



**ENGLISH LANGUAGE TEST**

**GRADE TEN**

**Semester One**

**First Session**

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

**Write your answers on the Test Paper**

**Time: 2½ hours**

**Pages: 16**

<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>LISTENING</b>	<b>15</b>					
<b>VOCABULARY</b>	<b>5</b>					
<b>GRAMMAR</b>	<b>5</b>					
<b>READING</b>	<b>20</b>					
<b>WRITING</b>	<b>15</b>					
<b>TOTAL</b>	<b>60</b>					

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

You are going to hear an interview in the studio between a presenter and Mr Hassan Unver, the Mayor of Nevsehir. They are talking about **an underground city** discovered in Turkey.

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

1. The underground city was discovered in Turkey in \_\_\_\_\_.  
 2014                       2015                       2016
  
2. It was discovered by some \_\_\_\_\_.  
 archaeologists               builders                       scientists
  
3. About \_\_\_\_\_ historical items were found in the underground city.  
 30                               37                               44
  
4. The tunnels were originally used to transport \_\_\_\_\_.  
 agricultural products       artefacts                       historical objects
  
5. The Cappadocian people used the underground city to \_\_\_\_\_ their enemies.  
 arrest                               attack                               hide from
  
6. In the future, the underground city will be used to support \_\_\_\_\_.  
 agriculture                       research                       tourism



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

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

7. Where was Stefano when the earthquake happened?

---

8. How many people were injured in the earthquake?

---

9. Why couldn't Stefano call his family?

---

10. Who died from his family?

---

11. How long was Silvia buried under the ruins?

For \_\_\_\_\_



**LISTENING 3 (Items 12-15)**

**(4 marks)**

You are going to hear four people speaking. **Where** are they?

Listen and for each item, shade in the bubble  under the correct option.

at an airport	at a bank	in a cinema	at home	at a library	at a sport stadium
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<b>12.(1)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>13.(2)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>14.(3)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>15.(4)</b>	<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 Old Man and the Sea* is a short novel written by the American (1) \_\_\_\_\_ Ernest Hemingway in 1951. It (2) \_\_\_\_\_ the story of a battle between an old fisherman and his greatest catch of a huge fish, called marlin. Santiago is the main (3) \_\_\_\_\_ in the novel. He gets rid of his bad luck of returning home empty-handed for 84 days by catching the (4) \_\_\_\_\_ marlin. *The Old Man and the Sea* was the last major work of fiction by Hemingway that was (5) \_\_\_\_\_ during his lifetime.

- 1.  athlete                       archeologist                       author                       forecaster
  
- 2.  draws                       speaks                       tells                       writes
  
- 3.  character                       plot                       setting                       theme
  
- 4.  enormous                       surprised                       tiny                       weak
  
- 5.  disappeared                       examined                       predicted                       published

**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.** (noun) a large area of land covered with thick trees.

e.g. Many wild animals live in the **for** \_ \_ \_ .

**7.** (noun) a building where important historical objects are kept and shown to people.

e.g. Many tourists visited the National **Mus** \_ \_ \_ yesterday.

**8.** (adverb) the opposite of quietly.

e.g. The teacher asked the student to speak **lou** \_ \_ \_ .

**9.** (adjective) *the opposite of weak*

e.g. Doing exercise makes your body fit and **str** \_ \_ \_ .

**10.** (verb) to keep away from something.

e.g. What food do you **av** \_ \_ \_ eating?

<b>VOCABULARY SCORE</b>	
	<b>5</b>

**GRAMMAR 1 (Items 1-5)**

**(2½ marks)**

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

Speaker A: Have you finished (1) \_\_\_\_\_ report?

Speaker B: Not yet. I'm really tired.

Speaker A: What (2) \_\_\_\_\_ going out?

Speaker B: That's ok. What (3) \_\_\_\_\_ you suggest?

Speaker A: Well, I'm thinking of a boat trip.

Speaker B: I see, (4) \_\_\_\_\_ that might take a long time. I prefer watching a film instead.

Speaker A: OK. So let's meet at the cinema at 7 o'clock".

Speaker B: Great. I (5) \_\_\_\_\_ be there.

- |       |    |     |     |    |    |    |    |      |      |
|-------|----|-----|-----|----|----|----|----|------|------|
| about | am | are | but | do | of | so | us | will | your |
|-------|----|-----|-----|----|----|----|----|------|------|

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. This is the boy \_\_\_\_\_ won the golden medal in the competition.
7. If he had run faster, he would \_\_\_\_\_ won the race.
8. The woman \_\_\_\_\_ cooking when her child broke the window yesterday.
9. I promised \_\_\_\_\_ buy a new watch for my son.
10. \_\_\_\_\_ there any new students in your class this year?

**GRAMMAR  
SCORE**

<b>5</b>



**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 friends and I work with a charity organization, which is part of our local community services.
2. In October 2016, terrible landslides in China resulted in burying hundreds of homes.
3. Three close friends prepared everything to go on a fishing trip at the weekend.
4. I'm doing a project about traditional Omani stories. I've already collected some by interviewing old people.
5. It's very important to follow the safety rules to protect yourself when you go cycling.

<b>A.</b>	They took permission from their parents, checked the weather forecast and rented a small boat.
<b>B.</b>	Wearing suitable clothes and using trainers and helmets keep you safe from injuries.
<b>C.</b>	A rescue team consisting of 180 diggers worked day and night to find survivors.
<b>D.</b>	The stadium was full of supporters from all over the world. They were waving flags.
<b>E.</b>	We collect donations such as money and other things to be distributed to poor people.
<b>F.</b>	He prepared his bag, said goodbye to his parents and drove his car down the town.
<b>G.</b>	Also, my teacher advised me to search for more information in websites and libraries.

	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,

I am writing this letter asking for a quick reply from your insurance company regarding my issue.

Six months ago, I insured my furniture shop for 1500 rials in your company. My shop was valued for about 50000 rials. Unfortunately, my shop caught fire two weeks ago. Everything was burned including 5000 rials which was kept inside.

At the beginning, I thought that the fire was caused by an electrical problem or a smoking cigarette. However, after investigation, the police reported that the cause of the fire was a lightning strike.

I hope that your insurance company will come soon to visit the shop for evaluation in order to pay me the insurance cost as soon as possible.

With this letter, I have enclosed the police report, some photos of the burnt shop and the insurance documents.

Yours sincerely,

Khalid Al Abri

6. Mr. Al Abri paid \_\_\_\_\_ rials for the insurance company.
- 1500                       5000                       50000
7. The shop was burned because of \_\_\_\_\_.
- an electrical problem       a lightning strike       a smoking cigarette
8. Mr. Al Abri asks the insurance company to \_\_\_\_\_.
- buy new furniture for him       repair the shop       visit the burnt shop

**READING 2 (continued)****TEXT 2**

Dear Mr. Al Abri,

Thank you for trusting our insurance company. We are really sorry to hear about your shop.

Regarding your insurance, we have checked the document and found out that the contract was signed 10 months ago, so it is still valid for 2 more months. We have also checked that it does cover natural disasters, so our company will probably provide you with the insurance value after examining the shop.

Regarding your request to visit the shop, we are sorry to inform you that we are quite busy in the coming two weeks as we are preparing our new branch in Salalah. Most of our employees are there. Besides, the two engineers who are responsible for visiting the affected buildings are not available. One of them is on an emergency leave for a week and the other one is having a training course. We are really under pressure.

According to our busy schedule, we will be able to visit your shop after three weeks. We hope that it would be convenient for you.

Sincerely,

Adil Al Bulushi

Managing Director

9. Mr. Al Abri insured his shop for \_\_\_\_\_.

2 months

10 months

1 year

10. Most of the company's workers are \_\_\_\_\_.

busy

on leave

taking a course

11. The burnt shop will be visited after \_\_\_\_\_.

one week

two weeks

three weeks



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

*Read the text. Then, complete the task.*

Bed racing is one of the most unusual sports. It was originally held to raise funds for charities. The first race was organized by the people in knaresboroug in the Uk in 1965. It was only for the army and navy. The US Marines also joined the first race. One year later, it was opened for the public. This sport was then spread throughout USA, Germany and New Zealand. Few years later, bed raising sport changed to fun and entertainment purposes.

The first event of the race was only held with four teams. The organizers raised about 300 pounds for the charities. That was because of bad weather in knaresboroug. The second race was better. Twenty one teams participated in the event and 800 pounds were raised.

In the UK, bed racing competitions between teams take place every June. Each team should consist of six racers plus one on the bed. The beds must be designed with four wheels to help the racers move the bed easily. The teams run and push the beds for about 3km. They must climb up a hill. Then, they must run down towards the Nidd River and cross it. The whole race is about half an hour. However, a fast team can finish the race in about fourteen minutes.

Every year, there is a theme for the race. The teams should decorate their beds according to that theme. The racers are encouraged to dress according to the theme to win prizes. In addition, they must wear protective helmets and life jackets for their safety.

**READING 3 (continued)**

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

12. Where did bed racing sport start? (Country)

\_\_\_\_\_

13. Why did the organizers get less money in the first race?

\_\_\_\_\_

14. How many members are there in each bed racing team?

\_\_\_\_\_

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

15. The purpose of the first race was \_\_\_\_\_.

- decorating beds       having entertainment       raising money

16. The race lasts for about \_\_\_\_\_ minutes.

- 14                               30                               60

17. Racers get prizes if they wear \_\_\_\_\_.

- decorated dresses       helmets                       life jackets

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**READING  
SCORE**

<b>20</b>



**WRITING 2**

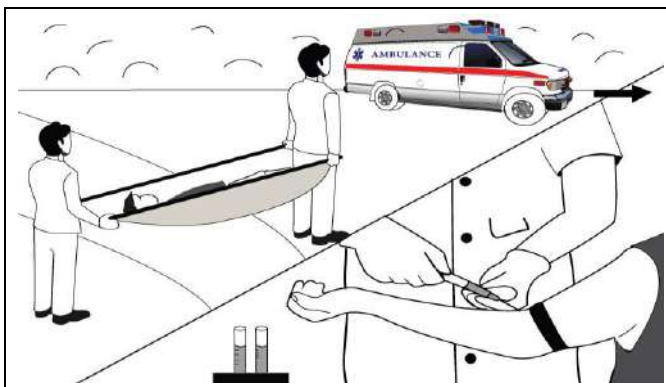
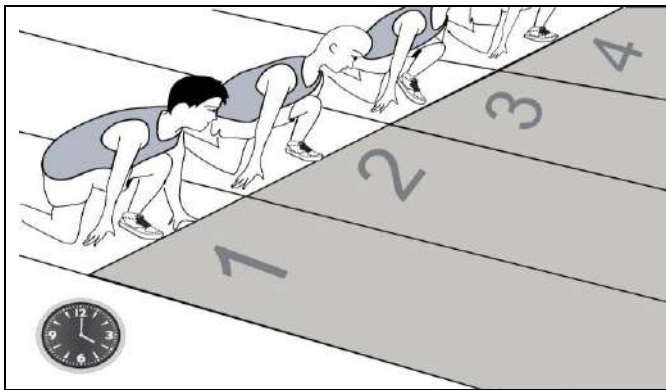
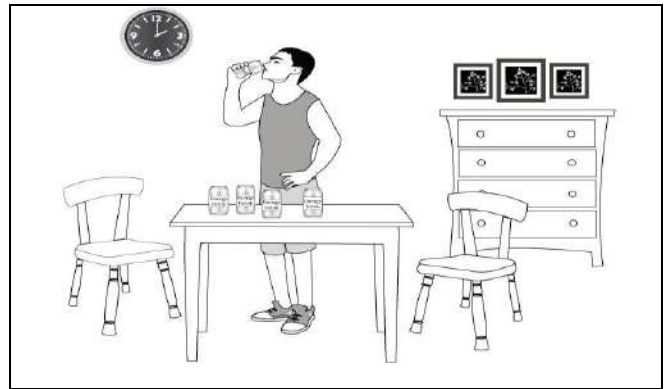
**(10 marks)**

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.

think/win	energy drink	running race	pain/ fell down
ambulance	blood test	discuss/dangerous	sad









\*\*\*\*\*

<b>LISTENING 1 (6 mks)</b>		
1. <input type="radio"/> 2014	<input checked="" type="radio"/> 2015	<input type="radio"/> 2016
2. <input type="radio"/> archaeologists	<input checked="" type="radio"/> builders	<input type="radio"/> Scientists
3. <input type="radio"/> 30	<input type="radio"/> 37	<input checked="" type="radio"/> 44
4. <input checked="" type="radio"/> agricultural products	<input type="radio"/> artefacts	<input type="radio"/> historical objects
5. <input type="radio"/> arrest	<input type="radio"/> attack	<input checked="" type="radio"/> hide from
6. <input type="radio"/> agriculture	<input type="radio"/> research	<input checked="" type="radio"/> tourism
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

<b>LISTENING 2 (5 mks)</b>	
7. At Rome University / University / Rome/ away from home 8. 200 / two hundred 9. (the phone) lines were not working 10. (his) wife and son 11. 17/ seventeen hours	<i>Notes: (i) One mark each.                      (ii) Complete accuracy in grammar &amp; spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.                      (iii) In general, apply the 'not more than four words'. HOWEVER, use common sense for slightly longer, but <u>obviously correct</u> answers.</i>

<b>LISTENING 3 (4 mks)</b>						
	at an airport	at a bank	in a cinema	at home	at a library	at a sport stadium
12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
13.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
15.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input 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"/> athlete              | <input type="radio"/> archeologists | <input checked="" type="radio"/> author | <input type="radio"/> forecaster           |
| 2. <input type="radio"/> draws                | <input type="radio"/> speaks        | <input checked="" type="radio"/> tells  | <input type="radio"/> writes               |
| 3. <input checked="" type="radio"/> character | <input type="radio"/> plot          | <input type="radio"/> setting           | <input type="radio"/> theme                |
| 4. <input checked="" type="radio"/> enormous  | <input type="radio"/> surprised     | <input type="radio"/> tiny              | <input type="radio"/> weak                 |
| 5. <input type="radio"/> disappeared          | <input type="radio"/> examined      | <input type="radio"/> predicted         | <input checked="" type="radio"/> published |

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

**VOCABULARY 2 (2.5 mks)**

- |                  |                  |
|------------------|------------------|
| 6. <u>forest</u> | 9. <u>strong</u> |
| 7. <u>Museum</u> | 10. <u>avoid</u> |
| 8. <u>loudly</u> |                  |

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

**GRAMMAR 1 (2.5 mks)**

- |    |                                  |                       |                       |                                  |                                  |                       |                       |                       |                                  |                                  |
|----|----------------------------------|-----------------------|-----------------------|----------------------------------|----------------------------------|-----------------------|-----------------------|-----------------------|----------------------------------|----------------------------------|
|    | about                            | am                    | are                   | but                              | do                               | of                    | so                    | us                    | will                             | your                             |
| 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 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"/>            |
| 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 checked="" 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 checked="" 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. who	1. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. have	2. <input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. was	3. <input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. to	4. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
10. Are	5. <input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Notes: Half-a-mark each. Spelling must be correct.</i>	<i>Notes: One mark each. Responses must be indicated clearly.</i>						

READING 2 (6 mks)		
6. <input checked="" type="radio"/> 1500	<input type="radio"/> 5000	<input type="radio"/> 50000
7. <input type="radio"/> an electrical problem	<input checked="" type="radio"/> a lightning strike	<input type="radio"/> a smoking cigarette
8. <input type="radio"/> buy new furniture for him	<input type="radio"/> repair the shop	<input checked="" type="radio"/> visit his burnt shop
9. <input type="radio"/> 2 months	<input type="radio"/> 10 months	<input checked="" type="radio"/> 1 year
10. <input checked="" type="radio"/> busy	<input type="radio"/> on leave	<input type="radio"/> under pressure
11. <input type="radio"/> one week	<input type="radio"/> two weeks	<input checked="" type="radio"/> three weeks
<i>Notes: One mark each. Responses must be indicated clearly.</i>		

READING 3 (9 mks)		
12. The UK		
13. bad weather		
14. 7		
15. <input type="radio"/> decorating beds	<input type="radio"/> having entertainment	<input checked="" type="radio"/> raising money
16. <input type="radio"/> 14	<input checked="" type="radio"/> 30	<input type="radio"/> 60
17. <input checked="" type="radio"/> decorated dresses	<input type="radio"/> helmets	<input type="radio"/> life jackets
<i>Notes: One-and-a-half marks each.</i>		
<i>Qs 12-14: (i) Complete accuracy in grammar &amp; spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct. (ii) In general, apply the 'not more than four words'. 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>		

<b>WRITING 1 (5 mks)</b>	
<b>5</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>4</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>3</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>2</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>1</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> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense

<b>WRITING 2 (10 mks)</b>	
<b>10</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>8</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>6</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>4</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>2</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



**ENGLISH LANGUAGE TEST**

**GRADE TEN**

**Semester One  
Second Session**

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

**Write your answers on the Test Paper**

**Time: 2½ hours**

**Pages: 15**

<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>LISTENING</b>	<b>15</b>					
<b>VOCABULARY</b>	<b>5</b>					
<b>GRAMMAR</b>	<b>5</b>					
<b>READING</b>	<b>20</b>					
<b>WRITING</b>	<b>15</b>					
<b>TOTAL</b>	<b>60</b>					

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

*You're going to hear a conversation between a husband and wife.  
Listen, and shade in the bubble  next to the correct option.*

1. The wife heard about a possible volcanic eruption \_\_\_\_\_.  
 from their neighbours       on the radio       from a policeman
  
2. There was a similar warning \_\_\_\_\_.  
 last week       last year       two years ago
  
3. The husband is especially worried about \_\_\_\_\_.  
 damage       his business       security
  
4. They decide to stay at \_\_\_\_\_.  
 a brother's house       a government centre       their parents' house
  
5. Last week, their car \_\_\_\_\_.  
 ran out of petrol       was repaired       broke down
  
6. They agree to leave \_\_\_\_\_.  
 immediately       at 12.30       at 1.30



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

*You're going to hear a traditional story from India.*

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

**7.** What kind of business did Raj have?

\_\_\_\_\_

**8.** Why did Pinchu jump into the water?

To reduce \_\_\_\_\_

**9.** For how long was he able to cheat his master?

\_\_\_\_\_

**10.** How did Raj discover this?

\_\_\_\_\_

**11.** To teach the donkey a lesson, what did Raj put in the bags?

\_\_\_\_\_





**LISTENING 3 (Items 12-15)**

**[4 marks]**

*You're going to hear four news items. What are they about?*

*Listen and for each item, shade in the bubble  under the correct option.*

Education	Business	Crime	Sport	Entertain- ment	Weather
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**12.(1)**                                                                

**13.(2)**                                                                

**14.(3)**                                                                

**15.(4)**                                                                

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**LISTENING  
SCORE**

<b>15</b>

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

**[2½ marks]**

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

I had a great time working with the Omani Rescue <sup>(1)</sup> \_\_\_\_\_ to help victims in different countries around the world. They were looking for <sup>(2)</sup> \_\_\_\_\_, so I decided to join. I started by <sup>(3)</sup> \_\_\_\_\_ funds through different activities, like 'fancy dress day', 'food day' and 'fun runs'. We were also <sup>(4)</sup> \_\_\_\_\_ by well-known companies with T-shirts and caps, which brought in more money. This is important work, so I <sup>(5)</sup> \_\_\_\_\_ you all to give it a try, as our little contribution means a lot to others.

- |                                      |                                    |                                   |                                  |
|--------------------------------------|------------------------------------|-----------------------------------|----------------------------------|
| 1. <input type="radio"/> preparation | <input type="radio"/> organisation | <input type="radio"/> competition | <input type="radio"/> prevention |
| 2. <input type="radio"/> explorers   | <input type="radio"/> referees     | <input type="radio"/> strangers   | <input type="radio"/> volunteers |
| 3. <input type="radio"/> replacing   | <input type="radio"/> spending     | <input type="radio"/> winning     | <input type="radio"/> raising    |
| 4. <input type="radio"/> produced    | <input type="radio"/> protected    | <input type="radio"/> sponsored   | <input type="radio"/> surprised  |
| 5. <input type="radio"/> prohibit    | <input type="radio"/> attract      | <input type="radio"/> encourage   | <input type="radio"/> collect    |

**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) with a thin edge that can cut things easily

e.g. For cooking, you need some good **sh** \_ \_ \_ knives.

7. (verb) to teach somebody to do something

e.g. If you **tr** \_ \_ \_ people well, they will do a good job for you.

8. (noun) things that make you believe that something is true.

e.g. The police don't have enough **evi** \_ \_ \_ \_ \_ to take him to court.

9. (adjective) achieving what you want to achieve

e.g. He was very **succ** \_ \_ \_ \_ \_ in his business and made lots of money.

10. (noun) an old story that many people believe

e.g. In their tradition, there is one **my** \_ \_ that they all love.

**VOCABULARY  
SCORE**

**GRAMMAR 1 (Items 1-5)**

**[2½ marks]**

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

Speaker A: What's wrong, son? You <sup>(1)</sup> \_\_\_\_\_ call me yesterday! Are you OK?

Speaker B: I'm fine. I'm still in Dubai, <sup>(2)</sup> \_\_\_\_\_ I don't have any money.

Speaker A: Really? So <sup>(3)</sup> \_\_\_\_\_ don't you come home then?

Speaker B: I can't. I <sup>(4)</sup> \_\_\_\_\_ to finish this project first.

Speaker A: How <sup>(5)</sup> \_\_\_\_\_ more time do you need?

Speaker B: Just two weeks. That's all.

- |        |     |        |      |     |      |      |      |    |     |
|--------|-----|--------|------|-----|------|------|------|----|-----|
| aren't | but | didn't | have | how | many | much | must | so | why |
|--------|-----|--------|------|-----|------|------|------|----|-----|

- |    |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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. "I've decided! I'm going \_\_\_\_\_ leave my job!"
7. What have you \_\_\_\_\_ doing since we last met?
8. We \_\_\_\_\_ eating lunch when Dad arrived.
9. The students discussed the story they \_\_\_\_\_ read the day before.
10. "It's \_\_\_\_\_ most beautiful painting I've ever seen!"

**GRAMMAR  
SCORE**

<b>5</b>



**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. Recently, I read a well-known fairy tale. It was a very sad story.
2. Calligraphy is one of the great traditional arts of East Asia.
3. My favourite footballer, Zinedine Zidane, will play in a charity match in Switzerland.
4. Each student will choose an extreme sport and talk about it for five minutes.
5. Just a reminder to you all: Thursday is 'Fun Food Day' at the school.

<b>A.</b> The money raised will go to the victims of earthquakes and other disasters.
<b>B.</b> At the end, the two main characters got married, with their families there to support them.
<b>C.</b> Everyone should bring a meal which they have made themselves, with no help from any other family members.
<b>D.</b> Everything went wrong for the heroine, and she was heartbroken at the end.
<b>E.</b> You should pay some money and come to school looking like a character from a story or film.
<b>F.</b> The audience will then decide which presentation was the most interesting and entertaining.
<b>G.</b> It is still practised today by many people, including every school-aged child.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
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 these two e-mails. Then for each item, shade in the bubble  next to the correct option.

**TEXT 1**

Dear David,

I hope you are well. Congratulations once again on winning that gold medal! It seems that you Canadians are really good at swimming!

It's great to hear that you're visiting London in March. It so happens that we're having a sports event at our school at exactly the same time. It would be really nice if you could come and talk to our students about your sporting success. We're also going to invite some professionals from other sports to give presentations.

The exact dates from 15<sup>th</sup> to 17<sup>th</sup> March. Could you come on the first day? Please e-mail me as soon as possible and let me know.

Regards,

Philip

6. Philip is working \_\_\_\_\_.
- for the Ministry of Sport       as a teacher       in Canada
7. He wants David to \_\_\_\_\_.
- demonstrate his swimming skills       do an interview       give a presentation
8. He asks David to be there on \_\_\_\_\_ March.
- 15<sup>th</sup>       16<sup>th</sup>       17<sup>th</sup>

**READING 2 (cont'd)****TEXT 2**

Hi Philip,

Thanks for your message. I'd be very happy to come to your school! I love to meet people and talk about swimming.

Just a couple of questions: how long would you like my presentation to be? And how big is the hall? I don't have a loud voice, so I'll probably need a microphone! I thought about showing a film, but that's too complicated, isn't it? Better to keep it simple!

I expect your students would like to see my gold medals. Is there a safe place to keep them at the school?

The date you suggested is fine. I'll arrive the evening before. Can you recommend a good hotel? And if you could pick me up in the morning, that would be great! I don't know where your school is!

Best wishes,

David

9. David wants to use a \_\_\_\_\_.
- laptop                       microphone                       film
10. He is worried about \_\_\_\_\_.
- the audience                       money                       his medals
11. At the end, he asks \_\_\_\_\_.
- about accommodation       to change the date                       for directions to the school





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

*Read this article. Then, complete the tasks.*

The 'National Museum of the American Indian' in New York is dedicated to the everyday life of the Native Americans who once lived throughout the continent. It was established in New York in 1916 by George Heye, who began collecting artefacts in 1903.

When I went there, I was especially interested in the section showing clothes, footwear and gold jewellery worn by both men and women. Among the footwear, you can see the famous 'moccasins', which are soft, handmade, leather shoes. Moccasins are, in fact, the most popular items in the museum's gift shop. They are not only beautifully decorated with brightly-coloured beads, but are also very tough and last for a surprisingly long time. I know, because I got a pair myself!

The fishing section was full of examples of nets, hooks, fishing rods, and other basic equipment. They all looked the same to me! But then I saw a long, light boat called a canoe. Its design, unchanged for centuries, was very simple, but also very beautiful.

The next section contained spear heads and arrows made of hard stone. These are, for some reason, mixed together with pottery items. One of these items really caught my attention: made of clay, it was a bird with huge, staring eyes. Unfortunately, there aren't any signs or explanations next to the items. So I was unable to find out what this clay bird was, or what it was used for.

The museum opens 10 am-5 pm, Thursdays up to 8 pm; every day of the year except Christmas Day. Entry is free. The museum also offers daily tours, lectures and film shows. Saturday and Wednesday, 1 pm-3 pm, is specially reserved for groups of schoolchildren.

**READING 3 (cont'd)**

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

12. In what year was the museum set up?

\_\_\_\_\_

13. What did the writer buy there?

\_\_\_\_\_

14. What was the most interesting exhibit in the fishing section?

\_\_\_\_\_

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

15. In the pottery section, you can also see \_\_\_\_\_.

- weapons                       baskets                       jewellery

16. The writer thinks the museum should provide \_\_\_\_\_.

- better lighting                       tourist guides                       more written information

17. The museum is closed once a \_\_\_\_\_.

- week                       month                       year

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**READING  
SCORE**

<b>20</b>





**WRITING 2**

[10 marks]

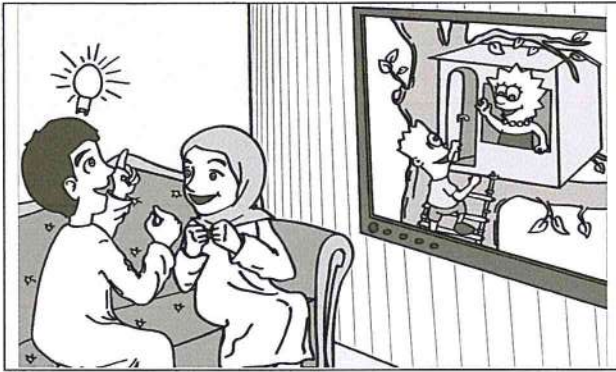
Write a **story** of at least **100 words** based on the following pictures.

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

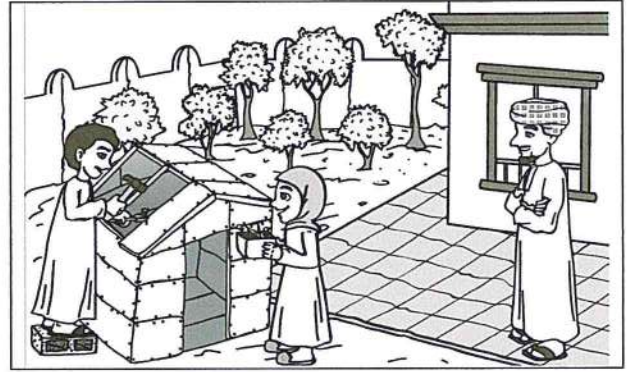
You can also put in more details to make your story **lively** and **interesting**.

cartoon	idea	small house	storm
destroy	beach	pieces/ wood	take home

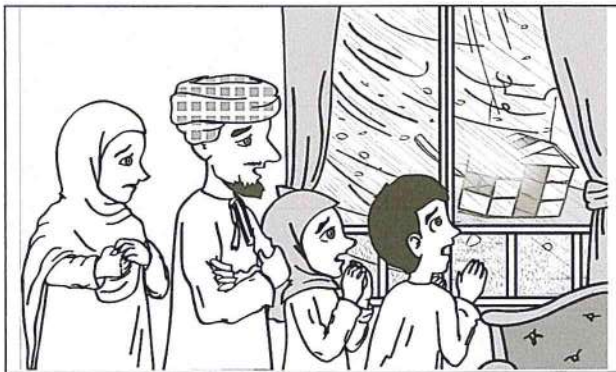
①



②



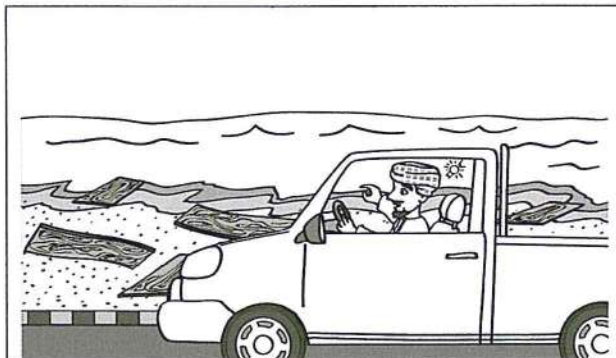
③



④



⑤



⑥







\*\*\*\*\*

LISTENING 1 (6 mks)		
1. <input type="radio"/> from their neighbours	<input checked="" type="radio"/> on the radio	<input type="radio"/> from a policeman
2. <input type="radio"/> last week	<input type="radio"/> last year	<input checked="" type="radio"/> two years ago
3. <input type="radio"/> damage	<input type="radio"/> his business	<input checked="" type="radio"/> security
4. <input checked="" type="radio"/> a brother's house	<input type="radio"/> a government centre	<input type="radio"/> their parents' house
5. <input type="radio"/> ran out of petrol	<input checked="" type="radio"/> was repaired	<input type="radio"/> broke down
6. <input type="radio"/> immediately	<input type="radio"/> at 12.30	<input checked="" type="radio"/> at 1.30
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

LISTENING 2 (5 mks)	
7. salt	<i>Notes: (i) One mark each.            (ii) Complete accuracy in grammar &amp; spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.            (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.</i>
8. (to reduce) the load/weight/salt	
9. three weeks / 3 weeks	
10. from his son/ Kumar told him	
11. cotton	

LISTENING 3 (4 mks)						
	Education	Business	Crime	Sport	Entertainment	Weather
12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
13.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input 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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input 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"/> preparation	<input checked="" type="radio"/> organisation	<input type="radio"/> competition	<input type="radio"/> prevention
2. <input type="radio"/> explorers	<input type="radio"/> referees	<input type="radio"/> strangers	<input checked="" type="radio"/> volunteers
3. <input type="radio"/> replacing	<input type="radio"/> spending	<input type="radio"/> winning	<input checked="" type="radio"/> raising
4. <input type="radio"/> produced	<input type="radio"/> protected	<input checked="" type="radio"/> sponsored	<input type="radio"/> surprised
5. <input type="radio"/> prohibit	<input type="radio"/> attract	<input checked="" type="radio"/> encourage	<input type="radio"/> collect

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

VOCABULARY 2 (2.5 mks)	
6. <u>sharp</u>	9. <u>successful</u>
7. <u>train</u>	10. <u>myth</u>
8. <u>evidence</u>	

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

GRAMMAR 1 (2.5 mks)										
	aren't	but	didn't	have	how	many	much	must	so	why
1.	<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"/>	<input type="radio"/>
2.	<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"/>	<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 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"/>
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. to	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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
8. were	3. <input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. had / 'd	4. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
10. the	5. <input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Notes: Half-a-mark each. Spelling must be correct.</i>	<i>Notes: One mark each. Responses must be indicated clearly.</i>						

READING 2 (6 mks)		
6. <input type="radio"/> for the Ministry of Sport	<input checked="" type="radio"/> as a teacher	<input type="radio"/> in Canada
7. <input type="radio"/> demonstrate his ...	<input type="radio"/> do an interview	<input checked="" type="radio"/> give a presentation
8. <input checked="" type="radio"/> 15 <sup>th</sup>	<input type="radio"/> 16 <sup>th</sup>	<input type="radio"/> 17 <sup>th</sup>
9. <input type="radio"/> laptop	<input checked="" type="radio"/> microphone	<input type="radio"/> film
10. <input type="radio"/> the audience	<input type="radio"/> money	<input checked="" type="radio"/> his medals
11. <input checked="" type="radio"/> about accommodation	<input type="radio"/> to change the date	<input type="radio"/> for directions to the ...
<i>Notes: One mark each. Responses must be indicated clearly.</i>		

READING 3 (9 mks)		
12. 1916		
13. (a pair of) shoes/ mocassins		
14. (a) canoe/ boat		
15. <input checked="" type="radio"/> weapons	<input type="radio"/> baskets	<input type="radio"/> jewellery
16. <input type="radio"/> better lighting	<input type="radio"/> tourist guides	<input checked="" type="radio"/> more written ...
17. <input type="radio"/> week	<input type="radio"/> month	<input checked="" type="radio"/> year
<i>Notes: One-and-a-half marks each.</i>		
<i>Qs 12-14: (i) Complete accuracy in grammar &amp; spelling is not required, but answers must be clearly and convincingly correct. (ii) In general, apply the 'not more than four words'. HOWEVER, use common sense for slightly longer, but obviously correct answers.</i>		
<i>Qs 15-17: Responses must be indicated clearly.</i>		





<b>WRITING 1 (5 mks)</b>	
<b>5</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>4</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>3</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>2</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>1</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> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense

<b>WRITING 2 (10 mks)</b>	
<b>10</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>8</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>6</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>4</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>2</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



**ENGLISH LANGUAGE TEST**

**GRADE TEN**

**Semester One  
 Second Session**

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

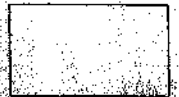
**Write your answers on the Test Paper**  
**Time: 2½ hours**                      **Pages: 16**

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

**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?

A swimming pool

8. How old are they?

100 years

9. What were they made of?

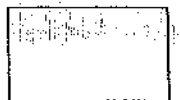
from a stone

10. What were they originally used for?

kill animals

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
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12.(1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.(2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
14.(3)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.(4)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**LISTENING  
SCORE**

<b>15</b>

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

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

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

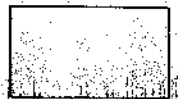
1.  tired                       scared                       aware                       proud

2.  decline                       prevent                       attract                       cure

3.  documentary                       forecast                       landscape                       movie

4.  keep                       continue                       stay                       search

5.  heavily                       absolutely                       suddenly                       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?

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**VOCABULARY  
SCORE**

<b>5</b>
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**GRAMMAR 1 (Items 1-5)**

**(2½ marks)**

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

Speaker A: Maryam, don't forget <sup>(1)</sup> \_\_\_\_\_ help your mother in the kitchen!

Speaker B: Sorry, Dad, I can't. I <sup>(2)</sup> \_\_\_\_\_ to study for my exams.

Speaker A: That's <sup>(3)</sup> \_\_\_\_\_ you said yesterday!

Speaker B: I know, <sup>(4)</sup> \_\_\_\_\_ then my friends came here and stopped me working.

Speaker A: That's <sup>(5)</sup> \_\_\_\_\_ 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**

<b>5</b>

**READING 1 (Items 1-5)**

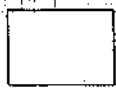
**(5 marks)**

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.

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

All 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**



**WRITING 2**

**(10 marks)**

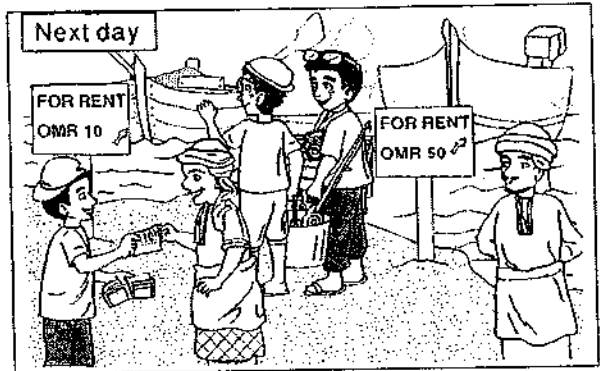
Write a **story of at least 100 words** based on the following pictures.  
 You can use the words in the box to help you.  
 You can also put in more details to make your story lively and interesting.

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

①



②



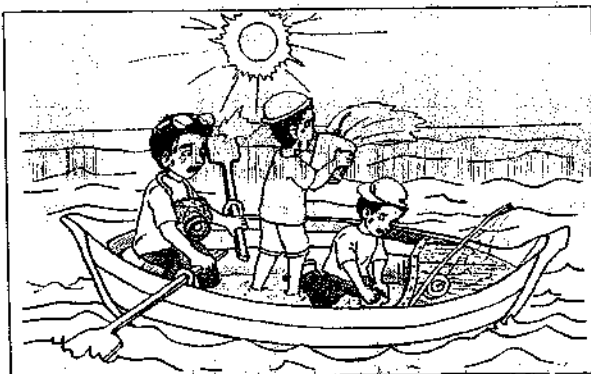
③



④



⑤



⑥











\*\*\*\*\*

LISTENING 1 (6 mks)		
1. <input checked="" type="radio"/> Bahrain	○ Abu Dhabi	○ Dubai
2. ○ a friend	<input checked="" type="radio"/> his company	○ his cousin
3. ○ medicine	<input checked="" type="radio"/> clothes	○ books
4. <input checked="" type="radio"/> take photos	○ make friends	○ learn about cars
5. ○ noise	○ crowds	<input checked="" type="radio"/> weather
6. ○ the drivers	○ who wins	<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 &amp; 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 '<u>not more than four words</u>'. HOWEVER, use common sense for slightly longer, but <u>obviously correct</u> answers.</i></p>

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

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

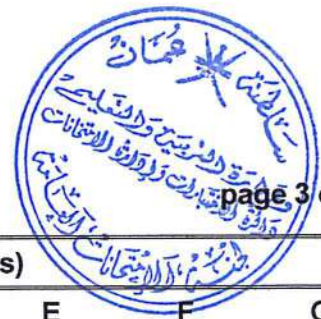


VOCABULARY 1 (2.5 mks)			
1. <input type="radio"/> tired	1. <input type="radio"/> scared	1. <input checked="" type="radio"/> aware	1. <input type="radio"/> proud
2. <input type="radio"/> decline	2. <input checked="" type="radio"/> prevent	2. <input type="radio"/> attract	2. <input type="radio"/> cure
3. <input type="radio"/> documentary	3. <input checked="" type="radio"/> forecast	3. <input type="radio"/> landscape	3. <input type="radio"/> movie
4. <input checked="" type="radio"/> keep	4. <input type="radio"/> continue	4. <input type="radio"/> stay	4. <input type="radio"/> search
5. <input type="radio"/> heavily	5. <input type="radio"/> absolutely	5. <input checked="" type="radio"/> suddenly	5. <input type="radio"/> definitely
<i>Notes: Half-a-mark each. Responses must be indicated <u>clearly</u>.</i>			

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>	
<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i>	

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"/>
<i>Notes: Half-a-mark each. Responses must be indicated <u>clearly</u>.</i>										





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"/>

*Notes: Half-a-mark each. Spelling must be correct, but ignore upper/lower case.*      *Notes: One mark each. Responses must be indicated clearly.*

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

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

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

*Notes: One-and-a-half marks each.*

*Qs 12-14: (i) Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct. (ii) In general, apply the 'not more than four words'. HOWEVER, use common sense for slightly longer, but obviously correct answers.*

*Qs 15-17: Responses must be indicated clearly.*



<b>WRITING 1 (5 mks)</b>	
<b>5</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>4</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>3</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>2</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>1</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> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense

<b>WRITING 2 (10 mks)</b>	
<b>10</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>8</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>6</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>4</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>2</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





**ENGLISH LANGUAGE TEST**

**GRADE TEN**

**Semester One**

**First Session**

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

**Write your answers on the Test Paper**

**Time: 2½ hours**

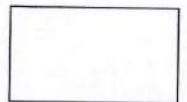
**Pages: 15**

<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>LISTENING</b>	<b>15</b>					
<b>VOCABULARY</b>	<b>5</b>					
<b>GRAMMAR</b>	<b>5</b>					
<b>READING</b>	<b>20</b>					
<b>WRITING</b>	<b>15</b>					
<b>TOTAL</b>	<b>60</b>					

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

You're going to hear a conversation between a TV news presenter and a reporter.  
Listen, and shade in the bubble  next to the correct option.

1. The landslide happened in the \_\_\_\_\_.  
 morning                       afternoon                       evening
  
2. \_\_\_\_\_ people are now believed to have died.  
 200                       450                       1,500
  
3. Rescue workers were able to save \_\_\_\_\_.  
 a baby                       a teenager                       an old woman
  
4. They have now stopped work because of \_\_\_\_\_.  
 rain                       tiredness                       darkness
  
5. This part of Sri Lanka is famous for \_\_\_\_\_.  
 tourism                       industry                       farming
  
6. The reporter thinks the main cause of the landslide was \_\_\_\_\_.  
 government policy                       poverty                       climate change





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

**[5 marks]**

*You're going to hear a traditional story from North Africa.*

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

**7.** How old was Kumail when his mother died?

\_\_\_\_\_

**8.** What was his bad habit?

\_\_\_\_\_

**9.** Who told the king about this?

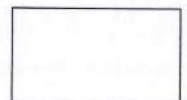
\_\_\_\_\_

**10.** Who helped Kumail to get rid of this habit?

\_\_\_\_\_

**11.** How many plants was Kumail able to pull out?

\_\_\_\_\_



**LISTENING 3 (Items 12-15)**

**[4 marks]**

You're going to hear four news items. What are they about?

Listen and for each item, shade in the bubble  under the correct option.

	Education	Business	Sport	Health	Science	Entertainment
--	-----------	----------	-------	--------	---------	---------------

<b>12.(1)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>13.(2)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>14.(3)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>15.(4)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**LISTENING  
SCORE**

<b>15</b>

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

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

After a disaster, there are many <sup>(1)</sup> \_\_\_\_\_ who need help in order to survive. So generous people try to <sup>(2)</sup> \_\_\_\_\_ something to help them. There are many different kinds of <sup>(3)</sup> \_\_\_\_\_, such as food, medicine, blood, money, clothes and shelter. Some people have a full-time job working for charity organisations. Others simply give their time <sup>(4)</sup> \_\_\_\_\_. The important thing is that all these individuals are <sup>(5)</sup> \_\_\_\_\_ in wanting to help others.

1.  villains       bullies       victims       heroes
2.  communicate       collapse       continue       contribute
3.  conclusions       actions       donations       decisions
4.  accidentally       violently       voluntarily       definitely
5.  genuine       ashamed       suspicious       extreme

**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 cry because you feel sad

e.g. Children easily **we** \_ \_ if they don't get what they want.

**7.** (noun) an exciting experience in which unusual things happen

e.g. We had a great **adv** \_ \_ \_ \_ walking through the tropical forest.

**8.** (adjective) very large and heavy

e.g. They bought a **mas** \_ \_ \_ door for the new mosque.

**9.** (verb) to set fire to something

e.g. I decided to **bu** \_ \_ all my old letters and other papers.

**10.** (adjective) the same as somebody or something else

e.g. First, you should divide the money into four **eq** \_ \_ \_ parts.

**VOCABULARY  
SCORE**

<b>5</b>



**GRAMMAR 1 (Items 1-5)**

**[2½ marks]**

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

Speaker A: How are you? Did you have <sup>(1)</sup> \_\_\_\_\_ nice weekend?

Speaker B: It <sup>(2)</sup> \_\_\_\_\_ fine. I spent the time watching TV.

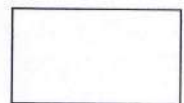
Speaker A: You look very tired — <sup>(3)</sup> \_\_\_\_\_ time did you go to bed last night?

Speaker B: At two o'clock <sup>(4)</sup> \_\_\_\_\_ the morning, actually.

Speaker A: You know, you really <sup>(5)</sup> \_\_\_\_\_ take better care of yourself!

- |   |    |    |    |      |        |     |     |      |       |
|---|----|----|----|------|--------|-----|-----|------|-------|
| a | is | in | on | need | should | the | was | what | which |
|---|----|----|----|------|--------|-----|-----|------|-------|

- |    |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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. They used \_\_\_\_\_ live in the city centre.
7. My grandfather \_\_\_\_\_ killed in the Second World War.
8. I miss my grandfather. I haven't seen him \_\_\_\_\_ March.
9. " \_\_\_\_\_ is the nearest petrol station?" — "Over there! Next to the mosque."
10. "If you concentrated more, you \_\_\_\_\_ get better results!"

--

**GRAMMAR  
SCORE**

<b>5</b>

**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. An American scientist claims that he can predict when earthquakes will occur.
2. Animal and plant fossils are one of the sources of the history of life on earth.
3. If you would like to participate, there will be a debate next week at school.
4. Southern Spain is facing one of the most severe droughts on record.
5. It's another Disney film, and the main character, Maleficent, is a wonderful villain.

<b>A.</b> Two teams will discuss whether dangerous drivers should always be put in prison.
<b>B.</b> There will be a lot of rain in the city. Many streets are likely to be flooded.
<b>C.</b> She represents true evil. She will do anything to achieve her wicked goals.
<b>D.</b> Scientists study them to understand the way particular species have developed.
<b>E.</b> He says the next one will hit San Francisco on Friday and cause a lot of damage.
<b>F.</b> All fairy tales include at least one good character, who is always ready to help others.
<b>G.</b> The central government has taken action to prepare for water shortages and to make water saving a priority.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
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 these two e-mails. Then for each item, shade in the bubble  next to the correct option.

**TEXT 1**

Hi Narjes!

I was sorry to hear that you're feeling so exhausted. But it's good that you've now decided to take two weeks off.

Working day and night writing reports for the newspaper is hard work. You deserve a break! So I'm glad you've followed your doctor's advice.

Now that you've got some free time, why don't you go out for a walk on the beach every morning? You'd enjoy it! Or you could join a swimming course. That's one of the best types of exercise.

Anyway, have fun!

Write soon,

Aisha

6. Narjes is a \_\_\_\_\_.

journalist

doctor

trainer

7. She's going to be on holiday for \_\_\_\_\_ days.

two

seven

fourteen

8. Aisha suggests that she should go for regular walks \_\_\_\_\_.

by the sea

in the park

in the mountains



**READING 2 (cont'd)****TEXT 2**

Dear Aisha,

Thanks for your kind words. Hope you are doing well.

I've taken your advice, and started walking. I feel much better now. At the beginning, I only walked for ten minutes, but now I manage one hour every day!

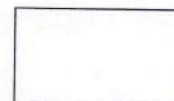
I didn't like the idea of walking alone, so I asked my brother to join me. However, he had to go away for a course. So, guess who joined me instead! My dad! He doesn't usually like outdoor activities, but he's enjoying this a lot.

About your suggestion to go swimming: sorry, but believe it or not, I'm scared of water! Not just scared — terrified! Didn't you know that?

Best wishes,

Narjes

9. Narjes walks for \_\_\_\_\_ minutes every day.
- ten                       thirty                       sixty
10. She goes \_\_\_\_\_.
- with her father               alone                       with her brother
11. She hasn't gone swimming because she \_\_\_\_\_.
- is too tired after walking               is afraid to go in the water               thinks nobody would join her



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

*Read this article. Then, complete the task.*

The National Museum of Beirut is the main archaeological museum in the Lebanon. The building was designed by the French architects, Antoine Nahas and Pierre Ringuet. The official opening was in 1942.

The museum owns a large number of objects, around 100,000 altogether, but only a small percentage — about 5% — of these are on display. The building contains three floors: a basement, ground floor and upper floor. Most visitors go directly to the upper floor, which displays 1500 small and medium-sized artefacts. Those fantastic objects are ordered according to themes and historic periods. They are exhibited in modern show-cases with soft lighting.

The museum's masterpiece is undoubtedly the tomb of Ahiiram, a Phoenician king of ancient Byblos, who lived over three thousand years ago. The tomb was discovered in 1923 by the French archaeologist, Pierre Montet. The tomb's carvings are the earliest known example of the fully developed Phoenician alphabet.

You can see wonderful handicrafts like ceramics, jewellery, ivory work and statues. Not only this: you also can buy well-made copies of some of these objects from the gift shop in the basement.

From next month, a special 15-minute documentary is going to be shown in the museum's theatre. It uses an attractive cartoon format and is designed to teach young children about the rich history of the region and.

The museum opens from 9:00 am – 5:00 pm every day, except Mondays and Public Holidays. Entry is free of charge. For me, it is an amazing place, so I always feel sad when I see how few people come to see its many treasures. The last time I went there, there were only three other visitors!

**READING 3 (cont'd)**

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

12. Which foreign country helped the Lebanon to develop the museum?

\_\_\_\_\_

13. Which floor is most popular with visitors?

\_\_\_\_\_

14. Who is the intended audience for the museum's new film?

\_\_\_\_\_

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

15. The carvings on King Ahiiram's tomb show ancient \_\_\_\_\_.

battles

writing

ceremonies

16. The museum is open \_\_\_\_\_.

at weekends

on Mondays

in the evenings

17. The writer complains that the museum is \_\_\_\_\_.

too expensive

rather boring

almost empty

--

<b>READING SCORE</b>
<b>20</b>





**WRITING 2**

[10 marks]

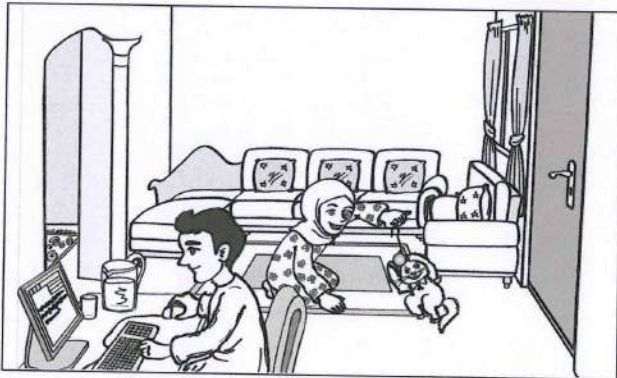
Write a **story** of at least **100 words** based on the following pictures.

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**.

cat	spill/ water	damage/ laptop	angry
far away	upset	advert	bring back

①



②



③



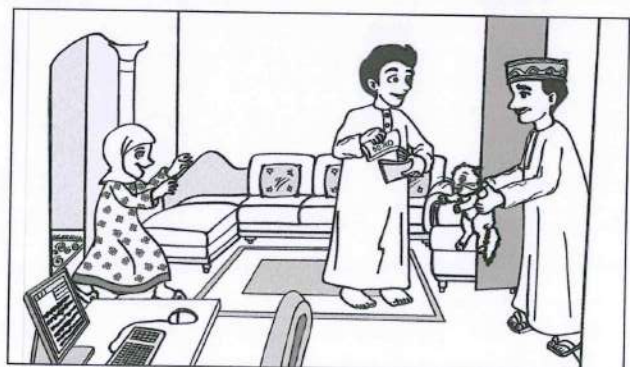
④



⑤



⑥









\*\*\*\*\*

**LISTENING 1 (6 mks)**

- |   |   |   |
|---|---|---|
| 1. <input checked="" type="radio"/> morning | <input type="radio"/> afternoon             | <input type="radio"/> evening             |
| 2. <input type="radio"/> 200                | <input checked="" type="radio"/> 450        | <input type="radio"/> 1,500               |
| 3. <input type="radio"/> a baby             | <input checked="" type="radio"/> a teenager | <input type="radio"/> an old woman        |
| 4. <input type="radio"/> rain               | <input type="radio"/> tiredness             | <input checked="" type="radio"/> darkness |
| 5. <input type="radio"/> tourism            | <input type="radio"/> industry              | <input checked="" type="radio"/> farming  |
| 6. <input type="radio"/> government policy  | <input checked="" type="radio"/> poverty    | <input type="radio"/> climate change      |

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

**LISTENING 2 (5 mks)**

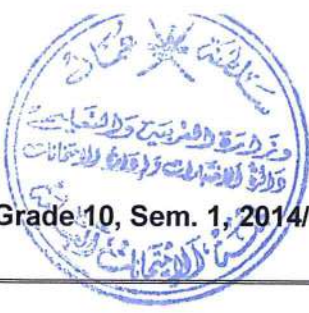
7. seven / 7
8. telling lies / lying
9. (his) grandmother
10. an old man/ a wise man
11. three/ 3

*Notes: (i) One mark each.  
(ii) Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct.  
(iii) In general, apply the 'not more than four words'. HOWEVER, use common sense for slightly longer, but obviously correct answers.*

**LISTENING 3 (4 mks)**

	Education	Business	Sport	Health	Science	Entertainment
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 type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" 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"/> villains           | <input type="radio"/> bullies   | <input checked="" type="radio"/> victims     | <input type="radio"/> heroes                |
| 2. <input type="radio"/> communicate        | <input type="radio"/> collapse  | <input type="radio"/> continue               | <input checked="" type="radio"/> contribute |
| 3. <input type="radio"/> conclusions        | <input type="radio"/> actions   | <input checked="" type="radio"/> donations   | <input type="radio"/> decisions             |
| 4. <input type="radio"/> accidentally       | <input type="radio"/> violently | <input checked="" type="radio"/> voluntarily | <input type="radio"/> definitely            |
| 5. <input checked="" type="radio"/> genuine | <input type="radio"/> ashamed   | <input type="radio"/> suspicious             | <input type="radio"/> extreme               |

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

**VOCABULARY 2 (2.5 mks)**

- |                     |                  |
|---------------------|------------------|
| 6. <u>weep</u>      | 9. <u>burn</u>   |
| 7. <u>adventure</u> | 10. <u>equal</u> |
| 8. <u>massive</u>   |                  |

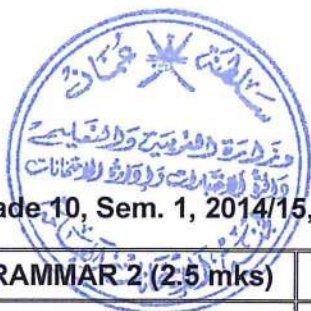
*Notes: Half-a-mark each. Spelling must be correct.*

**GRAMMAR 1 (2.5 mks)**

- |    |                                  |                       |                                  |                       |                       |                                  |                       |                                  |                                  |                       |
|----|----------------------------------|-----------------------|----------------------------------|-----------------------|-----------------------|----------------------------------|-----------------------|----------------------------------|----------------------------------|-----------------------|
|    | a                                | is                    | in                               | on                    | need                  | should                           | the                   | was                              | what                             | which                 |
| 1. | <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"/> |
| 2. | <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"/> |
| 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 checked="" type="radio"/> | <input type="radio"/> |
| 4. | <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"/>            | <input type="radio"/> |
| 5. | <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"/> |

*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. to	1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. was	2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. since	3.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Where/ where	4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
10. would / 'd	5.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Notes: Half-a-mark each. Spelling must be correct.</i>		<i>Notes: One mark each. Responses must be indicated clearly.</i>						

READING 2 (6 mks)		
6. <input checked="" type="radio"/> journalist	<input type="radio"/> doctor	<input type="radio"/> trainer
7. <input type="radio"/> two	<input type="radio"/> seven	<input checked="" type="radio"/> fourteen
8. <input checked="" type="radio"/> by the sea	<input type="radio"/> in the park	<input type="radio"/> in the mountains
9. <input type="radio"/> ten	<input type="radio"/> thirty	<input checked="" type="radio"/> sixty
10. <input checked="" type="radio"/> with her father	<input type="radio"/> alone	<input type="radio"/> with her brother
11. <input type="radio"/> is too tired after walking	<input checked="" type="radio"/> is afraid to go in the...	<input type="radio"/> thinks nobody would ...
<i>Notes: One mark each. Responses must be indicated clearly.</i>		

READING 3 (9 mks)		
12. France		
13. (the) upper/ top floor		
14. young children		
15. <input type="radio"/> battles	<input checked="" type="radio"/> writing	<input type="radio"/> ceremonies
16. <input checked="" type="radio"/> at weekends	<input type="radio"/> on Mondays	<input type="radio"/> in the evenings
17. <input type="radio"/> too expensive	<input type="radio"/> very boring	<input checked="" type="radio"/> almost empty
<i>Notes: One-and-a-half marks each.</i>		
<i>Qs 12-14: (i) Complete accuracy in grammar &amp; spelling is not required, but answers must be clearly and convincingly correct. (ii) In general, apply the 'not more than four words'. HOWEVER, use common sense for slightly longer, but obviously correct answers.</i>		
<i>Qs 15-17: Responses must be indicated clearly.</i>		



<b>WRITING 1 (5 mks)</b>	
<b>5</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>4</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>3</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>2</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>1</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>	<p><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</p>

<b>WRITING 2 (10 mks)</b>	
<b>10</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>8</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>6</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>4</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>2</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>	<p><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</p>