ENGLISH LANGUAGE TEST

GRADE ELEVEN 'ELECTIVE'

Semester Two
First Session

Name			
School		**Class**	

Write your answers on the Test Paper

Time: 2½ hours   **Pages: 9**

ELEMENT		Marks		Red Marker	Green Marker	Blue Checker
				Name	Name	Name
READING	15					
WRITING 1	15					
WRITING 2	15					
WRITING 3	15					
TOTAL	60					

READING 1 (Items 1–6)   (6 marks)

This is a transcript of an interview with a girl. She is going to represent Oman in an international karate competition. Read the text. Then, complete the task.

Interviewer:	And now let's meet another participant! You're Muna Al-Jamil, aren't you? From Salalah in Oman?
Muna:	That's right.
Interviewer:	How was your trip here?
Muna:	Not too bad! It only takes an hour to fly from Salalah to Muscat, and then another hour from Muscat to Dubai.
Interviewer:	So, are you and your team ready for the competition?
Muna:	Yes, of course, but I'm also feeling a little nervous. It's the first time I've taken part in an international competition. And the opposition is very strong.
Interviewer:	So which teams do you fear the most?
Muna	Well, Australia, China and Iraq are all very good, but I think our most difficult match will be against South Korea.
Interviewer:	Well, good luck, anyway! So, how did you become interested in karate?
Muna	It happened when I was a child. I saw a movie called *'Karate Kid'* which I really liked. So I asked my parents if I could join the local karate club.
Interviewer:	How did they react?
Muna :	Well, my Mum didn't like the idea at all! But my Dad just said: "Why not?" So he used to take me to the club regularly twice a week.
Interviewer:	How old were you at that time?
Muna	Seven.
Interviewer:	Really!? And now you're fifteen, aren't you?
Muna:	That's right. It was my birthday last week.

1

READING 1 (continued)

*Are these statements **True** or **False**?*
Shade in the bubble ⬭ *under the correct option.*

Statements	True	False
1. Muna came to Dubai by plane.	⬭	⬭
2. She has competed at international level once before.	⬭	⬭
3. She thinks Australia is the strongest team.	⬭	⬭
4. She became interested in karate after watching a film.	⬭	⬭
5. Her parents encouraged her to join a karate club.	⬭	⬭
6. She has been doing karate for eight years.	⬭	⬭

READING 2   (Items 7–12)   (9 marks)

Read the text. Then complete the task.

Anna Pavlova was one of the most popular ballet dancers of all time, loved by audiences all over the world. She was born in 1881 in St Petersburg, which was at the time the capital of Russia. Her father died when she was just two years old, so her mother worked as a washerwoman to earn enough money for them to survive.

Pavlova wanted to be a dancer from the age of eight, when she attended a performance of *'Sleeping Beauty'* at the Mariinsky Theatre. Two years later, she was accepted as a student at the Imperial Ballet School. Although the young Pavlova was not regarded as especially beautiful, her body was extremely supple, and she was able to bend and twist with ease and grace. Her talents impressed ballet master, Marius Petipa, whose strict teaching methods gave her a strong foundation in the traditions of classical ballet.

In 1899, Pavlova formed an international group of ballet dancers based in St Petersburg. These were all top-class performers, but Pavlova soon attracted special attention with the poetic and expressive quality of her dancing. The group then left Russia to go on long tours, first around Europe, and then to North and South America. Anna Pavlova became the first international superstar of the ballet world.

However, the old world in which she grew up was changing. After the outbreak of the First World War (1914-1918) and especially the Russian Revolution (1917), which brought down the Emperor, it was no longer safe for her to visit Russia. So she never saw her homeland again.

So, until her death in 1931, Pavlova continued to make long, exhausting tours, always with her own dance group. They now brought ballet to new audiences in places as varied as Egypt, Burma, Japan, China, India and Australia. Although Pavlova's style was in some ways influenced by foreign cultures and new methods of dancing, she always remained a classical performer dancing in the old Russian style.

READING 2 (continued)

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

7. Anna Pavlova grew up in _____ family.

    ⬭ a rich   ⬭ an artistic   ⬭ a poor

8. She started learning ballet at the age of _____.

    ⬭ 8   ⬭ 10   ⬭ 12

9. She attracted a lot of attention because of her _____.

    ⬭ beauty   ⬭ physical skill   ⬭ intelligence

10. She didn't go back to Russia after 1914 because of _____ problems.

    ⬭ political   ⬭ financial   ⬭ professional

11. In the 1920s, she did most of her dancing in _____.

    ⬭ Europe   ⬭ America   ⬭ Asia

12. Generally, Pavlova's style of dancing was _____.

    ⬭ modern   ⬭ foreign   ⬭ traditional

READING SCORE	
	15

WRITING 1   (15 marks)

*Complete the following task. Write at least **100 words**.*

Situation: Imagine that you are Bader/Badriya. Your father has written his autobiography. The book will be launched at the Muscat Book Fair next month. Your father has asked you to plan the event.

Task: Write an ***e-mail*** to your friend, Majid/Majida. Invite him/her to the book launch party. Say what you are planning to do, and ask for his/her ideas and suggestions.

*Your writing should be **friendly** and **interesting**.*

WRITING 1 (continued)

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Marker A	Marker B	Average

WRT 1 SCORE | 15

WRITING 2   **(15 marks)**

*Write at least **100 words** on the following topic:*

Which is better?
To have many friends <u>or</u> to have one very close friend?

What do you think? Give your reasons.

*Your writing should be **well-organised**, **clear** and **convincing**.*

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WRITING 2 (continued)

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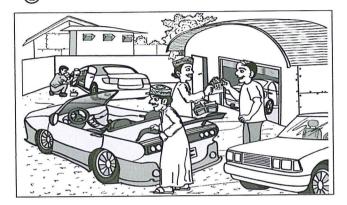| Marker A	Marker B	Average

WRT 2
SCORE   **15**

WRITING 3

(15 marks)

*Write a **story** of at least **100 words** based on the following pictures.*
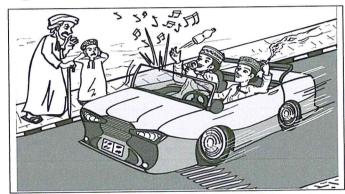*You can use the words in the box to help you.*
You can also put in more details to make your story lively and interesting.

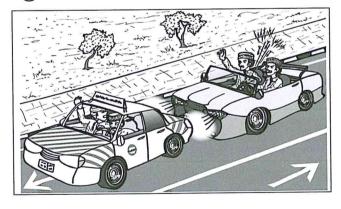| garage | service/ re-paint | annoyed | learner driver |
| instructor | overtake | break down | take back |

①

②

③

④

⑤

⑥

WRITING 3 (continued)

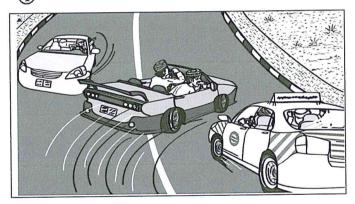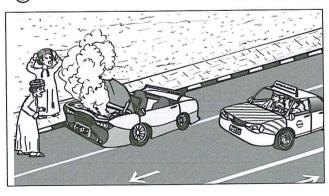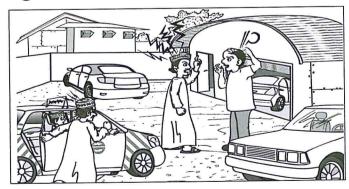| Marker A	Marker B	Average

WRT 3
SCORE   15

GRADE ELEVEN

ENGLISH LANGUAGE 'ELECTIVE'

SEMESTER TWO, 2014/2015, FIRST SESSION

MARKING GUIDE

TOTAL MARKS: 60

page 1 of 3

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READING 1 (6 mks)		READING 2 (9 mks)		
	True / False			
1.	True	7. ○ a rich	○ an artistic	● a poor
2.	False	8. ○ 8	● 10	○ 12
3.	False	9. ○ beauty	● physical skill	○ intelligence
4.	True	10. ● political	○ financial	○ professional
5.	False	11. ○ Europe	○ America	● Asia
6.	True	12. ○ modern	○ foreign	● traditional

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

Notes: One-and-a-half marks each. Responses must be indicated _clearly_.

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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 well 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 (15 mks)	
15	– Impact on intended reader is <u>very</u> <u>positive</u>. – Writing clearly succeeds in achieving its purpose. – Uses language which is appropriate to the reader and context. – A fair range of grammatical structures and vocabulary, with a good level of accuracy.
12	– Impact on intended reader is <u>fairly</u> <u>positive</u>. – Writing has reasonable success in achieving its purpose. – There are clear attempts to use language appropriate to the reader and context. – Grammar and vocabulary are reasonably correct, though limited in range.
9	– Impact on intended reader is <u>mixed</u>. – Writing has partially achieved its main purpose, but: – Some of the language used is inappropriate to the reader and context. – There is a noticeable lack of accuracy in the use of grammar and vocabulary.
6	– Impact on intended reader is <u>rather</u> <u>negative</u>. – Writing only has very limited success in achieving its purpose. – There is little evidence of any attempt to use appropriate language. – Grammar and vocabulary contain frequent serious errors.
3	– Impact on intended reader is <u>very</u> <u>negative</u>. – Writing clearly fails to achieve its intended purpose. – There is little evidence of any attempt to use appropriate language. – The grammar and vocabulary used is extremely limited and/or seriously distorted.
0	*No* <u>*attempt*</u> *at* <u>*the*</u> <u>*task*</u>: EITHER Irrelevant (Completely unrelated to the task/ instructions) <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

Note 1: The task is to write an **e-mail**, so students <u>must</u> include a greeting at the start <u>and</u> a closing at the end. If they do not, they will lose marks. PROCEDURE: Each marker marks the <u>content</u> of the e-mail according to the Rating Scale — then, if either the greeting or the closing are <u>missing</u>, **deduct three marks** from the content-score.

Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.

WRITING 2 (15 mks)	
15	– 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.
12	– 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.
9	– 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.
6	– 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.
3	– A <u>very</u> 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	*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

WRITING 3 (15 mks)	
15	– 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.
12	– Tells the story clearly enough, but writing lacks interest for the reader. – There are several noticeable language errors and the text sometimes lacks coherence.
9	– 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.
6	– 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.
3	– A <u>very</u> feeble attempt to tell the story: very little relevant content. – Language used is extremely limited and/or seriously distorted.
0	*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.