



ENGLISH LANGUAGE TEST

GRADE ELEVEN 'CORE'

**Semester Two
First Session**

Name			
School		Class	

Write your answers on the Test Paper

Time: 2½ hours

Pages: 14

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

LISTENING 1 (Items 1-7)**(7 marks)**

You are going to hear a conversation between mother (and) her son.
Listen, and shade in the bubble next to the correct option.

1. John wants to join a _____ club.
 mountaineering football swimming

2. His brother joined the _____ club.
 swimming mountaineering football

3. His mum doesn't want him to join this sport as _____.
 it is dangerous he is too weak it is expensive

4. In the first week, John will learn about _____.
 rock climbing navigation and weather techniques and moves

5. After hearing about the course, his mother became more _____.
 scared worried relaxed

6. His mum is still hesitant about John _____.
 joining the club taking the course attending seminars

7. She will read more about the sport from the _____.
 flyers club magazine the internet



LISTENING 2 (Items 8-15)

(8 marks)

You are going to hear a text about a festival.

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

8. What is the main event in the festival?

9. When did it first start? (year)

10. Why was the festival held year after year?

11. How long does the tomato fight take?

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

12. The number of participants is limited because _____.

- of safety reasons
 of limited amount of tomatoes
 local people complained

13. The participants of the festival can throw _____.

- anything
 tomatoes only
 tomatoes and other fruit

14. Similar celebrations in other countries are held _____.

- at the same time
 just after La Tomatina
 at different times

15. The tomato festivals were stopped in _____.

- Costa Rica
 India
 Colombia

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**LISTENING
SCORE**

15

GRAMMAR/VOCABULARY 1 (Items 1–5)**(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**.

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

1. (adjective) generally flat and even surface.

e.g. This stone is perfectly smo _ _ _.

2. (noun) a television or a radio programme that deals with real events,
people or nature.

e.g. Planet Earth is a docume _ _ _ _ _ series produced by the BCC for the
Discovery Channel.

3. (noun) the latest date by which something should be completed.

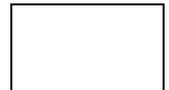
e.g. Next Wednesday will be the dead _ _ _ _ for submitting the project.

4. (verb) cause someone to remember something.

e.g. She folded the top of the page to rem _ _ _ herself of homework.

5. (adjective) full of people leaving no space for movement.

e.g. The roads were more cro _ _ _ _ than usual.



GRAMMAR/VOCABULARY 2 (Items 6–10)

(2½ marks)

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

Asian Ginseng is a kind of plant roots. In traditional Chinese medicine, Asian ginseng was ⁽⁶⁾ _____ as a tonic that was believed to boost energy. Nowadays, ginseng capsules are used in energy drinks and coffee to ⁽⁷⁾ _____ energy. Ginseng can also ⁽⁸⁾ _____ learning, memory and the ability to concentrate. Several studies on people have also ⁽⁹⁾ _____ that Asian ginseng may slightly reduce the level of blood sugar. Moreover, it treats diseases like blood pressure, flue and cancer. Ginseng is protective against some kinds of cancer ⁽¹⁰⁾ _____ lung, stomach, and liver.

- | | | | | |
|------------|---------------------------------|----------------------------------|----------------------------------|---------------------------------------|
| 6. | <input type="radio"/> uses | <input type="radio"/> used | <input type="radio"/> use | <input type="radio"/> using |
| 7. | <input type="radio"/> stimulate | <input type="radio"/> stimulates | <input type="radio"/> stimulated | <input type="radio"/> have stimulated |
| 8. | <input type="radio"/> improves | <input type="radio"/> improved | <input type="radio"/> improving | <input type="radio"/> improve |
| 9. | <input type="radio"/> shown | <input type="radio"/> showed | <input type="radio"/> show | <input type="radio"/> showing |
| 10. | <input type="radio"/> includes | <input type="radio"/> included | <input type="radio"/> include | <input type="radio"/> including |

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

If you want your free time to be really use_____, don't allow everyday rou_____ to get into it. This is beca_____ your free time is important to refr_____ you and to increase your energy. Therefore, y____ are advised to avoid answering e-m_____, watching TV and playing wi_____ electronic devices. Free time should contain so_____ space for daydreaming a_____ reflection. Instead, you can practise your favo_____ hobbies and enjoy your time with your family.

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**GRM/VCB
SCORE**

10

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. Tim Doner is a 17 years old boy from the USA. He learned French at the age of 8 and has been teaching himself languages since he was 13. He now speaks 23 languages. Tim practises his language skills by speaking to people in the street and to his classmates. He also reads 8 -10 languages via newspapers every morning.

Statement

True	False
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Tim improves his language skills by speaking and writing.

2. Lewis Hamilton is a British racing driver, currently racing for the Mercedes team. Hamilton won the British Formula Renault, Formula Three Euro series, and GP2 championships as his racing career advanced. He lost the 2016 Mercedes championship because of some mechanical problems and driving errors.

Statement

True	False
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Hamilton won four championships and lost one.

3. The novel "Sisterland" by the best-selling author Curtis Sittenfeld tells the story of twin girls who have a supernatural connection. Though it is a fictional story, it draws upon a common belief that twins share some sort of unexplained mental or spiritual connection.

Statement

True	False
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The novel "Sisterland" is based on a true story of real twins.

READING 1 (continued)

4. I get a lot of inspiration from long walks through my neighborhood. I love nature and the organic shapes of flowers, leaves, and trees, and I often use these types of shapes in my work. I'm also hugely inspired by colours and I love combining them in unusual ways, whether it's on a cloth with paint or on my computer screen.

Statement

The writer is inspired by nature.

True	False
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5. The tallest trees in the world are redwoods which are more than 107 metres. Among the redwoods, a tree named Hyperion dwarfs them all. The tree was discovered in 2006, and it is 115.7 metres tall. The heavy annual consistent rainfall and the foggy climate are the main reasons for this great height.

Statement

The Hyperion is a kind of redwood trees.

True	False
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READING 2 (Items 6-11)**(6 marks)**

Read the two texts and answer the questions that follow.

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

TEXT 1

It is believed that older youth will make more responsible decisions behind the wheel. Therefore, it seems really necessary to increase the age of driving to 21 years. There are, in fact, many good reasons for such change.

First of all, younger teenagers use smart phones and other devices while driving. At the age of 21, some psychological adjustments happen, so technology does not become as important as driving when compared to the age of 18. Additionally, the brain isn't fully developed at 18; typically that doesn't happen until mid-20s. Thus, emotional maturity increases with age and experience which in turn improves safety.

High speed excitement is often part of the teenagers' driving experience. An 18-year-old may drive faster than it is safe, just because he or she wants to show off. However, that same teenager may have the maturity to consider the consequences of speeding at the age of 21.

Keeping teenagers safe should be the primary reason for raising the driving age. At the current driving age, which is 18, the risk of deadly accidents increases twice. Therefore, keeping them away from driving unsupervised could prevent injury and death not only to these teenage drivers, but also for the passengers and other drivers.

6. Psychological and emotional development _____ risky driving.
 can increase does not affect can reduce
7. Speeding makes teenagers feel _____.
 excited mature safe
8. Teenagers at the age of 18 get involved in accidents _____ times more than older drivers.
 two three four

READING 2 (continued)**TEXT 2**

If having no experience is the cause of many accidents, then raising the driving age to 21 or 25 or even 40 will not change that fact. Teens have to get experience somehow and the only place to do that is behind the wheel.

Raising the driving age puts additional pressure on parents. Teens at 18 are not able to help their parents with everyday tasks if they don't have a driving license. In addition, many teenagers at 18 are getting ready to move out of the house either to get a job or go to college. Without a driving license, it becomes more difficult for them to find work.

Increasing the driving age communicates a lack of trust. Teenagers are doing more than just preparing themselves for their future. They are also establishing a status of trust in their community. Not having a driving license puts a challenge in the way of doing this.

The debate about raising the driving age to 21 is often based on accident statistics and facts about inexperience. If the only way to gain experience is to get behind the wheel to drive, then the above points must be considered when discussing the idea of raising the driving age.

9. The writer thinks that teenagers are more likely to have accidents because they _____.
- drive fast are careless lack experience
10. Parents _____ their kids to have driving licenses.
- like don't like challenge
11. The writer _____ raising the driving age.
- is against supports is neutral about



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

Read the text. Then complete the tasks.

Dr. Abdul Rahman Al-Sumait was an Islamic scholar, medical practitioner but more importantly, a humanitarian. He was born in 1947 in Kuwait. He was famously known for his voluntary and charity work in more than 29 African countries.

Al-Sumait was a qualified doctor in internal medicine before becoming involved in charity work. In 1972, he graduated from the University of Baghdad with a degree in Medicine and Surgery and then he got a diploma in Tropical Diseases from the University of Liverpool in 1974. He completed his specialisation degree in medicine from McGill University in Canada in 1978. He published some scientific research articles and 13 different books.

Al-Sumait's interest in charity work started as a secondary school student when he observed poor workers waiting for transport in the heat. With some friends he decided to save up from their pocket money and buy an affordable car to drive these workers for free. At university, Al-Sumait used the majority of his monthly salary to purchase Islamic books and distribute them at mosques.

Al-Sumait became interested in Africa when he felt and saw that it was being neglected. African countries became the focus of his operations. In 1981, Abdul Rahman Al-Sumait founded the Africa Muslims Agency, which was later renamed as 'Direct Aid' society. He also established Kuwait Relief Agency and was the chief editor of Al-Kawthar Magazine. When he was 35 years old, he decided to move and live in Africa. He dedicated 29 years of his life there, helping millions of children with education, food, shelter, and religion.

'Direct Aid' provides extensive humanitarian assistance to poor Muslims throughout Africa. It has built 124 hospitals, 840 schools, 4 universities, 204 Islamic Centers, 214 women training centers and 2,200 mosques. The society has also established two colleges in Kenya and Zanzibar and offered 200 scholarships to Muslim African students to continue their higher studies in medicine, engineering and technology.

Although Al-Sumait's journey in Africa was a major success, it was full of difficulties. Because of his long travels in African jungles, he got high blood pressure, diabetes, and malaria. In Mozambique, Kenya, and Malawi, he was attacked by deadly cobras. Some armed groups in these areas also tried to kill him because of his impact on the poor and needy. However, he remained determined to accomplish his aim of bringing peace, aid, and relief to Africa.

READING 3 (continued)

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

12. What made Al-Sumait a well-known character?

13. Why did Al-Sumait choose Africa for his operations?

Because it _____

14. How many medical degrees did he have?

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

15. Al-Sumait’s interest in charity work began when he was _____ .

- a school student a university student a doctor

16. The charity organisation founded by Al-Sumait is now called _____ .

- Africa Muslims Agency Direct Aid society Al-Kawthar Magazine

17. Direct Aid supported Muslim African students to study _____ .

- engineering and technology education and technology agriculture and medicine

READING SCORE	
	20

WRITING 1 (continued)

Marker A	Marker B	Average

WRITING 2

(10 marks)

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

Situation: Imagine that you are Mazin/ Muzna, you have just finished reading a story about a brave boy.

Task: Write a **letter** to your friend Sami/ Samia who also likes reading books. Tell him/her about the story. Say why *he/she should or shouldn't read the book*

Your writing should be friendly and interesting.

LISTENING 1 (7 mks)		
1. <input checked="" type="radio"/> Mountaineering	<input type="radio"/> football	<input type="radio"/> swimming
2. <input type="radio"/> swimming	<input type="radio"/> mountaineering	<input checked="" type="radio"/> football
3. <input type="radio"/> rock climbing	<input checked="" type="radio"/> navigation and weather	<input type="radio"/> techniques and moves
4. <input checked="" type="radio"/> It is a dangerous	<input type="radio"/> he is too weak	<input type="radio"/> it is expensive
5. <input type="radio"/> scared	<input type="radio"/> worried	<input checked="" type="radio"/> relaxed
6. <input checked="" type="radio"/> joining the club	<input type="radio"/> taking the course	<input type="radio"/> attending seminars
7. <input checked="" type="radio"/> flyers	<input type="radio"/> club magazine	<input type="radio"/> the internet
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

LISTENING 2 (8 mks)		
8. (Tomato) battle/throw/fight		
9. 1945		
10. It was enjoyed/people enjoyed it		
11. One hour/an hour		
12. <input checked="" type="radio"/> of safety reasons	<input type="radio"/> of limited amount of tomatoes	<input type="radio"/> local people complained
13. <input type="radio"/> anything	<input checked="" type="radio"/> tomatoes only	<input type="radio"/> tomatoes and other fruits
14. <input type="radio"/> at the same time	<input type="radio"/> just after La Tomatino	<input checked="" type="radio"/> at different times
15. <input type="radio"/> Costa Rica	<input checked="" type="radio"/> India	<input type="radio"/> Colombia
<i>Notes: One mark each.</i>		
<i>Qs 8-11: (i) Complete accuracy in grammar & 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 any slightly longer, but <u>obviously correct</u> answers.</i>		
<i>Qs 12-15: Responses must be indicated <u>clearly</u>.</i>		

GRM/ VCB 1 (2.5 mks)

- | | |
|----------------|------------|
| 1. smooth | 4. remind |
| 2. documentary | 5. crowded |
| 3. deadline | |

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

GRM/ VCB 2 (2.5 mks)

- | | | | |
|---|---------------------------------------|----------------------------------|--|
| 6. <input type="radio"/> uses | <input checked="" type="radio"/> used | <input type="radio"/> use | <input type="radio"/> using |
| 7. <input checked="" type="radio"/> stimulate | <input type="radio"/> stimulates | <input type="radio"/> stimulated | <input type="radio"/> have stimulated |
| 8. <input type="radio"/> improves | <input type="radio"/> improved | <input type="radio"/> improving | <input checked="" type="radio"/> improve |
| 9. <input checked="" type="radio"/> shown | <input type="radio"/> showed | <input type="radio"/> show | <input type="radio"/> showing |
| 10. <input type="radio"/> includes | <input type="radio"/> included | <input type="radio"/> include | <input checked="" type="radio"/> including |

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

GRM/ VCB 3 (5 mks)

- | | |
|---------------------|-----------------------|
| 11. use <u>ful</u> | 16. e-m <u>ails</u> |
| 12. rou <u>tine</u> | 17. w <u>ith</u> |
| 13. beca <u>use</u> | 18. so <u>me</u> |
| 14. refre <u>sh</u> | 19. a <u>nd</u> |
| 15. yo <u>u</u> | 20. favo <u>urite</u> |

Notes: Half-a-mark each. Spelling must be correct, including grammatical endings.

READING 1 (5 mks)		READING 2 (6 mks)			
	True	False	6. <input type="radio"/> can increase	<input type="radio"/> does not affect	<input checked="" type="radio"/> can reduce
1.	<input type="radio"/>	<input checked="" type="radio"/>	7. <input checked="" type="radio"/> excited	<input type="radio"/> mature	<input type="radio"/> safe
2.	<input type="radio"/>	<input checked="" type="radio"/>	8. <input checked="" type="radio"/> two	<input type="radio"/> three	<input type="radio"/> four
3.	<input type="radio"/>	<input checked="" type="radio"/>	9. <input type="radio"/> drive fast	<input type="radio"/> are careless	<input checked="" type="radio"/> lack experience
4.	<input checked="" type="radio"/>	<input type="radio"/>	10. <input checked="" type="radio"/> like	<input type="radio"/> don't like	<input type="radio"/> challenge
5.	<input checked="" type="radio"/>	<input type="radio"/>	11. <input type="radio"/> is against	<input checked="" type="radio"/> supports	<input type="radio"/> is neutral about
<u>Notes:</u> One mark each. Responses must be indicated <u>clearly</u> .		<u>Notes:</u> One mark each. Responses must be indicated <u>clearly</u> .			

READING 3 (9 mks)		
12.	voluntary and charity work	
13.	was neglected	
14.	3/ three (degrees)	
15.	<input checked="" type="radio"/> a school student	<input type="radio"/> a university student
		<input type="radio"/> a doctor
16.	<input type="radio"/> Africa Muslims Agency	<input checked="" type="radio"/> Direct Aid society
		<input type="radio"/> Al-Kawthar Magazine
17.	<input checked="" type="radio"/> engineering and technology	<input type="radio"/> education and technology
		<input type="radio"/> agriculture and medicine
<u>Notes:</u> One-and-a-half marks each.		
<u>Qs 12-14:</u> (i) Complete accuracy in grammar & spelling is not required, but answers must be <u>clearly and convincingly</u> correct. (ii) In general, apply the ' <u>not more than four words</u> '. HOWEVER, use common sense for any slightly longer, but <u>obviously correct</u> answers.		
<u>Qs 15-17:</u> Responses must be indicated <u>clearly</u> .		

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 interpreting instructions and approaching a task, 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 (5 mks)

5	<ul style="list-style-type: none"> – Presents all the information fully and clearly. – Writing is well-organised and coherent. Only minor language errors.
4	<ul style="list-style-type: none"> – Presents most of the information clearly enough. – Language is mostly correct, despite a few noticeable errors.
3	<ul style="list-style-type: none"> – Presents some of the information, but with gaps or lack of clarity. – Language is reasonably correct, but writing sometimes lacks coherence.
2	<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.
1	<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/ 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>

WRITING 2 (10 mks)	
10	<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 grammatical structures and vocabulary, with a good level of accuracy.
8	<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.
6	<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.
4	<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 and vocabulary contain frequent serious errors.
2	<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 grammar and vocabulary 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 a letter/ 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 two 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>	