



ENGLISH LANGUAGE TEST
GRADE ELEVEN 'ELECTIVE'

Semester One
Second Session

Name			
School		Class	

Write your answers on the Test Paper

Time: 2½ hours

Pages: 8

ELEMENT	Marks	Marks		Red Marker	Green Marker	Blue Checker
				Name	Name	Name
READING	15					
WRITING	45					
TOTAL	60					

READING 1 (Items 1-6)

(6 marks)

Match the six 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. Most of my friends hate Maths, but I don't. In fact, it's my favourite subject!
2. Ali is an unusual boy. He always comes to school so bright and full of energy!
3. We wanted to stay at a nice, quiet resort recommended by a friend of mine.
4. I received your letter safely, but it came a few days late.
5. I'm really interested in buying a new smart phone.
6. We spent a lot of money on decorating our new house. But it was worth it!

- A. He eats too much junk food, and never gets any exercise.
- B. Unfortunately, it was full, so we had to postpone our trip until next month.
- C. The one I've got is so old-fashioned, and the battery doesn't work properly.
- D. I especially enjoy playing with numbers and doing calculations in my head.
- E. We employed a specialist designer, and he did a really great job.
- F. When I asked him about it, he told me he always goes to bed before nine.
- G. You shouldn't copy your e-mails to people who don't need to read them.
- H. There was a mistake in the address, and my name was also wrongly spelt.

	A	B	C	D	E	F	G	H
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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"/>
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"/>
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"/>
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"/>
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"/>
6.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

READING 2 (Items 7-12)**(9 marks)**

Read the text. For each item, write a short answer (**not more than FOUR WORDS**).

Yosemite National Park

Yosemite National Park is one of the biggest nature reserves in California. It is home to a wide range of wildlife, including around 500 bears, mostly black bears, but also some brown bears and grizzlies.

To ensure your safety, please follow these guidelines:

How to keep bears away

- * If you are going to spend the night in the park, empty your car of any items of food. Bears have an excellent sense of smell and can detect food from over three kilometres away! If they do, they might then break your car window or tear the seats to get what they want.
- * If you are going to sleep in a tent, food must be kept outside in a special, airtight container. Keep this container locked at all times as bears will certainly try to open it.

What to do when you see a bear

- * Keep at a distance of at least 50 metres away from the bear. If you get closer, you never know what the bear might do!
- * If a bear comes near you, inform the park rangers. Tell them your location and how many people are in your group. Special phones are available at some locations in the park, but if these are often far away, so use your mobile to send a text-message.
- * Don't panic or show any fear: this will only encourage the bear to attack! Instead, stand up and then shout at the animal as loud as possible, as if you were angry. Repeat this until it leaves. Sometimes, the bear will then climb up the nearest tree. If it does this, stay clear: do not stand under the tree!
- * You may have heard people talk about scaring bears away using shotguns or pepper sprays. However, both of these can be highly dangerous and are strictly forbidden in the park!

READING 2 (continued)

7. What is the most common type of bear in the park?

8. In which **two** places should you **never** leave your food?

(i) _____ (ii) _____

9. How do hungry bears know where food is?

10. What is the **best** way to contact a park ranger?

11. If a bear comes near you, what **two** things should you do to scare it away?

(i) _____ (ii) _____

12. Where do bears like to hide when in danger?

READING SCORE	15

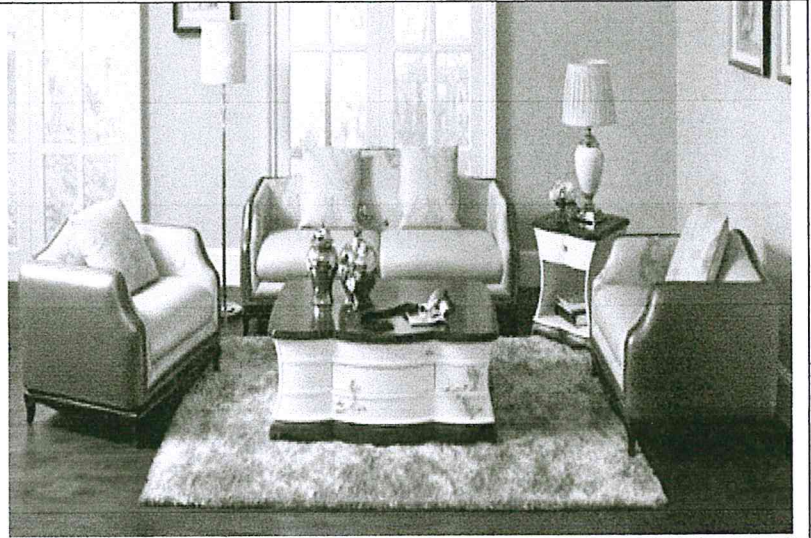
WRITING 1

(15 marks)

Write a PARAGRAPH about this **furniture set**. Use the picture and ALL the information in the box. Your writing should be correct and well-organized.

Furniture Set for Sale

modern/ stylish	easy/ clean
made/ China	printed leather
reason: leaving/ country	
frame: wood/ high quality	
used/ 6 months	
grey/ beige	OR 350



WRITING 1 (continued)

Marker A	Marker B	Average

WRITING 2 **(15 marks)**

Write at least **100 words** on the following topic:
Situation: You are writing an article for a British magazine. The topic is:
'Celebrations in Oman: a child's first birthday'

Explain what adults and children do on this occasion and how they feel.
Your writing should be clear and interesting.

WRITING 3**(15 marks)**

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

Situation: Imagine that you are Salim/Salma. You are on holiday in Canada. You really like the place. However, during the last few days, the weather has become very cold. This has caused problems for you.

Task: Write an **e-mail** to your friend, Nasser/Nasra. Tell him/her about your trip.

Your writing should be lively and interesting.

WRITING 3 (continued)

Marker A	Marker B	Average

WRITING SCORE	
	45

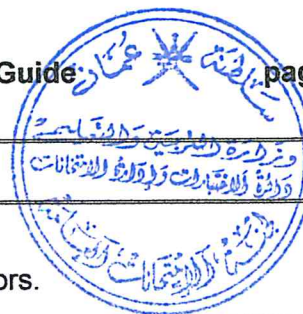


READING 1 (6 mks)								
	A	B	C	D	E	F	G	H
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<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"/>
4.	<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"/>
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"/>
6.	<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: One mark each. Responses must be indicated clearly.

READING 2 (9 mks)	
<p>7. black (bears)</p> <p>8. (i) car (ii) tent <u>OR</u> (i) tent (ii) car (Must have both)</p> <p>9. (excellent sense of) smell</p> <p>10. text message</p> <p>11. stand up + shout (at it) (Must have both)</p> <p>12. (in) trees / (in) a tree</p>	<p><i>Notes: One-and-a-half marks each.</i></p> <p>– Complete accuracy in grammar & spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.</p> <p>– In general, apply the '<u>not more than four words</u>'. HOWEVER, use common sense for slightly longer, but <u>obviously correct</u> answers.</p>

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, 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 (<u>not</u> 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	<ul style="list-style-type: none"> – Presents all the information* fully and clearly. – Writing is well-organised and coherent. Only minor language errors.
12	<ul style="list-style-type: none"> – Presents most of the information* clearly enough. – Language is mostly correct, despite a few noticeable errors.
9	<ul style="list-style-type: none"> – Presents a reasonable amount of information*, but with some gaps or lack of clarity. – Language is reasonably correct, but writing sometimes lacks coherence.
6	<ul style="list-style-type: none"> – Manages to present only a limited amount of information*; important points are missing or unclear. – Language contains frequent errors, some of which obscure meaning.
3	<ul style="list-style-type: none"> – A <u>very</u> feeble attempt at the task, presenting very little information*. – Language used is extremely limited and/or seriously distorted.
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Not related to the picture or to the information provided) <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.</p>
* See <u>both</u> the picture <u>and</u> the information points provided.	

WRITING 2 (15 mks)	
15	<ul style="list-style-type: none"> – Presents a lot of relevant information, clearly and in an interesting way. – Writing is well-organised and coherent. Only minor language errors.
12	<ul style="list-style-type: none"> – Presents a good amount of relevant information, clearly enough. – Language is mostly correct, despite a few noticeable errors.
9	<ul style="list-style-type: none"> – Presents a reasonable amount of relevant information, but with some gaps or lack of clarity. – Language is reasonably correct, but writing sometimes lacks coherence.
6	<ul style="list-style-type: none"> – Manages to present only a limited amount of relevant information; important points are missing or unclear. – Language contains frequent errors, some of which obscure meaning.
3	<ul style="list-style-type: none"> – A <u>very</u> feeble attempt at the task, presenting very little relevant information. – Language used is extremely limited and/or seriously distorted.
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 3 (15 mks)	
15	<ul style="list-style-type: none"> – Impact on intended reader is <u>very positive</u>. – Writing clearly succeeds in achieving its purpose. – Uses language which is appropriate to the reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
12	<ul style="list-style-type: none"> – Impact on intended reader is <u>fairly 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	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – Impact on intended reader is <u>rather negative</u>. – Writing only has very limited success in achieving its purpose. – There is little evidence of any attempt to use appropriate language. – Grammar/Vocabulary contain frequent serious errors.
3	<ul style="list-style-type: none"> – Impact on intended reader is <u>very negative</u>. – Writing clearly fails to achieve its intended purpose. – There is little evidence of any attempt to use appropriate language. – The language used is extremely limited and/or seriously distorted.
0	<p><u>No attempt at the task</u>: <u>EITHER</u> 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</p>
<p>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.</p> <p>Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	