



**ENGLISH LANGUAGE TEST**

**GRADE TEN**

**Semester One  
Second 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>VOCABULARY</b>	<b>5</b>					
<b>GRAMMAR</b>	<b>5</b>					
<b>READING</b>	<b>20</b>					
<b>WRITING</b>	<b>15</b>					
<b>TOTAL</b>	<b>60</b>					

**LISTENING 1 (Items 1-6)****[6 marks]**

*You're going to hear a conversation between a husband and wife.  
Listen, and shade in the bubble  next to the correct option.*

1. The wife heard about a possible volcanic eruption \_\_\_\_\_.  
 from their neighbours       on the radio       from a policeman
  
2. There was a similar warning \_\_\_\_\_.  
 last week       last year       two years ago
  
3. The husband is especially worried about \_\_\_\_\_.  
 damage       his business       security
  
4. They decide to stay at \_\_\_\_\_.  
 a brother's house       a government centre       their parents' house
  
5. Last week, their car \_\_\_\_\_.  
 ran out of petrol       was repaired       broke down
  
6. They agree to leave \_\_\_\_\_.  
 immediately       at 12.30       at 1.30



**LISTENING 2 (Items 7-11)****[5 marks]**

*You're going to hear a traditional story from India.*

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

**7.** What kind of business did Raj have?

\_\_\_\_\_

**8.** Why did Pinchu jump into the water?

To reduce \_\_\_\_\_

**9.** For how long was he able to cheat his master?

\_\_\_\_\_

**10.** How did Raj discover this?

\_\_\_\_\_

**11.** To teach the donkey a lesson, what did Raj put in the bags?

\_\_\_\_\_



**LISTENING 3 (Items 12-15)**

**[4 marks]**

*You're going to hear four news items. What are they about?*

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

Education	Business	Crime	Sport	Entertain- ment	Weather
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**12.(1)**                                                                

**13.(2)**                                                                

**14.(3)**                                                                

**15.(4)**                                                                

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**LISTENING  
SCORE**

<b>15</b>

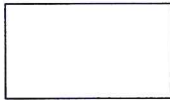
**VOCABULARY 1 (Items 1-5)**

**[2½ marks]**

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

I had a great time working with the Omani Rescue <sup>(1)</sup> \_\_\_\_\_ to help victims in different countries around the world. They were looking for <sup>(2)</sup> \_\_\_\_\_, so I decided to join. I started by <sup>(3)</sup> \_\_\_\_\_ funds through different activities, like 'fancy dress day', 'food day' and 'fun runs'. We were also <sup>(4)</sup> \_\_\_\_\_ by well-known companies with T-shirts and caps, which brought in more money. This is important work, so I <sup>(5)</sup> \_\_\_\_\_ you all to give it a try, as our little contribution means a lot to others.

- |    |                                   |                                    |                                   |                                  |
|----|-----------------------------------|------------------------------------|-----------------------------------|----------------------------------|
| 1. | <input type="radio"/> preparation | <input type="radio"/> organisation | <input type="radio"/> competition | <input type="radio"/> prevention |
| 2. | <input type="radio"/> explorers   | <input type="radio"/> referees     | <input type="radio"/> strangers   | <input type="radio"/> volunteers |
| 3. | <input type="radio"/> replacing   | <input type="radio"/> spending     | <input type="radio"/> winning     | <input type="radio"/> raising    |
| 4. | <input type="radio"/> produced    | <input type="radio"/> protected    | <input type="radio"/> sponsored   | <input type="radio"/> surprised  |
| 5. | <input type="radio"/> prohibit    | <input type="radio"/> attract      | <input type="radio"/> encourage   | <input type="radio"/> collect    |



**VOCABULARY 2 (Items 6-10)****[2½ marks]**

For each item, read the definition and the example.

Then complete the word in the space provided.

You are given the first letter(s) of the word. Make sure your **spelling** is **correct**.

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

**6.** (adjective) with a thin edge that can cut things easily

e.g. For cooking, you need some good **sh** \_ \_ \_ knives.

**7.** (verb) to teach somebody to do something

e.g. If you **tr** \_ \_ \_ people well, they will do a good job for you.

**8.** (noun) things that make you believe that something is true.

e.g. The police don't have enough **evi** \_ \_ \_ \_ \_ to take him to court.

**9.** (adjective) achieving what you want to achieve

e.g. He was very **succ** \_ \_ \_ \_ \_ in his business and made lots of money.

**10.** (noun) an old story that many people believe

e.g. In their tradition, there is one **my** \_ \_ that they all love.

**VOCABULARY  
SCORE**



**5**

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

**[2½ marks]**

For each item, shade in the bubble  under the correct option.

Speaker A: What's wrong, son? You <sup>(1)</sup> \_\_\_\_\_ call me yesterday! Are you OK?

Speaker B: I'm fine. I'm still in Dubai, <sup>(2)</sup> \_\_\_\_\_ I don't have any money.

Speaker A: Really? So <sup>(3)</sup> \_\_\_\_\_ don't you come home then?

Speaker B: I can't. I <sup>(4)</sup> \_\_\_\_\_ to finish this project first.

Speaker A: How <sup>(5)</sup> \_\_\_\_\_ more time do you need?

Speaker B: Just two weeks. That's all.

- |        |     |        |      |     |      |      |      |    |     |
|--------|-----|--------|------|-----|------|------|------|----|-----|
| aren't | but | didn't | have | how | many | much | must | so | why |
|--------|-----|--------|------|-----|------|------|------|----|-----|

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

**GRAMMAR 2 (Items 6-10)****[2½ marks]**

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

6. "I've decided! I'm going \_\_\_\_\_ leave my job!"
7. What have you \_\_\_\_\_ doing since we last met?
8. We \_\_\_\_\_ eating lunch when Dad arrived.
9. The students discussed the story they \_\_\_\_\_ read the day before.
10. "It's \_\_\_\_\_ most beautiful painting I've ever seen!"

**GRAMMAR  
SCORE**

<b>5</b>



**READING 1 (Items 1-5)**

**[5 marks]**

Match the five texts on the left with the texts in the box. (There are two extra texts in the box.) Shade in the bubble  under the correct option.

1. Recently, I read a well-known fairy tale. It was a very sad story.
2. Calligraphy is one of the great traditional arts of East Asia.
3. My favourite footballer, Zinedine Zidane, will play in a charity match in Switzerland.
4. Each student will choose an extreme sport and talk about it for five minutes.
5. Just a reminder to you all: Thursday is 'Fun Food Day' at the school.

<b>A.</b> The money raised will go to the victims of earthquakes and other disasters.
<b>B.</b> At the end, the two main characters got married, with their families there to support them.
<b>C.</b> Everyone should bring a meal which they have made themselves, with no help from any other family members.
<b>D.</b> Everything went wrong for the heroine, and she was heartbroken at the end.
<b>E.</b> You should pay some money and come to school looking like a character from a story or film.
<b>F.</b> The audience will then decide which presentation was the most interesting and entertaining.
<b>G.</b> It is still practised today by many people, including every school-aged child.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
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"/>

**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 David,

I hope you are well. Congratulations once again on winning that gold medal! It seems that you Canadians are really good at swimming!

It's great to hear that you're visiting London in March. It so happens that we're having a sports event at our school at exactly the same time. It would be really nice if you could come and talk to our students about your sporting success. We're also going to invite some professionals from other sports to give presentations.

The exact dates from 15<sup>th</sup> to 17<sup>th</sup> March. Could you come on the first day? Please e-mail me as soon as possible and let me know.

Regards,

Philip

6. Philip is working \_\_\_\_\_.
- for the Ministry of Sport       as a teacher       in Canada
7. He wants David to \_\_\_\_\_.
- demonstrate his swimming skills       do an interview       give a presentation
8. He asks David to be there on \_\_\_\_\_ March.
- 15<sup>th</sup>       16<sup>th</sup>       17<sup>th</sup>

**READING 2 (cont'd)****TEXT 2**

Hi Philip,

Thanks for your message. I'd be very happy to come to your school! I love to meet people and talk about swimming.

Just a couple of questions: how long would you like my presentation to be? And how big is the hall? I don't have a loud voice, so I'll probably need a microphone! I thought about showing a film, but that's too complicated, isn't it? Better to keep it simple!

I expect your students would like to see my gold medals. Is there a safe place to keep them at the school?

The date you suggested is fine. I'll arrive the evening before. Can you recommend a good hotel? And if you could pick me up in the morning, that would be great! I don't know where your school is!

Best wishes,

David

9. David wants to use a \_\_\_\_\_.
- laptop                       microphone                       film
10. He is worried about \_\_\_\_\_.
- the audience                       money                       his medals
11. At the end, he asks \_\_\_\_\_.
- about accommodation       to change the date                       for directions to the school



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

*Read this article. Then, complete the tasks.*

The '*National Museum of the American Indian*' in New York is dedicated to the everyday life of the Native Americans who once lived throughout the continent. It was established in New York in 1916 by George Heye, who began collecting artefacts in 1903.

When I went there, I was especially interested in the section showing clothes, footwear and gold jewellery worn by both men and women. Among the footwear, you can see the famous 'moccasins', which are soft, handmade, leather shoes. Moccasins are, in fact, the most popular items in the museum's gift shop. They are not only beautifully decorated with brightly-coloured beads, but are also very tough and last for a surprisingly long time. I know, because I got a pair myself!

The fishing section was full of examples of nets, hooks, fishing rods, and other basic equipment. They all looked the same to me! But then I saw a long, light boat called a canoe. Its design, unchanged for centuries, was very simple, but also very beautiful.

The next section contained spear heads and arrows made of hard stone. These are, for some reason, mixed together with pottery items. One of these items really caught my attention: made of clay, it was a bird with huge, staring eyes. Unfortunately, there aren't any signs or explanations next to the items. So I was unable to find out what this clay bird was, or what it was used for.

The museum opens 10 am-5 pm, Thursdays up to 8 pm; every day of the year except Christmas Day. Entry is free. The museum also offers daily tours, lectures and film shows. Saturday and Wednesday, 1 pm-3 pm, is specially reserved for groups of schoolchildren.

**READING 3 (cont'd)**

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

12. In what year was the museum set up?

\_\_\_\_\_

13. What did the writer buy there?

\_\_\_\_\_

14. What was the most interesting exhibit in the fishing section?

\_\_\_\_\_

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

15. In the pottery section, you can also see \_\_\_\_\_.

- weapons                       baskets                       jewellery

16. The writer thinks the museum should provide \_\_\_\_\_.

- better lighting                       tourist guides                       more written information

17. The museum is closed once a \_\_\_\_\_.

- week                       month                       year

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**READING  
SCORE**

<b>20</b>

**WRITING 1**

**[5 marks]**

Write at least **60 words** on the following topic:

**"Children should always follow their parents' advice."**

Do you agree or not? Give your reasons.

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

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Marker A	Marker B	Average

**WRITING 2**

[10 marks]

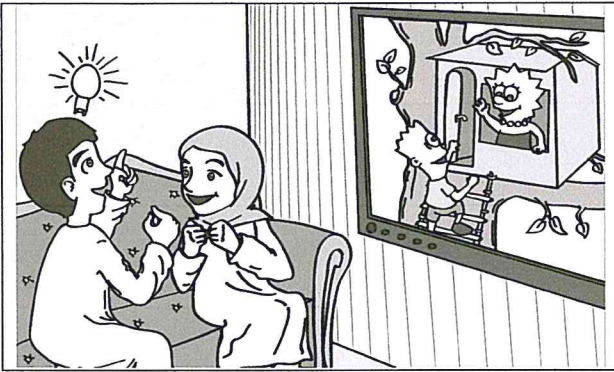
Write a **story** of at least **100 words** based on the following pictures.

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

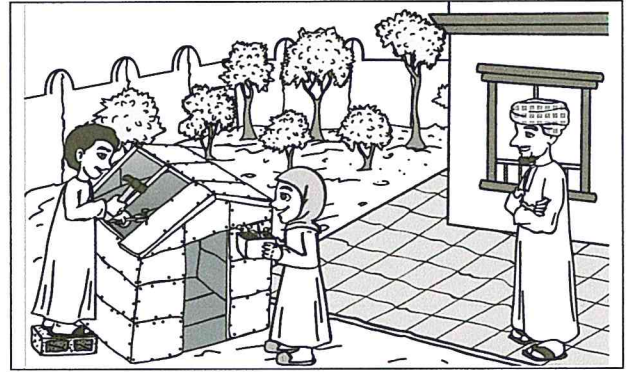
You can also put in more details to make your story **lively** and **interesting**.

cartoon	idea	small house	storm
destroy	beach	pieces/ wood	take home

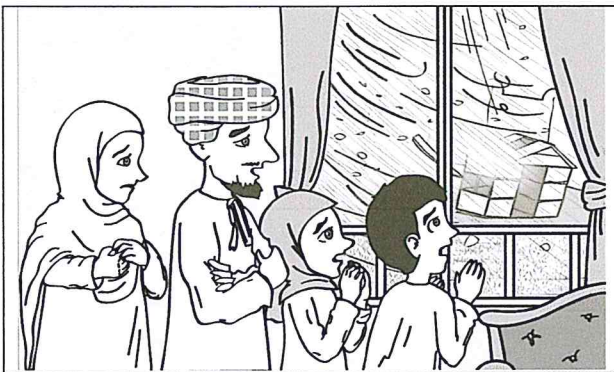
①



②



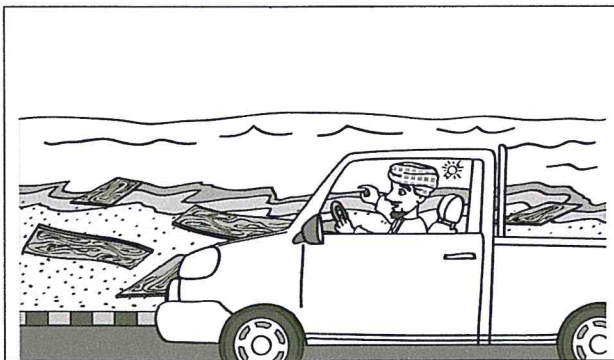
③



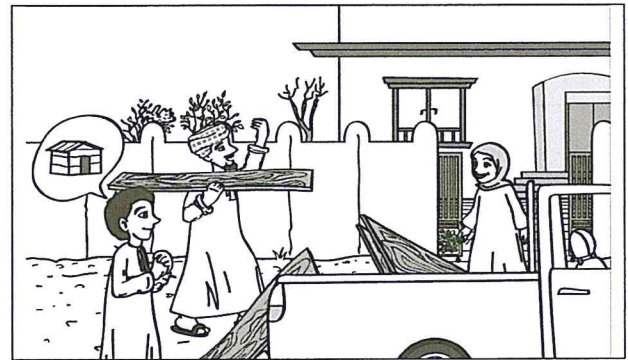
④



⑤



⑥









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**LISTENING 1 (6 mks)**

1. <input type="radio"/> from their neighbours	<input checked="" type="radio"/> on the radio	<input type="radio"/> from a policeman
2. <input type="radio"/> last week	<input type="radio"/> last year	<input checked="" type="radio"/> two years ago
3. <input type="radio"/> damage	<input type="radio"/> his business	<input checked="" type="radio"/> security
4. <input checked="" type="radio"/> a brother's house	<input type="radio"/> a government centre	<input type="radio"/> their parents' house
5. <input type="radio"/> ran out of petrol	<input checked="" type="radio"/> was repaired	<input type="radio"/> broke down
6. <input type="radio"/> immediately	<input type="radio"/> at 12.30	<input checked="" type="radio"/> at 1.30

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

**LISTENING 2 (5 mks)**

<p>7. salt</p> <p>8. (to reduce) the load/weight/salt</p> <p>9. three weeks / 3 weeks</p> <p>10. from his son/ Kumar told him</p> <p>11. cotton</p>	<p><i>Notes: (i) One mark each.</i></p> <p><i>(ii) Complete accuracy in grammar &amp; spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.</i></p> <p><i>(iii) In general, apply the '<u>not more than four words</u>'. HOWEVER, use common sense for slightly longer, but <u>obviously</u> <u>correct</u> answers.</i></p>
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**LISTENING 3 (4 mks)**

	Education	Business	Crime	Sport	Entertainment	Weather
12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
13.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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



VOCABULARY 1 (2.5 mks)			
1. <input type="radio"/> preparation	<input checked="" type="radio"/> organisation	<input type="radio"/> competition	<input type="radio"/> prevention
2. <input type="radio"/> explorers	<input type="radio"/> referees	<input type="radio"/> strangers	<input checked="" type="radio"/> volunteers
3. <input type="radio"/> replacing	<input type="radio"/> spending	<input type="radio"/> winning	<input checked="" type="radio"/> raising
4. <input type="radio"/> produced	<input type="radio"/> protected	<input checked="" type="radio"/> sponsored	<input type="radio"/> surprised
5. <input type="radio"/> prohibit	<input type="radio"/> attract	<input checked="" type="radio"/> encourage	<input type="radio"/> collect

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

VOCABULARY 2 (2.5 mks)	
6. <u>sharp</u>	9. <u>successful</u>
7. <u>train</u>	10. <u>myth</u>
8. <u>evidence</u>	

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

GRAMMAR 1 (2.5 mks)										
	aren't	but	didn't	have	how	many	much	must	so	why
1.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>	<input type="radio"/>	<input checked="" 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"/>	<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"/>	<input type="radio"/>	<input type="radio"/>

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



GRAMMAR 2 (2.5 mks)	READING 1 (5 mks)						
	A	B	C	D	E	F	G
6. to	1. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. been	2. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
8. were	3. <input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. had / 'd	4. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
10. the	5. <input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i>	<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>						

READING 2 (6 mks)		
6. <input type="radio"/> for the Ministry of Sport	<input checked="" type="radio"/> as a teacher	<input type="radio"/> in Canada
7. <input type="radio"/> demonstrate his ...	<input type="radio"/> do an interview	<input checked="" type="radio"/> give a presentation
8. <input checked="" type="radio"/> 15 <sup>th</sup>	<input type="radio"/> 16 <sup>th</sup>	<input type="radio"/> 17 <sup>th</sup>
9. <input type="radio"/> laptop	<input checked="" type="radio"/> microphone	<input type="radio"/> film
10. <input type="radio"/> the audience	<input type="radio"/> money	<input checked="" type="radio"/> his medals
11. <input checked="" type="radio"/> about accommodation	<input type="radio"/> to change the date	<input type="radio"/> for directions to the ...
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

READING 3 (9 mks)		
12. 1916		
13. (a pair of) shoes/ mocassins		
14. (a) canoe/ boat		
15. <input checked="" type="radio"/> weapons	<input type="radio"/> baskets	<input type="radio"/> jewellery
16. <input type="radio"/> better lighting	<input type="radio"/> tourist guides	<input checked="" type="radio"/> more written ...
17. <input type="radio"/> week	<input type="radio"/> month	<input checked="" type="radio"/> year
<i>Notes: One-and-a-half marks each.</i>		
<i>Qs 12-14: (i) Complete accuracy in grammar &amp; 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 slightly longer, but <u>obviously correct</u> answers.</i>		
<i>Qs 15-17: Responses must be indicated <u>clearly</u>.</i>		



<b>WRITING 1 (5 mks)</b>	
<b>5</b>	<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>
<b>4</b>	<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>
<b>3</b>	<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>
<b>2</b>	<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>
<b>1</b>	<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>
<b>0</b>	<i>No attempt at the task:</i> <u>EITHER</u> Irrelevant (Completely unrelated to the topic) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense

<b>WRITING 2 (10 mks)</b>	
<b>10</b>	<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>
<b>8</b>	<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>
<b>6</b>	<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>
<b>4</b>	<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>
<b>2</b>	<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>
<b>0</b>	<i>No attempt at the task:</i> <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