



**ENGLISH LANGUAGE TEST**  
**GRADE ELEVEN 'ELECTIVE'**

**Semester Two**  
**Second Session**

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

**Write your answers on the Test Paper**

**Time: 2½ hours**

**Pages: 10**

<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>READING</b>	<b>15</b>					
<b>WRITING 1</b>	<b>15</b>					
<b>WRITING 2</b>	<b>15</b>					
<b>WRITING 3</b>	<b>15</b>					
<b>TOTAL</b>	<b>60</b>					

**READING 1 (Items 1–6)****(6 marks)**

Read the text. Then complete the task.

*Interviewer:* When did you start your new job?

*Waleed:* After I got bored from my previous job, I worked as a zookeeper in the central zoo in 1985.

*Interviewer:* Why did you choose this job?

*Waleed:* When I was a kid, I had pets; a cat, a dog and a parrot. My love to animals grew with me so I studied biology and wildlife subjects.

*Interviewer:* What is your main role in the zoo?

*Waleed:* I have to observe the animals and manage their food, safety, movement and their direct contact to the visitors.

*Interviewer:* Do you have any education related to animals?

*Waleed :* Yes. I graduated with a bachelor of zoology from Indiana University in 1978.

*Interviewer:* What is your favorite animal to care for?

*Waleed :* The cheetahs. They are just so pretty and majestic. But I need to be very careful as one of them joined the zoo two months ago.

*Interviewer:* How do you update your knowledge about animals?

*Waleed:* At weekends, I always watch documentary programmes about new discoveries on the geographical channel.

*Interviewer:* Do you have any advice for new zookeepers?

*Waleed:* They need to be hardworking, passionate and careful.

*Interviewer:* I agree. Thanks for your time with us.

**READING 1 (continued)**

Are these statements **True** or **False**?

Shade in the bubble  under the correct option.

Statements	True	False
1. Waleed's first job is a zookeeper.	<input type="radio"/>	<input type="radio"/>
2. His interest motivated him to study about animals.	<input type="radio"/>	<input type="radio"/>
3. Looking after visitors is one of Waleed's main duties.	<input type="radio"/>	<input type="radio"/>
4. After 6 years from graduation, Waleed became a zookeeper.	<input type="radio"/>	<input type="radio"/>
5. He built friendship with the new cheetah.	<input type="radio"/>	<input type="radio"/>
6. Waleed watches programmes about animals in his free time.	<input type="radio"/>	<input type="radio"/>
		<input type="text"/>

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

*Read the text. Then complete the task.*

Claude Monet was a famous artist whose work gave a name to the art movement of Impressionism. He was concerned with capturing light and natural forms and his great works can be seen today in museums around the world and specially in Spain.

Monet was born on November 14, 1840, in Paris. His father worked in his family's shipping business, while his mother took care of the family. In 1845, at the age of 5, Monet moved with his family to Le Havre, a port town in the Normandy region. He grew up there with his older brother, Leon. Monet did not like studying in a classroom. He was more interested in being outside. At an early age, Monet developed a love of drawing. He filled his schoolbooks with sketches of people, including his teachers. While his mother supported his artistic efforts, Monet's father wanted him to go into business so he suffered greatly after the death of his mother in 1857.

In 1859, Monet decided to move to Paris to pursue his art. There, he was enrolled as a student at the Suisse Academy. Since then, he painted hundreds of paintings influenced by how light can change shapes and colours. He did a lot of his work outdoors and he loved to paint in his own garden. He liked to paint flowers and trees. He got married two times. The first one was in 1870 and the second was in 1892 after his first wife died. Through his life as an artist, his paintings sometimes helped him to make money especially at his late years as people change believes of art.

Monet died on December 5, 1926, of lung cancer at the age of 86 at his home in Giverny. Most art historians believe that Monet helped developing the world of painting by changing the views of the past.

**READING 2 (continued)**

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

7. Monet is a famous \_\_\_\_\_ artist.  
 German                       French                       Spanish
8. Monet's \_\_\_\_\_ was against his interest of drawing.  
 mother                       brother                       father
9. Monet's mother died when he was \_\_\_\_\_ years old.  
 16                       17                       18
10. At the age of 19, he travelled to France to \_\_\_\_\_.  
 start his business       complete his studies       get married
11. His paintings were different because he uses the change of \_\_\_\_\_.  
 size                       place                       light
12. Most of Monet's work was about \_\_\_\_\_.  
 nature                       life                       people

**READING  
SCORE**

<b>15</b>

**WRITING 1**

**(15 marks)**

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

**Situation:** Your friend Sami/Sara sent you an email about his/her project. He/She collects information about "Teenagers most favorite sports."

**Task:** As a reply, write **an email** about your favorite sport. Give details of your sport, its positive/negative points and reasons, your opinion and your feelings.

*Your writing should be friendly and clear.*

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**WRITING 1 (continued)**

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Marker A	Marker B	Average

**WRT 1  
SCORE**

<b>15</b>

**WRITING 2**

**(15 marks)**

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

**“Parents have to organize birthday parties for their children.”**

Do you agree or not? Give your reasons.

*Your writing should be well-organized and interesting.*

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**WRITING 3**

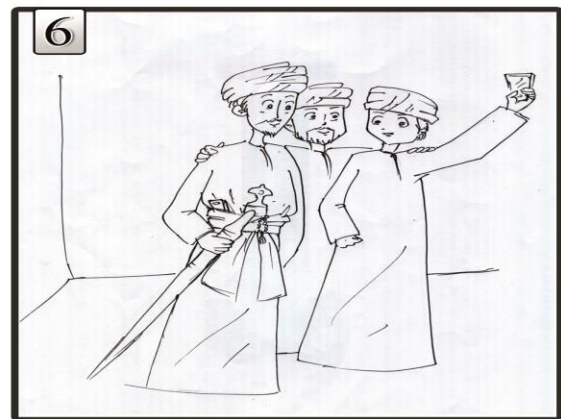
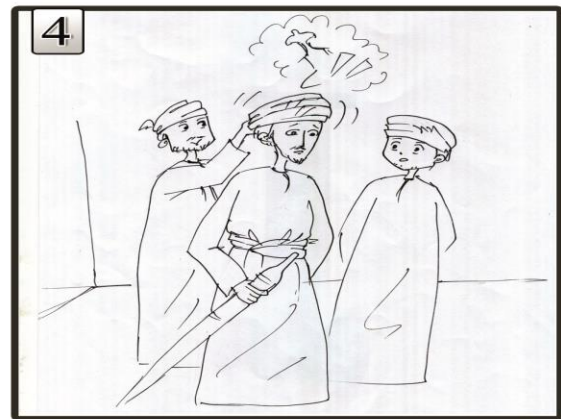
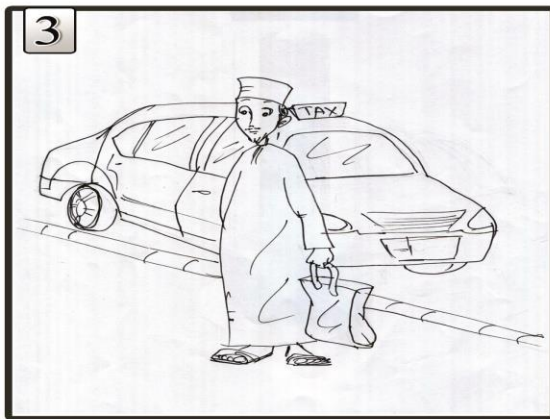
**(15 marks)**

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

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.

remember	shopping	upset	grandfather
relieved	get married	wedding card	invite





**WRITING 3 (continued)**

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<b>Marker A</b>	<b>Marker B</b>	<b>Average</b>

<b>WRT 3</b>	
<b>SCORE</b>	<b>15</b>

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READING 1 (6 mks)		READING 2 (9 mks)	
	True      False		
1.	<input type="radio"/> <input checked="" type="radio"/>	7.	French
2.	<input checked="" type="radio"/> <input type="radio"/>	8.	father
3.	<input type="radio"/> <input checked="" type="radio"/>	9.	17
4.	<input type="radio"/> <input checked="" type="radio"/>	10.	light
5.	<input type="radio"/> <input checked="" type="radio"/>	11.	complete his studies.
6.	<input checked="" type="radio"/> <input type="radio"/>	12.	nature
<p><u>Notes:</u> One mark each. Responses must be indicated <u>clearly</u>.</p>		<p><u>Notes:</u> One-and-a-half marks each. Responses must be indicated <u>clearly</u>.</p>	

WRITING (GENERAL NOTES)
<ul style="list-style-type: none"> <li>• The <b>wording of the descriptors</b> in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.</li> <li>• 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 <b>relevant</b>.</li> <li>• If answers are <b>clearly not relevant</b> and the student has clearly not attempted the task that was set, <b>no marks</b> should be awarded.</li> <li>• However, if a student has <b>genuinely attempted the task</b>, but their answer is only <b>partly relevant</b>, then a <b>reduced</b> mark (<u>not</u> zero) should be awarded.</li> <li>• If markers are in any doubt, they should consult with other markers and with the Table Head.</li> </ul>

<b>WRITING 1 (15 mks)</b>	
<b>15</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader is <u>very positive</u>.</li> <li>– Writing clearly succeeds in achieving its purpose.</li> <li>– Uses language which is appropriate to the reader and context.</li> <li>– A fair range of grammatical structures and vocabulary, with a good level of accuracy.</li> </ul>
<b>12</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader is <u>fairly positive</u>.</li> <li>– Writing has reasonable success in achieving its purpose.</li> <li>– There are clear attempts to use language appropriate to the reader and context.</li> <li>– Grammar and vocabulary are reasonably correct, though limited in range.</li> </ul>
<b>9</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader is <u>mixed</u>.</li> <li>– Writing has partially achieved its main purpose, but:</li> <li>– Some of the language used is inappropriate to the reader and context.</li> <li>– There is a noticeable lack of accuracy in the use of grammar and vocabulary.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader is <u>rather negative</u>.</li> <li>– Writing only has very limited success in achieving its purpose.</li> <li>– There is little evidence of any attempt to use appropriate language.</li> <li>– Grammar and vocabulary contain frequent serious errors.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader is <u>very negative</u>.</li> <li>– Writing clearly fails to achieve its intended purpose.</li> <li>– There is little evidence of any attempt to use appropriate language.</li> <li>– The grammar and vocabulary used is extremely limited and/or seriously distorted.</li> </ul>
<b>0</b>	<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><b>Note 1:</b> The task is to write a <b>letter/ an e-mail</b>, 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. <b>PROCEDURE:</b> 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>, <b>deduct three marks</b> from the content-score.</p> <p><b>Note 2:</b> No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	

<b>WRITING 2 (15 mks)</b>	
<b>15</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>12</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>9</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>6</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>3</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> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense

<b>WRITING 3 (15 mks)</b>	
<b>15</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>12</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>9</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>6</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>3</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.

