood pressure       heart rate

14. Blaine trained for his trick in a \_\_\_\_\_.

- swimming pool       TV studio       hospital

15. The main cause of pain during the breath-holding trick was \_\_\_\_\_.

- water       carbon dioxide       oxygen

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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.

It was a terrible voyage. We (1) \_\_\_\_\_ Muscat early in the morning and sailed across the Arabian Sea. Unfortunately, it (2) \_\_\_\_\_ us more than twelve hours to get to Salalah because of bad weather. As we were entering the port, something unusual (3) \_\_\_\_\_. The captain (4) \_\_\_\_\_ me that one of the passengers was missing. We (5) \_\_\_\_\_ all over the ship, but could not find him anywhere. He had completely disappeared.

happened    met    searched    dropped    took    told    left    planned

- |           |                       |                       |                       |                       |                       |                       |                       |                       |
|-----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <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. She has been studying in this school \_\_\_\_\_ 2010.
7. The clinic and the pharmacy \_\_\_\_\_ both built in 1990.
8. Rashid went to the mosque \_\_\_\_\_ pray.
9. How \_\_\_\_\_ people were injured in the accident?
10. The father was upset \_\_\_\_\_ his son because he got low marks in all his subjects.



**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: Hi, How was Paris?

Speaker B: It is a **ve**\_\_\_\_\_ beautiful city! But my **tr**\_\_\_\_\_ was quite adventurous!

Speaker A: Really! **Wh**\_\_\_\_\_ happened?

Speaker B: When I arrived at the bus **sta**\_\_\_\_\_, I realised my wallet had been **sto**\_\_\_\_\_. I missed the bus and I had to **rep**\_\_\_\_\_ it to the police.

Speaker A: Oh, so where did you **st**\_\_\_\_\_ that night?

Speaker B: Well luckily, my wallet was found and all my **mo**\_\_\_\_\_ was there. So I was able to **sp**\_\_\_\_\_ the night in a nice hotel.

Speaker A: Oh, that was **gr**\_\_\_\_\_.

**GRM/VCB  
SCORE**

<b>10</b>

**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  under the correct option.

1. My doctor put me on a special diet. It includes fruit, vegetables, nuts and grains. I have to follow it strictly for three months along with daily exercises, or join a gym and take up a hobby that makes me move a lot.

**Statement**

<b>True</b>	<b>False</b>
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The writer has a problem with weight management.

2. The hotel is closed for repairs until the end of the month. It will be open again on Saturday 1<sup>st</sup>, February. We apologise for any inconvenience caused to our loyal customers.

**Statement**

<b>True</b>	<b>False</b>
-------------	--------------

The hotel will be open this month.

3. A man said, "It was unreal, like something from a film. All the passengers were shocked at the behaviour of the flight attendant. After we landed, she was joking and laughing as if nothing had happened."

**Statement**

<b>True</b>	<b>False</b>
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The man was travelling on a plane.

**READING 1 (continued)**

4.

One of my favourite places is Soho, which is a fashionable area in the centre of London. Generally, it takes me thirty minutes to reach there from Heathrow Airport. Many famous people have lived there. It is a very lively and colourful place.

**Statement**

Soho is very popular.

<b>True</b>	<b>False</b>
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5.

Sami had just sat down to watch the football match when he heard the most terrifying scream he had ever heard in his life. The noise had been made by his little sister. She had seen a spider in the bath.

**Statement**

Sami's sister was very scared.

<b>True</b>	<b>False</b>
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**READING 2 (Items 6-11)****(6 marks)**

Read these two e-mails. Then for each item, shade in the bubble  next to the correct option.

**TEXT 1**

Dear Auntie Azza,

I'm currently in 8th grade and I'm taking Spanish. The course is very challenging, although the teacher is doing her best to help. I have been working so hard for the past two semesters, but I doubt I can pass the final exam. My parents advised me to continue attending the classes. They believe that I can succeed. I really don't like this course at all, especially the speaking lessons because I can't talk in front of others. I don't know what to do. I only got 40% in the midterm exam. As I said previously I'm worried I will fail the exam at the end of the year. I have no idea what to do about this course because honestly it's just not working for me Auntie. Please help!

Yours,

Sara

6. Sara has a problem with \_\_\_\_\_.
- the language course       the teacher       her parents
7. Sara hates speaking Spanish in class because she is \_\_\_\_\_.
- lazy       confused       shy
8. Her parents advised her to \_\_\_\_\_ the course this year.
- complete       delay       cancel

**READING 2 (continued)****TEXT 2**

Dear Sara,

Thank you so much for your e-mail. I really appreciate your writing to me about the challenges you are facing learning Spanish. Learning a foreign language is never easy. When I read your e-mail, I thought what a smart girl you are for having chosen Spanish. You know it is the most widely spoken language in the world other than English. It is spoken in twenty countries. There are almost five hundred million Spanish speakers worldwide. So if you keep up your Spanish Sara, you could be one of them. My best advice to you dear is to continue learning Spanish as you are smart. Remember you went through the same experiences when learning French and English and now you speak both fluently in addition to your own language, Arabic. This will help you fulfil your dream of getting a job at the United Nations after you have completed university. I will always be there for you my dearest niece.

Much love,

Auntie Azza

9. Auntie Azza is \_\_\_\_\_ Sara.
- proud of                       annoyed with                       ashamed of
10. Auntie Azza would prefer that Sara \_\_\_\_\_ the course.
- quits                       postpones                       continues
11. Sara can speak \_\_\_\_\_ languages fluently.
- two                       three                       four



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

*Read the text. Then complete the tasks.*

In 1996, a range of cosmetics was produced using mud from the Boryeong mud flats. The cosmetics were said to be full of minerals, which occur naturally in the mud.

In order to promote these cosmetics, the Boryeong Mud Festival was created. This event, takes place annually during the summer in Boryeong, South Korea. It was hoped people would learn more about the mud and the cosmetics.

The first Mud Festival was held in 1998 and, by 2007, the festival had attracted approximately 2.2 million visitors. This festival takes place over a period of around two weeks.

For the period of the festival, several large attractions are located on the seafront area of Daecheon, Boryeong. These include a mud pool, mudslides, mud prison and mud skiing competitions. Coloured mud is also produced for face painting. A large stage is built on the beach, which is used for live music, competitions and various other visual attractions.

A small market on the seafront sells cosmetics, which are made using the mud from Boryeong. Various health clinics and beauty parlours offer services using the famous mud. The festival closes with a large and beautiful firework display.

**READING 3 (continued)**

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

**12.** Why do Korean people use mud in the festival?

\_\_\_\_\_

**13.** When did the mud festival first start?

\_\_\_\_\_

**14.** What is the last event of the festival?

\_\_\_\_\_

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

**15.** The festival is held \_\_\_\_\_.

weekly

monthly

yearly

**16.** The festival lasts for approximately \_\_\_\_\_ days.

two

four

fourteen

**17.** The mud \_\_\_\_\_ is not part of the festival attractions.

pool

flat

prison

**READING  
SCORE**

<b>20</b>



**WRITING 2**

**(10 marks)**

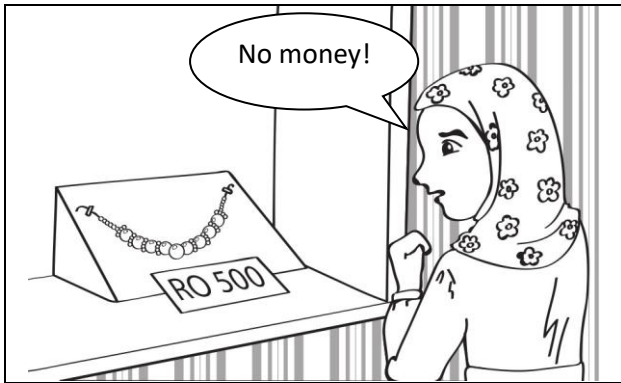
Write a **story** of at least **100 words** based on the following pictures.

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.

pearl necklace	sad	sea shells	make
birthday present	beach	collect	delighted

①



②



③



④



⑤



⑥









\*\*\*\*\*

**LISTENING 1 (7 mks)**

- |   |  |  |
|---|--|--|
| 1. <input type="radio"/> first            | <input checked="" type="radio"/> second            | <input type="radio"/> third              |
| 2. <input type="radio"/> on her own       | <input checked="" type="radio"/> with her daughter | <input type="radio"/> with her husband   |
| 3. <input checked="" type="radio"/> coast | <input type="radio"/> city                         | <input type="radio"/> mountains          |
| 4. <input type="radio"/> preferable       | <input checked="" type="radio"/> prohibited        | <input type="radio"/> allowed            |
| 5. <input checked="" type="radio"/> 12:45 | <input type="radio"/> 1:15                         | <input type="radio"/> 1:45               |
| 6. <input type="radio"/> breakfast        | <input type="radio"/> lunch                        | <input checked="" type="radio"/> dinner  |
| 7. <input type="radio"/> rude             | <input type="radio"/> clumsy                       | <input checked="" type="radio"/> helpful |

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

**LISTENING 2 (8 mks)**

8. America
9. Soldier and (school) teacher
10. (November) 2000
11. TV / TV show / TV studio / live show / Oprah Winfrey TV show
- 
- |  |   |   |
|--|---|---|
| 12. <input type="radio"/> took some rest           | <input type="radio"/> drank a lot of water      | <input checked="" type="radio"/> breathed in extra oxygen |
| 13. <input type="radio"/> oxygen                   | <input type="radio"/> blood pressure            | <input checked="" type="radio"/> heart rate               |
| 14. <input checked="" type="radio"/> swimming pool | <input type="radio"/> TV studio                 | <input type="radio"/> hospital                            |
| 15. <input type="radio"/> water                    | <input checked="" type="radio"/> carbon dioxide | <input type="radio"/> oxygen                              |

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)**

	happened	met	searched	dropped	took	told	left	planned
1.	<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"/>
2.	<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"/>
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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<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"/>

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

**GRM/ VCB 2 (2.5 mks)**

**GRM/ VCB 3 (5 mks)**

6. since	11. <u>very</u>	16. rep <u>ort</u>
7. were	12. <u>trip</u>	17. <u>stay</u>
8. to	13. Wh <u>at</u>	18. mon <u>ey</u>
9. many	14. stat <u>ion</u>	19. sp <u>end</u>
10. with	15. stol <u>en</u>	20. <u>great</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 checked="" type="radio"/> the language course	<input type="radio"/> the teacher	<input type="radio"/> her parents
1. <input checked="" type="radio"/>	<input type="radio"/>	7. <input type="radio"/> lazy	<input type="radio"/> confused	<input checked="" type="radio"/> shy
2. <input type="radio"/>	<input checked="" type="radio"/>	8. <input checked="" type="radio"/> complete	<input type="radio"/> delay	<input type="radio"/> cancel
3. <input checked="" type="radio"/>	<input type="radio"/>	9. <input checked="" type="radio"/> proud of	<input type="radio"/> annoyed with	<input type="radio"/> ashamed of
4. <input checked="" type="radio"/>	<input type="radio"/>	10. <input type="radio"/> quits	<input type="radio"/> postpones	<input checked="" type="radio"/> continues
5. <input checked="" type="radio"/>	<input type="radio"/>	11. <input type="radio"/> two	<input checked="" type="radio"/> three	<input type="radio"/> four

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

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

## READING 3 (9 mks)

12. It's rich in minerals / To promote the cosmetics

13. 1998

14. A large firework display

15.  weekly

monthly

yearly

16.  two

four

fourteen

17.  pool

flat

prison

Notes: 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.

<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 (10 mks)</b>	
<b>10</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>8</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>6</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>4</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>2</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><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>