



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 father and daughter.
Listen, and shade in the bubble ☐ next to the correct option.*

1. The Grand Prix is going to be in _____.
☒ Bahrain ☐ Abu Dhabi ☐ Dubai
2. The father got free tickets from _____.
☐ a friend ☒ his company ☐ his cousin
3. Fatma says she is going to buy some _____.
☐ medicine ☒ clothes ☐ books
4. Her father says it would be a good chance for her to _____.
☒ take photos ☐ make friends ☐ learn about cars
5. She is worried about the _____.
☐ noise ☐ crowds ☒ weather
6. In the end, she agrees because she wants to see _____.
☒ the drivers ☐ who wins ☐ some celebrities

LISTENING 2 (Items 7-11)

(5 marks)

You are going to hear a radio programme about an archaeological discovery in South Africa. Listen and for each item, write a short answer (**not more than FOUR WORDS**).

7. In what part of the school were the tools found?

Swimming pool

8. How old are they?

100 years

9. What were they made of?

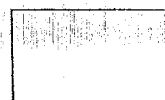
from a stone

10. What were they originally used for?

kill animal


11. What did the same archaeologist discover when he was a student at the school?

























a knife



LISTENING 3 (Items 12-15)

(4 marks)

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

	a tailor	a zookeeper	an architect	a mechanic	a sports coach	a doctor
12.(1)						
13.(2)						
14.(3)						
15.(4)						

LISTENING
SCORE

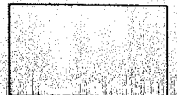
15

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

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

Being ⁽¹⁾ _____ of the weather is important to ⁽²⁾ _____ injuries during water sports. If you are planning for this kind of activity, you should listen to the weather ⁽³⁾ _____. Also, whenever you are on the water, ⁽⁴⁾ _____ an eye open for any change in the weather conditions. The weather may change ⁽⁵⁾ _____, so you should always be prepared. For example, if there is any sign of an electric storm, get out of the water immediately!

- | | | | |
|--------------------------------------|----------------------------------|---------------------------------|----------------------------------|
| 1. <input type="radio"/> tired | <input type="radio"/> scared | <input type="radio"/> aware | <input type="radio"/> proud |
| 2. <input type="radio"/> decline | <input type="radio"/> prevent | <input type="radio"/> attract | <input type="radio"/> cure |
| 3. <input type="radio"/> documentary | <input type="radio"/> forecast | <input type="radio"/> landscape | <input type="radio"/> movie |
| 4. <input type="radio"/> keep | <input type="radio"/> continue | <input type="radio"/> stay | <input type="radio"/> search |
| 5. <input type="radio"/> heavily | <input type="radio"/> absolutely | <input type="radio"/> suddenly | <input type="radio"/> definitely |



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. (adjective) known by many people

e.g. Al Pacino is one of the most **fa** _ _ _ _ film actors in the world.

7. (verb) to die of hunger

e.g. If food does not arrive soon, thousands of people will **st** _ _ _ _.

8. (adjective) able to cut easily

e.g. Be careful! That knife is very **sh** _ _ _ _ !

9. (adverb) in fact; actually

e.g. He said he was sorry, but I don't think he **re** _ _ _ _ meant it.

10. (verb) to be able to do something

e.g. How did you **ma** _ _ _ _ to find us here?

**VOCABULARY
SCORE**

5

GRAMMAR 1 (Items 1-5)

(2½ marks)

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

Speaker A: Maryam, don't forget ⁽¹⁾ _____ help your mother in the kitchen!

Speaker B: Sorry, Dad, I can't. I ⁽²⁾ _____ to study for my exams.

Speaker A: That's ⁽³⁾ _____ you said yesterday!

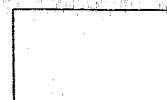
Speaker B: I know, ⁽⁴⁾ _____ then my friends came here and stopped me working.

Speaker A: That's ⁽⁵⁾ _____ a very good excuse, is it?

Speaker B: OK, you're right. So what kind of help does Mum need?

but	for	had	have	how	no	not	so	to	what
-----	-----	-----	------	-----	----	-----	----	----	------

- | | | | | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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. The old man fell down while he _____ crossing the street.
7. She has _____ working at this company for six years.
8. This computer is lighter _____ my old one.
9. "_____ you like some cake?" — "No, thanks. I'm on a diet."
10. My brother used _____ drive too fast when he was young.

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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. My project for Arabic was based on an adventure story that I found on the Internet.
2. Two people were seriously injured yesterday when a huge tree fell on their car.
3. Sohar is an interesting city in the north of Oman. It has an old fort, which is now used as a museum.
4. Warming-up sessions are very important before sport. They should last between 20 and 30 minutes.
5. In 2005, a terrible heatwave hit parts of Denmark and Sweden. Temperatures reached up to 45° C.

- | |
|---|
| A. They increase blood flow around the body and help to prevent injuries. |
| B. There, you can find out about local history, and also see the production of handicrafts, especially silverwork. |
| C. The pictures for the article weren't clear enough, so now I need to take some pictures myself. |
| D. The main character is a sailor who has to survive alone on a tropical island after a violent storm. |
| E. It happened in the evening when they were driving home from a party. |
| F. This continued for five days, causing 3,000 deaths, mainly children and old people. |
| G. One of the dangers of driving in the desert is that large animals may suddenly cross the road in front of you. |

	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 following two letters. Then for each item, shade in the bubble ☐ next to the correct option.

TEXT 1

Dear Sir/Madam,

With this letter I enclose my new collection of short stories entitled, '100 Fascinating Traditional Tales'. The idea has interested me for many years, but I only started collecting the stories two years ago. I did this by meeting and interviewing old men and women in villages throughout the country.

The stories are intended for children of pre-school age. They are mostly traditional bedtime stories told to young children by parents. The moral of each particular story is clear, and the language used in all of them is simple and easy to understand. I have also included attractive, colourful pictures prepared by my sister, Amal.

I hope that your publishing house will agree to print this collection in book form. If so, may I ask how long it would take?

Thank you for your consideration,

Yours sincerely,

Ali Al-Shikeli

6. This collection is written for _____ year-olds.

☐ 3-5☐ 6-8☐ 9-12

7. Ali spent _____ collecting the stories.

☐ six months☐ two years☐ many years

8. The pictures for the stories were drawn by _____.

☐ Ali himself☒ Ali's sister☐ Ali's children

READING 2 (continued)TEXT 2

Dear Mr Al-Shikeli,

Thank you for your letter. We are pleased to inform you that we think your work would make a positive addition to our Children's Publishing House list of titles.

We were very impressed by the stories you have collected, in particular the positive moral messages which they contain. However, the pictures which came with them are not satisfactory. We would like our own designer to re-draw them.

One more point: we think that, with 500 pages, the book would be very thick and heavy. This might affect its sales. I suggest that you divide the collection into two equal parts. So could you please choose the 50 best stories for the first volume, within two weeks if possible? After that, it will take about six more weeks for all the work to be completed.

Sincerely,

Maryam Al-Zedjali
Managing Director

9. The publisher likes the _____ in Ali's stories.

☐ pictures

☐ characters

☒ morals

10. The book will be printed in _____.

☐ one volume

☒ two volumes

☐ three volumes

11. The whole process will take _____ weeks.

☐ two

☐ four

☒ eight

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

My name is Wongtep, and I'm an earthquake researcher. It's not an exciting job, but it's certainly interesting. I graduated successfully from Bangkok University in 1980, and then I didn't need to look for a job. The university offered me one immediately!

There is one special challenge in my job. In Thailand, earthquakes rarely actually happen. The last serious one was in 1965! But we still have to be ready all the time, in case something happens! The rarity of earthquakes makes it difficult for me and my colleagues to keep ourselves updated about the latest developments. So we spend most of our time reading research reports about earthquakes all over the world, especially in Asia. I have even studied two languages, Indonesian and Japanese, so that I can follow news from those two countries, where earthquakes are frequent.

I study earthquakes because I want to know more about their causes and predict where they are likely to happen. This information probably helps people to survive when an earthquake occurs. It also helps engineers to build safer buildings, especially schools and hospitals. At the university, we are lucky enough to have a very energetic director, who makes sure we have access to all the latest equipment. Accurate measurements help us to predict what will happen in the future.

I enjoy my work, but sometimes I wish there was a little more drama and excitement in it. That has only actually happened once. In 2011, I was attending a conference in New Zealand when a huge earthquake shook the ground. Many people were killed and hundreds of buildings were damaged. I was lucky. I was walking in a park at the time, so I fell down, but was not injured.

READING 3 (continued)

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

12. Where does he work?

13. Which foreign languages have helped him in his work?

14. Where did he actually experience an earthquake?

_____ (country)

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

15. The last major earthquake in Thailand took place _____ years ago.

☐ 15

☐ 50

☐ 150

16. His main focus is on _____ earthquakes.

☐ writing reports about

☐ measuring

☐ predicting

17. The only problem with his job is that he doesn't have much _____.

☐ excitement

☐ support from his boss

☐ modern equipment

**READING
SCORE**

20

(5 marks)

How do you prefer to travel: with family or with friends? Why?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the paper. A small dark mark is visible near the bottom left corner.

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.

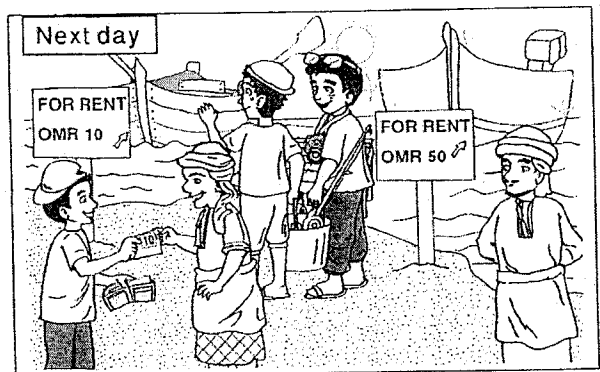
You can also put in more details to make your story lively and interesting.

rent/ boat	cheap	enjoy	water / come in
hole	throw out	get back/ safe	lucky/ survive

①



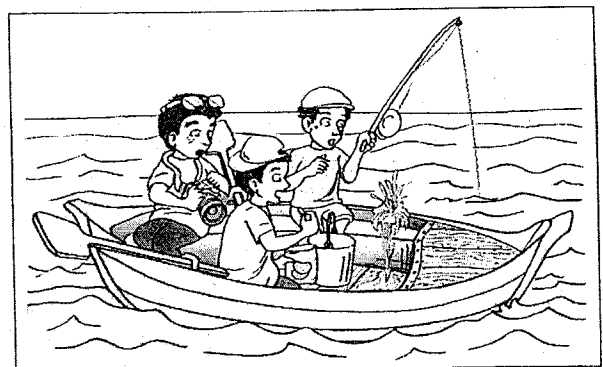
②



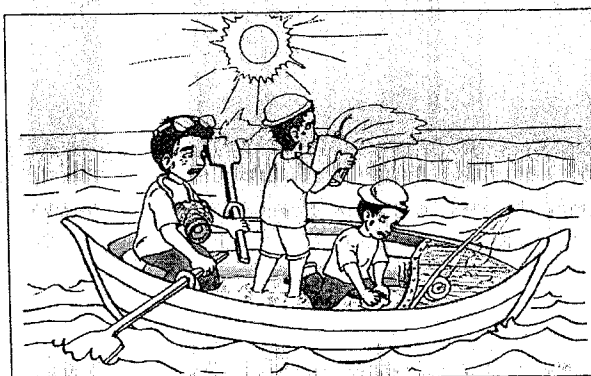
③



④



⑤



⑥



WRITING 2 (continued)

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the paper. The bottom edge of the paper appears slightly irregular, possibly due to the scanning process or the way it was cut from a pad.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

**WRITING
SCORE**

15

GRADE TEN
ENGLISH LANGUAGE
SEMESTER ONE, 2015/2016, SECOND SESSION



MARKING GUIDE

TOTAL MARKS: 60

page 1 of 4

LISTENING 1 (6 mks)			
1. <input checked="" type="radio"/> Bahrain	1. <input type="radio"/> Abu Dhabi	1. <input type="radio"/> Dubai	
2. <input type="radio"/> a friend	2. <input checked="" type="radio"/> his company	2. <input type="radio"/> his cousin	
3. <input type="radio"/> medicine	3. <input checked="" type="radio"/> clothes	3. <input type="radio"/> books	
4. <input checked="" type="radio"/> take photos	4. <input type="radio"/> make friends	4. <input type="radio"/> learn about cars	
5. <input type="radio"/> noise	5. <input type="radio"/> crowds	5. <input checked="" type="radio"/> weather	
6. <input type="radio"/> the drivers	6. <input type="radio"/> who wins	6. <input checked="" type="radio"/> some celebrities	

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

LISTENING 2 (5 mks)	
7. swimming pool 8. 100,000 years (old) 9. stone 10. cutting / to cut (animals/ meat) 11. (a) knife / (an ancient) knife	<p><i>Notes: (i) One mark each.</i></p> <p><i>(ii) Complete accuracy in grammar & spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.</i></p> <p><i>(iii) In general, apply the 'not more than four words'. HOWEVER, use common sense for slightly longer, but <u>obviously</u> correct answers.</i></p>

LISTENING 3 (4 mks)						
	a tailor	a zookeeper	an architect	a mechanic	a sports coach	a doctor
12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
14.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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



VOCABULARY 1 (2.5 mks)

- | | | | |
|--|---|---|----------------------------------|
| 1. <input type="radio"/> tired | <input type="radio"/> scared | <input checked="" type="radio"/> aware | <input type="radio"/> proud |
| 2. <input type="radio"/> decline | <input checked="" type="radio"/> prevent | <input type="radio"/> attract | <input type="radio"/> cure |
| 3. <input type="radio"/> documentary | <input checked="" type="radio"/> forecast | <input type="radio"/> landscape | <input type="radio"/> movie |
| 4. <input checked="" type="radio"/> keep | <input type="radio"/> continue | <input type="radio"/> stay | <input type="radio"/> search |
| 5. <input type="radio"/> heavily | <input type="radio"/> absolutely | <input checked="" type="radio"/> suddenly | <input type="radio"/> definitely |

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

VOCABULARY 2 (2.5 mks)

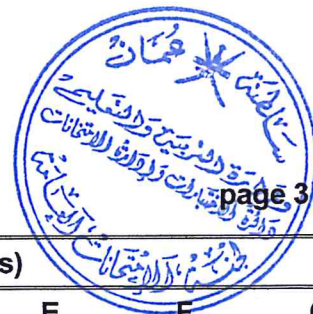
- | | |
|------------------|-------------------|
| 6. <u>famous</u> | 9. <u>really</u> |
| 7. <u>starve</u> | 10. <u>manage</u> |
| 8. <u>sharp</u> | |

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

GRAMMAR 1 (2.5 mks)

- | | but | for | had | have | how | no | not | so | to | what |
|----|----------------------------------|-----------------------|-----------------------|----------------------------------|-----------------------|-----------------------|----------------------------------|-----------------------|----------------------------------|----------------------------------|
| 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 checked="" type="radio"/> | <input 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 type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| 4. | <input checked="" 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 checked="" type="radio"/> | <input 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. was	1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. been	2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. than	3.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Would	4.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. to	5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct, but ignore upper/lower case.</i>		<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>						

READING 2 (6 mks)		
6. <input checked="" type="radio"/> 3-5	<input type="radio"/> 6-8	<input type="radio"/> 9-12
7. <input type="radio"/> six months	<input checked="" type="radio"/> two years	<input type="radio"/> many years
8. <input type="radio"/> Ali himself	<input checked="" type="radio"/> Ali's sister	<input type="radio"/> Ali's children
9. <input type="radio"/> pictures	<input type="radio"/> characters	<input checked="" type="radio"/> morals
10. <input type="radio"/> one volume	<input checked="" type="radio"/> two volumes	<input type="radio"/> three volumes
11. <input type="radio"/> two	<input type="radio"/> four	<input checked="" type="radio"/> eight
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

READING 3 (9 mks)		
12. (at) Bangkok University / (at) a university		
13. Indonesian + Japanese (Must have both)		
14. New Zealand		
15. <input type="radio"/> 15	<input checked="" type="radio"/> 50	<input type="radio"/> 150
16. <input type="radio"/> writing reports about	<input type="radio"/> measuring	<input checked="" type="radio"/> predicting
17. <input checked="" type="radio"/> excitement	<input type="radio"/> support from his boss	<input type="radio"/> modern equipment
<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"> – 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.
4	<ul style="list-style-type: none"> – 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.
3	<ul style="list-style-type: none"> – 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.
2	<ul style="list-style-type: none"> – 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.
1	<ul style="list-style-type: none"> – 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	<u>No attempt at the task:</u> <u>EITHER</u> Irrelevant (Completely unrelated to the topic) <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

WRITING 2 (10 mks)	
10	<ul style="list-style-type: none"> – 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.
8	<ul style="list-style-type: none"> – Tells the story clearly enough, but writing lacks interest for the reader. – There are several noticeable language errors and the text sometimes lacks coherence.
6	<ul style="list-style-type: none"> – 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.
4	<ul style="list-style-type: none"> – 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.
2	<ul style="list-style-type: none"> – A <u>very</u> feeble attempt to tell the story. Very little relevant content. – Language used is extremely limited and/or seriously distorted.
0	<u>No attempt at the task:</u> <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