



ENGLISH LANGUAGE TEST

GRADE TEN

**Semester One
Second Session**

Name			
School		Class	

Write your answers on the Test Paper

Time: 2½ hours

Pages: 16

ELEMENT		Marks		Red Marker	Green Marker	Blue Checker
				Name	Name	Name
LISTENING	15					
VOCABULARY	5					
GRAMMAR	5					
READING	20					
WRITING	15					
TOTAL	60					

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

You are going to hear a **conversation** between a **woman** and a **sports club employee**. Listen, and shade in the bubble next to the correct option.

1. The woman's son is _____ years old.
 5 7 11

2. The woman will register her son in the _____ course.
 swimming football basketball

3. The course is taught over 4 _____.
 days weeks months

4. The woman's son will join the _____ level.
 beginning intermediate advanced

5. The boy must bring a _____ to complete the registration.
 birth certificate school report medical report

6. The woman will complete the registration process _____.
 at the office online by phone

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

You are going to listen to a girl **describing a bad experience she will never forget.**

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

7. When did the family go on holiday?

8. Where is the city located?

9. How old were the two sisters?

10. What did the man steal?

11. What lesson did the two sisters learn?

They must _____



LISTENING 3 (Items 12-15)

(4 marks)

*You are going to hear four people speaking. What are they talking about?
Listen and for each item, shade in the bubble under the correct option.*

agriculture	civilisation	education	environment	sport	stories
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12.(1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.(2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.(3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.(4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**LISTENING
SCORE**

15

VOCABULARY 1 (Items 1-5)**(2½ marks)**

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

The Sewol ferry sank off the southwestern coast of Korea in April 2014. It was the worst **(1)** _____ in Korea, with 304 people killed and only 147 **(2)** _____ who lived to report what actually happened. Around 250 of the victims were students of a high school. Some reports stated that the ship's **(3)** _____ and his crew told the passengers to remain inside their ship's cabins as **(4)** _____ would arrive soon to save them. Many of them followed the instructions and remained inside. As the ferry turned sharply, the cargo **(5)** _____ injuring the passengers and blocking their way out.

1. drought earthquake adventure disaster

2. characters survivors volunteers leaders

3. judge cyclist captain teacher

4. rescuers cleaners players winners

5. escaped protected collapsed managed

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. (verb) to keep away or stop oneself from doing something.

e.g. If you drive carefully, you will **av** _ _ _ accidents .

7. (adjective) relating to the world; worldwide.

e.g. Air pollution is a serious **glo** _ _ _ problem .

8. (adjective) evil or bad.

e.g. Cinderella had two **wic** _ _ _ stepsisters.

9. (noun) the study of past events.

e.g. Ali studied Omani **his** _ _ _ _ when he was at school.

10. (noun) the state of being free from illness or sickness.

e.g. Drinking milk is good for your **hea** _ _ _ .

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**VOCABULARY
SCORE**

5

GRAMMAR 1 (Items 1-5)

(2½ marks)

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

Ahmed: Hello Ali! I called you yesterday afternoon **(1)**_____ you didn't answer. Where were you?

Ali: I am sorry. I didn't hear the phone when you called.

Ahmed: What **(2)**_____ you doing?

Ali: I was busy. I had **(3)**_____ complete a school report. Did you go shopping as usual?

Ahmed: No, I went to watch **(4)** _____film in City Cinema. I called to see if you could join me.

Ali: I am sorry that I couldn't join you. **(5)**_____ was the film?

Ahmed: It was interesting. I really enjoyed it.

so the what were to a are how at but

- | | | | | | | | | | | |
|-----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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. Many school students are interested _____ playing electronic games.

7. My mother went shopping _____ there was no food in the fridge.

8. If he had gone to bed early, he _____ have been more active in class.

9. This black sweater is less expensive _____ the red one.

10. Oman TV warned that we _____ have stormy weather tomorrow.

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**GRAMMAR
SCORE**

5

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. Herta is one of the UNESCO world heritage sites. It is a well-preserved village in Iraq.
2. Recently, I got an opportunity to travel to Spain to attend a match between my two favourite teams.
3. My school is organizing a charity fundraising event this week.
4. Last holiday, I read a novel that was written in 1951 by a French writer.
5. In the summer of 2015, a massive earthquake hit the northern part of Nepal.

A.	Many people died and many were injured. Yet many others were trapped under the ruins of buildings.
B.	It aims to help our local community. It will include food stalls with fresh baked cakes and sport competitions.
C.	There was a flood caused by heavy rain. Many areas received more than 1000 mm of rain.
D.	There was a huge gathering of fans in the stadium. The memory of that moment is still fresh in my mind.
E.	The archaeological remains established how Arabian architecture was influenced by Greek and Roman cultures.
F.	It is famous for its big shopping malls. You can also visit the electronic city which has the latest inventions.
G.	It is about the struggle of an old man who lived by fishing. He faced many problems, so he had to leave his village.

	A	B	C	D	E	F	G
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 the two texts. Then for each item, shade in the bubble next to the correct option.

TEXT 1

Dear Sir / Madam,

I am writing this e-mail to express my disappointment at a recent purchase made on your online bookstore. I ordered many books and I paid using my master credit card. The total price of the books was RO 30 plus an additional RO 10 for delivery.

According to your website the order usually takes two weeks but in my case it took more than a month. I have just checked my post but I have still not received my order. I feel very annoyed. I am a university student and I needed these books for my final exam which is in 3-weeks' time. If I do not receive my books this week, I need to be refunded in full.

Yours,

Ahmed Mohammed

6. Ahmed used _____ to purchase the books.
- cash a cheque a credit card
7. Ahmed's total bill was _____ rials.
- 10 30 40
8. At the end, Ahmed requested the company to _____ .
- return his money renew the order change the books

READING 2 (continued)**TEXT 2**

Dear Ahmed,

Thank you for your e-mail. Firstly, we would like to apologize for the delay that you experienced with our delivery service. The bookstore manager investigated your complaint and would like to inform you that there was a technical problem with our online order system.

This is the first time we have encountered such a problem. Actually, our website was attacked by a virus and our information technology engineers are working day and night to fix it. This issue will probably take one extra day to be resolved.

We promise that you will receive your order delivered to your home within three days. But as you are in hurry, you may visit our nearest branch and collect your order tomorrow. The shop assistants have been informed about your issue, and they will be more than happy to help you.

Again, we apologize for all the inconvenience caused.

Best wishes,

Head of Customer Services

9. The order was delayed because of a _____.
- technical problem late payment change to the order
10. The writer says this is the _____ time this problem has happened.
- first second third
11. Repairing the technical problem is the responsibility of the _____.
- bookstore manger shop assistants IT engineers



READING 3 (Items 12-17)**(9 marks)***Read the text. Then, complete the task.*

The Incas had one of the largest empires in the world. They lived in South America. Around ten million people lived under their rule. They built a great civilization and developed a highly sophisticated way of life with great cities, good roads, advanced government and culture.

Every Inca family lived in a group called a clan and farmed a piece of land. Families lived in windowless, one-room stone huts. People sat and slept on mats or animal skins as they did not use furniture. Families burned dried animal waste as fuel, so their homes did not smell nice.

Most Incas were farmers. They grew corn, squash, tomatoes, peanuts, cotton and potatoes. The potato was the staple or main crop for the Incas. This was because it grew well even on the high steep slopes of the Andes, the highest mountain range in South America.

The men were very skilled in cutting out huge pieces of stone and fitting them together to make massive buildings. The remains of these huge stone buildings can be seen today in modern cities in Peru, South America. The women were also skilled weavers. They made cloth from the cotton they grew and from the wool of their animals.

The Incas were famous for their art and architecture. Their empire crossed high mountains, dry deserts and thick jungles. They built highways and mountain-top cities that still amaze visitors today. One of the Inca's most amazing sites is the ancient city of Machu Picchu. It is situated 2,438 metres above sea level, and it is visited by people from all over the world. The last ruler of the Incas was Manco Inca. He was killed in 1544 by the Spanish when they invaded South America.

READING 3 (continued)

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

12. What was the population of the Inca Empire?

13. What would you not find in an Inca's house?

14. What was the Inca's main occupation?

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

15. _____ were the most popular plants grown by the Incas.

Peanuts

Potatoes

Tomatoes

16. The Inca women used _____ to make cloth.

cotton

wool

cotton and wool

17. The Inca's last ruler was murdered by _____.

his own people

the Americans

the Spanish

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**READING
SCORE**

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20

WRITING 1

(5 marks)

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

"Students need to read more"

Do you agree or not? Give your reasons.

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

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Marker A	Marker B	Average

WRITING 2

(10 marks)

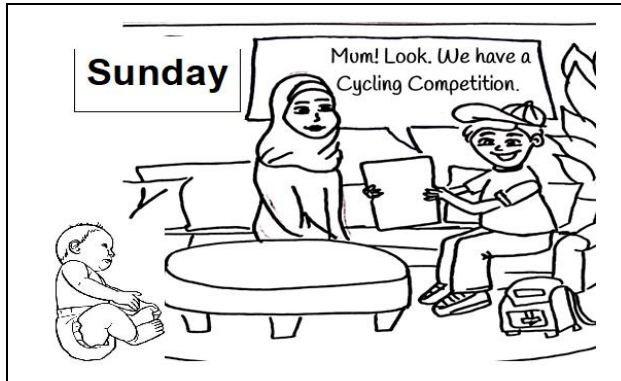
Write a **story** of at least **100 words** based on the following pictures.

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

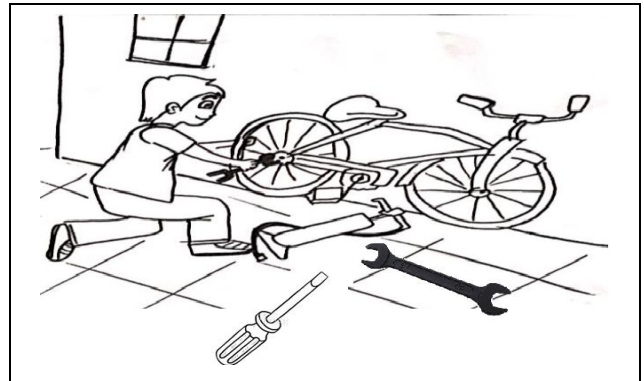
You can also put in more details to make your story lively and interesting.

bike	repair	race	a helmet
injure	fall	take	visit

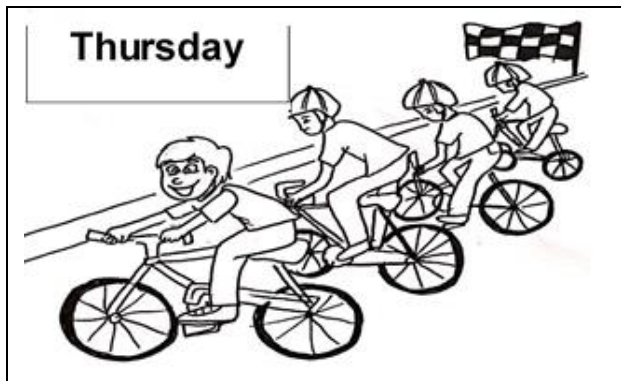
①



②



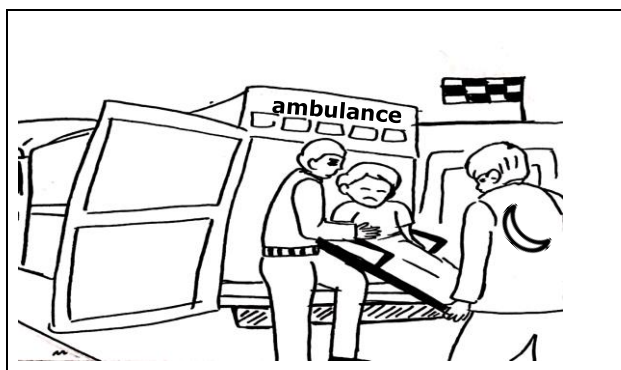
③



④



⑤



⑥



WRITING 2 (continued)

Area for writing response with horizontal lines.

Marker A	Marker B	Average

WRITING SCORE	
	15

LISTENING 1 (6 mks)		
1. <input type="radio"/> 5	<input checked="" type="radio"/> 7	<input type="radio"/> 11
2. <input checked="" type="radio"/> swimming	<input type="radio"/> football	<input type="radio"/> basketball
3. <input type="radio"/> days	<input checked="" type="radio"/> weeks	<input type="radio"/> months
4. <input checked="" type="radio"/> beginning	<input type="radio"/> intermediate	<input type="radio"/> advanced
5. <input type="radio"/> birth certificate	<input type="radio"/> school report	<input checked="" type="radio"/> medical report
6. <input checked="" type="radio"/> at the office	<input type="radio"/> online	<input type="radio"/> by phone
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

LISTENING 2 (5 mks)	
<p>7. (Last) summer.</p> <p>8. On the coast.</p> <p>9. Ten and eleven (10 + 11)</p> <p>10. A necklace</p> <p>11. obey their parents / follow their parents' instructions</p>	<p><i>Notes:</i> (i) One mark each.</p> <p>(ii) Complete accuracy in grammar & spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.</p> <p>(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.</p>

LISTENING 3 (4 mks)						
	agriculture	civilisation	education	environment	sport	stories
12.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
14.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>						

VOCABULARY 1 (2.5 mks)

- | | | | |
|--|--|--|---|
| 1. <input type="radio"/> drought | <input type="radio"/> earthquake | <input type="radio"/> adventure | <input checked="" type="radio"/> disaster |
| 2. <input type="radio"/> characters | <input checked="" type="radio"/> survivors | <input type="radio"/> volunteers | <input type="radio"/> leaders |
| 3. <input type="radio"/> judge | <input type="radio"/> cyclist | <input checked="" type="radio"/> captain | <input type="radio"/> teacher |
| 4. <input checked="" type="radio"/> rescuers | <input type="radio"/> cleaners | <input type="radio"/> players | <input type="radio"/> winners |
| 5. <input type="radio"/> escaped | <input type="radio"/> protected | <input checked="" type="radio"/> collapsed | <input type="radio"/> managed |

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

VOCABULARY 2 (2.5 mks)

- | | |
|------------------|-------------------|
| 6. <u>avoid</u> | 9. <u>history</u> |
| 7. <u>global</u> | 10. <u>health</u> |
| 8. <u>wicked</u> | |

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

GRAMMAR 1 (2.5 mks)

- | | | | | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------|----------------------------------|-----------------------|----------------------------------|
| | so | the | what | were | to | a | are | how | at | but |
| 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 checked="" type="radio"/> |
| 2. | <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"/> |
| 3. | <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"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | <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"/> | <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 checked="" 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. in	1. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. because	2. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. would / might / could	3. <input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. than	4. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
10. will/ 'll	5. <input checked="" type="radio"/>	<input type="radio"/>	<input 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"/> cash	<input type="radio"/> a cheque	<input checked="" type="radio"/> a credit card
7. <input type="radio"/> 10	<input type="radio"/> 30	<input checked="" type="radio"/> 40
8. <input checked="" type="radio"/> return his money	<input type="radio"/> renew the order	<input type="radio"/> change the books
9. <input checked="" type="radio"/> technical problem	<input type="radio"/> late payment	<input type="radio"/> change to the order
10. <input checked="" type="radio"/> first	<input type="radio"/> second	<input type="radio"/> third
11. <input type="radio"/> bookstore manager	<input type="radio"/> shop assistants	<input checked="" type="radio"/> IT engineers
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

READING 3 (9 mks)		
12. Around ten million / About ten million /10,000,000		
13. Furniture		
14. Farming/ Farmers		
15. <input type="radio"/> Peanuts	<input checked="" type="radio"/> Potatoes	<input type="radio"/> Tomatoes
16. <input type="radio"/> Cotton	<input type="radio"/> wool	<input checked="" type="radio"/> cotton and wool
17. <input type="radio"/> his own people	<input type="radio"/> the Americans	<input checked="" type="radio"/> the Spanish
<i>Notes: One-and-a-half marks each.</i>		
<i>Qs 12-14: (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 slightly longer, but <u>obviously correct</u> answers.</i>		
<i>Qs 15-17: Responses must be indicated <u>clearly</u>.</i>		

WRITING 1 (5 mks)	
5	<ul style="list-style-type: none"> – Expresses opinions on topics in a lively, convincing way. – Supports all points effectively with relevant evidence and detail. – Essays are very well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
4	<ul style="list-style-type: none"> – Expresses opinions on topics in a reasonably convincing way. – Supports most points with relevant evidence and detail. – Essays are generally well-organised and, for the most part, clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy
3	<ul style="list-style-type: none"> – Expresses opinions on topics, in a somewhat limited way. – Is inconsistent in supporting points with relevant evidence and detail. – Essays are poorly- organised, but are still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy
2	<ul style="list-style-type: none"> – Express opinions on topics, but the results are clearly inadequate. – Is generally weak in supporting points with relevant evidence. – Essays lack organization, lacking in coherence and sometimes unclear. – A very limited range of grammar and vocabulary with frequent errors.
1	<ul style="list-style-type: none"> – Makes only very feeble attempts to express opinions on topics. – Fails to support points with any relevant evidence. – Essays are incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
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 2 (10 mks)	
10	<ul style="list-style-type: none"> – Produces narratives which are fully successful in engaging the reader. – Lively, effective use of appropriate detail. – Writing is very well-structured, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy
8	<ul style="list-style-type: none"> – Produces narratives which are reasonably successful in engaging the reader. – Generally good use of appropriate detail. – Writing is generally well-structured, and mostly clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
6	<ul style="list-style-type: none"> – Produces narratives which are only partially successful in engaging the reader. – Somewhat limited use of appropriate detail. – Writing is well-structured, but is still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of Accuracy
4	<ul style="list-style-type: none"> – Produces narratives which have very limited success in engaging the reader. – Inadequate use of appropriate detail. – Writing is poorly-structured, and often unclear. – A very limited range of grammar and vocabulary with frequent errors.
2	<ul style="list-style-type: none"> – Produces narratives which fail entirely to engage the reader. – Little or no use of appropriate detail. – Writing is incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the pictures/ task/ instructions) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>