



**Diploma Examination for General Education**

**End of Year Exam  
English Language 'Core'  
Mock Test**

ELEMENT	Marks		Red Marker	Green Marker	Blue Checker
			Name	Name	Name
LISTENING	15				
VOCABULARY/ GRAMMAR	10				
READING	15				
WRITING 1	10				
WRITING 2	10				
<b>TOTAL</b>	<b>60</b>				

**Final Total in Numbers**

**Final Total in Words**

**Signature**

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

You are going to hear a conversation between a university student and an accommodation officer.

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

1. According to the officer, students should start booking accommodation in \_\_\_\_\_.  
 February                       April                       June
2. Next year, Adam will be a \_\_\_\_\_ year student.  
 First                       second                       final
3. A room on the university campus is often \_\_\_\_\_ sharing a house.  
 cheaper than                       the same price as                       more expensive than
4. Adam prefers to share a room with \_\_\_\_\_ other students.  
 Three                       Four                       five
5. Adam thinks that the first house is \_\_\_\_\_.  
 in an old building                       far from the university                       quite expensive
6. The problem with the second house is the \_\_\_\_\_.  
 lack of transportation                       extra electricity payments                       limited space
7. In the end, Adam will search for a private room \_\_\_\_\_.  
 in a local newspaper                       online                       with his friend



**LISTENING 2 (Items 8-15)****(8 marks)**

You are going to hear a talk about bike touring.

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

8. Which country did his grandfather tour?

\_\_\_\_\_

9. When did his grandfather die?

\_\_\_\_\_ (year)

10. Who gave him money to buy a new bike?

\_\_\_\_\_

11. Why didn't his friend join him on his tour to Norway?

\_\_\_\_\_

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

12. He went back to Norway because he wanted to \_\_\_\_\_.

- take photos                       sell his photos                       experience biking in cold weather

13. His tour of all the European countries took \_\_\_\_\_.

- one year                       three years                       four years

14. After graduation, his trip expenses were paid for by \_\_\_\_\_.

- his college                       Danny                       magazine publishers

15. On his journey, his main worry was \_\_\_\_\_.

- animal attacks                       road accidents                       communicating with locals

( \_\_\_\_\_ )

<b>15</b>

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

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

1. Working in this company is very \_\_\_\_\_! You are paid a high salary and you get bonuses every year.

- boring       exhausting       rewarding       tiring

2. I heard you have changed your \_\_\_\_\_ from medicine to engineering.

- campaign       conference       major       style

3. My friend was really amazed when he visited Oman. He did not \_\_\_\_\_ to experience Oman's geological natural beauty.

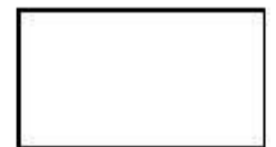
- accept       expect       produce       react

4. It was really \_\_\_\_\_ to see the destructions and the casualties of the earthquake on television. I felt sad.

- fascinating       heartbreaking       interesting       satisfying

5. The doctor advised him to stop eating too much to avoid the risk of \_\_\_\_\_.

- disability       hunger       obesity       pollution



**GRAMMAR (Items 6–10)****(2½ marks)**

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

Speaker A:	Excuse me. <sup>(6)</sup> <input type="radio"/> Has / <input type="radio"/> Have you been to the bookshop recently?
Speaker B:	<sup>(7)</sup> <input type="radio"/> Why/ <input type="radio"/> How?! Is there anything new?
Speaker A:	Oh, yes the latest book on Oman has just arrived and I know you want to get it.
Speaker B:	Well, I've already <sup>(8)</sup> <input type="radio"/> bought/ <input type="radio"/> buy it online. Sorry, I forget to tell you.
Speaker A:	Online! I really want you to <sup>(9)</sup> <input type="radio"/> show/ <input type="radio"/> shows me how to shop online.
Speaker B:	Sure. If you have time now, I <sup>(10)</sup> <input type="radio"/> would / <input type="radio"/> will tell you how in a minute.

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**GRAMMAR/VOCABULARY (Items 11–15)****(5 marks)**

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

Amazon is the world's largest online marketplace <sup>(11)</sup> \_\_\_\_\_ was founded by Jeff Bezos in 1994. It is headquartered in Seattle, Washington. The company was originally a book seller but has <sup>(12)</sup> \_\_\_\_\_ to sell different consumers goods. It also produces a wide variety <sup>(13)</sup> \_\_\_\_\_ digital media and electronic devices. Also, the company allows small companies and individuals to sell their <sup>(14)</sup> \_\_\_\_\_ through Amazon.com. In January 2021, Amazon <sup>(15)</sup> \_\_\_\_\_ more than \$278 million dollar by opening two new centers in Italy and creating more than one thousand jobs.

11.  where       which       who       whom
12.  expand       expanded       expanding       expands
13.  for       in       of       with
14.  careers       funds       products       qualifications
15.  invested       promoted       remained       revised

( \_\_\_\_\_ )

10
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**READING 1 (Items 1-8)****(7 marks)**

Read the texts. Are the statements which follow each text **True** or **False**?

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

1. Majid got the chance to visit Jabal Shams and hiked some of the trails there. It was a perfect outdoor experience for him. He took lots of photos during his visit, and he posted a few of them on social media.

**Statement:**

Majid posted all the photos of Jabal Shams on social media.

True	False
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2. At the age of sixteen, Hana Johnson started an online business called "Friends Creative Gallery". It aimed to display and sell her friends handmade products. Within six months, it became popular and today her website is visited by ten million teenagers. Her business now is worth \$15 million.

**Statement:**

Hana's business is successful.

True	False
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3. Manchester airport is the UK's third biggest airport. It is the busiest airport in the UK outside London, serving over 25 million passengers every year. It also offers direct flights to more than 190 different destinations.

**Statement:**

More than 190 million passengers travel through Manchester airport yearly.

True	False
------	-------

4. Madagascar has different weather in different parts of the country. The east coast is hot and wet with heavy rainfall. However, the west coast is dry and cold. Tourists avoid visiting eastern Madagascar between January and March because the rain can make road travel very difficult.

True	False
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**Statement:**

The best time to visit the east coast of Madagascar is from January to March.

**READING 1 (continued)**

5. Regular exercises such as walking and running play a big part in your fitness routine. According to studies, running is best if you are looking to get thin because runners feel less hungry after exercising than walkers. However, walking helps lower the risk of heart disease more than running.

**Statement:**

Running is better than walking for people who wants to be thin.

True	False
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6. A company wants to build a very large supermarket in our city. The company says customers will be able to find everything they want at low prices. Owners of small local shops are worried that the new supermarket could ruin their businesses.

**Statement:**

The shops' owners in the city are happy about the building of the new supermarket.

True	False
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7. Our public library was built 3 years ago. On the ground floor, you can find books for children and adults while on the second floor there is a learning lab equipped with computers. However, children are not allowed to go to the second floor.

**Statement:**

Children are only allowed to enter the library's ground floor.

True	False
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**READING 2 (Items 8-15)****(8 marks)**

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

**Culture – Shock in Japan**

When I was offered a teaching job in Tokyo, Japan, in 2014, I happily accept it. It was a great opportunity for me to experience living abroad. Six years have passed since I came to Japan, and I have not been disappointed. I have developed great affection for Japan's unique culture and traditions. Japan's culture has strict rules regarding all kinds of behavior which can be difficult for those coming to visit or live in the country.

One work practice that fascinates strangers is what is known as "inemuri", and means taking a nap during work. In most western countries, sleeping on the job may get you fired! In Japan, however, napping in the office is both common and culturally acceptable. In fact, the Japanese business culture values employees who take power naps; it is seen not as a sign of laziness, but of hard work and commitment.

Another famous Japanese characteristic is politeness. One of the physical gestures must be done when you wish to pass in front of someone or between people who are talking to express your apology; you use a hand gesture known as a "polite shark". This involves holding up an open hand in front of one's own face and making a chopping sign through air, which mimes the movement of a shark's fin. Another mysterious practice to foreigners takes place at the cinema. At the end of the film, the vast majority of a Japanese audience will sit without uttering a sound as they watch the list of names of people who worked in the film. Their silence is intended to show respect to the makers of the film.

Many visitors also find it hard to make sense of the eating and dining habits of the Japanese. For example, chewing your food loudly is considered polite in Japan because it shows that you are enjoying your meal. In fact, if you do not eat loudly enough, it will be presumed that you are dissatisfied with your food. Another restaurant custom that causes misunderstanding is to give some money or a tip to the waiter at the end of a meal as thanks for food service. This custom is widespread in many countries, but in Japan it is considered insult to the waiter. However, It is acceptable to show your gratefulness to waiters by leaving a small gift. Also, eating in public transports such as trains or buses is also considered rude in Japan but there are some exceptions to this rule such as eating an ice-cream or chocolate.

When visiting a Japanese home, it's a customary to remove one's outdoors shoes and change into slippers. Once all the greetings are done and you have been welcomed in to the home, it is best to remain standing until you are told where to sit. This is to insure that you are not "stealing" any family member's special seat in the house. Visitors will also notice that children in Japan routinely go straight to the sink when they enter the house, in order to wash their hands to prevent sickness.

With this in mind, I have described my experience of what visitors find most strange or shocking when visiting Japan. Hopefully, then travelers can be better prepared for the rich culture of this wonderful nation.

8. The writer \_\_\_\_\_ Japanese culture and traditions.  
 complains about                       dislikes                       loves
9. In Japan, taking a nap during work is a sign of being \_\_\_\_\_.  
 hard-working                       lazy                       powerful
10. The "polite shark" gesture is used to express someone's \_\_\_\_\_.  
 apology                       disappointment                       dissatisfaction
11. At cinema, the audience stays silent to show respect to the \_\_\_\_\_.  
 film makers                       foreigners                       old people
12. \_\_\_\_\_ is considered an insult to the waiter in a restaurant.  
 Eating food loudly                       Giving money                       Presenting a gift
13. According to the writer, it is impolite in Japan to eat \_\_\_\_\_.  
 at cinema                       in the office                       on train
14. After entering into a Japanese house, the visitors should wait before sitting in order to \_\_\_\_\_.  
 avoid taking someone's chair                       change their shoes                       greet the family members
15. Children first have to \_\_\_\_\_ when visiting Japanese house.  
 eat an ice-cream                       sit on a special place                       wash their hands

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( \_\_\_\_\_ )

25









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LISTENING 1 (7 mks)

- |    |  |  |  |
|----|--|--|--|
| 1. | <input checked="" type="radio"/> February    | <input type="radio"/> April                              | <input type="radio"/> June                           |
| 2. | <input type="radio"/> First                  | <input checked="" type="radio"/> second                  | <input type="radio"/> final                          |
| 3. | <input type="radio"/> cheaper than           | <input type="radio"/> the same price as                  | <input checked="" type="radio"/> more expensive than |
| 4. | <input checked="" type="radio"/> Three       | <input type="radio"/> four                               | <input type="radio"/> five                           |
| 5. | <input type="radio"/> in an old building     | <input checked="" type="radio"/> far from the university | <input type="radio"/> quite expensive                |
| 6. | <input type="radio"/> lack of transportation | <input type="radio"/> extra electricity payments         | <input checked="" type="radio"/> limited space       |
| 7. | <input type="radio"/> in a local newspaper   | <input checked="" type="radio"/> online                  | <input type="radio"/> with his friend                |

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

LISTENING 2 (8 mks)

8. Finland
9. 2001
10. (his) father
11. (because he) (had to) visit his sister/visited his sister/travelled/went to (America) his sister
- 
12.  take photos                       sell his photos                       experience biking in cold weather
13.  one year                                       three years                                       four years
14.  his college                                       Danny                                       magazine publishers
15.  animal attacks                                       road accidents                                       communicating with locals

Notes: One mark each.

Qs 8-11: (i) Notes: 1) **Grammatical mistakes** (e.g. , etc): These should be ignored, as long as it is clear that the substance of the answer is correct.

2) **Genuine spelling mistakes** — i.e. when the student obviously knew what the word was and understood what it meant, but could not spell it correctly — should also be ignored, as long as **ALL** of the following criteria are met:

(a) Certain key letters **must** be included: No. : No. :

(b) In cases where letters are 'optional', the mis-spelling must be **close to the correct spelling**. (e.g. accept but not )

(c) Above all, the mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.

As stated in the instructions, answers should consist of not more than four words. (Note: When counting the words, do not include any words provided by the exam-writers.) Longer answers will normally be marked wrong. **HOWEVER**, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.

Qs 12-15: Responses must be indicated clearly.



<b>VOCABULARY 1 (2.5 mks)</b>			
1. <input type="radio"/> boring	<input type="radio"/> exhausting	<input checked="" type="radio"/> rewarding	<input type="radio"/> tiring
2. <input type="radio"/> campaign	<input type="radio"/> conference	<input checked="" type="radio"/> major	<input type="radio"/> style
3. <input type="radio"/> accept	<input checked="" type="radio"/> expect	<input type="radio"/> produce	<input type="radio"/> react
4. <input type="radio"/> fascinating	<input checked="" type="radio"/> heartbreaking	<input type="radio"/> interesting	<input type="radio"/> satisfying
5. <input type="radio"/> disability	<input type="radio"/> hunger	<input checked="" type="radio"/> obesity	<input type="radio"/> pollution
<i>Notes: Half-a-mark each. Responses must be indicated <u>clearly</u>.</i>			

<b>GRAMMAR (2.5 mks)</b>	
6. Have	9. show
7. Why	10. will
8. Bought	
<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i>	

<b>GRAMMAR/Vocabulary (5 mks)</b>			
1. <input type="radio"/> where	<input checked="" type="radio"/> which	<input type="radio"/> who	<input type="radio"/> whom
2. <input type="radio"/> expand	<input checked="" type="radio"/> expanded	<input type="radio"/> expanding	<input type="radio"/> expands
3. <input type="radio"/> for	<input type="radio"/> in	<input checked="" type="radio"/> of	<input type="radio"/> with
4. <input type="radio"/> careers	<input type="radio"/> funds	<input checked="" type="radio"/> products	<input type="radio"/> qualifications
5. <input checked="" type="radio"/> invested	<input type="radio"/> promoted	<input type="radio"/> remained	<input type="radio"/> revised
<i>Notes: one mark each. Responses must be indicated <u>clearly</u>.</i>			

READING 1 (7 mks)		READING 2 (8 mks)			
	<b>True</b>	<b>False</b>	8. <input type="radio"/> complains about	<input type="radio"/> dislikes	<input checked="" type="radio"/> loves
1.	<input type="radio"/>	<input checked="" type="radio"/>	9. <input checked="" type="radio"/> hard-working	<input type="radio"/> lazy	<input type="radio"/> powerful
2.	<input checked="" type="radio"/>	<input type="radio"/>	10. <input checked="" type="radio"/> apology	<input type="radio"/> disappointment	<input type="radio"/> dissatisfaction
3.	<input type="radio"/>	<input checked="" type="radio"/>	11. <input checked="" type="radio"/> film makers	<input type="radio"/> foreigners	<input type="radio"/> old people
4.	<input type="radio"/>	<input checked="" type="radio"/>	12. <input type="radio"/> Eating food loudly	<input checked="" type="radio"/> Giving money	<input type="radio"/> Presenting a gift
5.	<input checked="" type="radio"/>	<input type="radio"/>	13. <input type="radio"/> at cinema	<input type="radio"/> in the office	<input checked="" type="radio"/> on train
6.	<input type="radio"/>	<input checked="" type="radio"/>	14. <input checked="" type="radio"/> avoid taking someone's chair	<input type="radio"/> change their shoes	<input type="radio"/> greet the family members
7.	<input checked="" type="radio"/>	<input type="radio"/>	15. <input type="radio"/> eat an ice-cream	<input type="radio"/> sit on a special place	<input checked="" type="radio"/> wash their hands
<p><i>Note: One mark each. Responses must be indicated <u>clearly</u>.</i></p>					

**WRITING (GENERAL NOTES)**

- *The wording of the descriptors in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.*
- *If answers are **clearly not relevant** and the student has clearly not attempted the task that was set, **no marks** should be awarded.*
- *However, if a student has **genuinely attempted the task**, but their answer is only **partly relevant**, then a **reduced mark** (not zero) should be awarded.*

**WRITING 1 (10 mks)**

<b>10</b>	<ul style="list-style-type: none"> <li>- Expresses opinions on topics in a lively, convincing way.</li> <li>- Supports all points effectively with relevant evidence and detail.</li> <li>- Essays are very well-organised, clear and coherent.</li> <li>- A varied range of grammar and vocabulary with a very good level of accuracy.</li> </ul>
<b>8</b>	<ul style="list-style-type: none"> <li>- Expresses opinions on topics in a reasonably convincing way.</li> <li>- Supports most points with relevant evidence and detail.</li> <li>- Essays are generally well-organised and, for the most part, clear and coherent.</li> <li>- A fair range of grammar and vocabulary with a good level of accuracy</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>- expresses opinions on topics, in a somewhat limited way.</li> <li>- Is inconsistent in supporting points with relevant evidence and detail.</li> <li>- Essays are poorly-organised, but are still reasonably clear and coherent.</li> <li>- A limited range of grammar and vocabulary with a reasonable level of accuracy</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>- Express opinions on topics, but the results are clearly inadequate.</li> <li>- Is generally weak in supporting points with relevant evidence.</li> <li>- Essays lack organization, lacking in coherence and sometimes unclear.</li> <li>- A very limited range of grammar and vocabulary with frequent errors.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>- Makes only very feeble attempts to express opinions on topics.</li> <li>- Fails to support points with any relevant evidence.</li> <li>- Essays are incoherent and confusing.</li> <li>- Extremely limited range of grammar and vocabulary with frequent serious errors.</li> </ul>
<b>0</b>	<p><b><u>No attempt at the task:</u> EITHER Irrelevant (Completely unrelated to the topic)</b>  <b><u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</b></p>

<b>WRITING 2 (10 mks)</b>	
<b>10</b>	<ul style="list-style-type: none"> <li>- Produces narratives which are fully successful in engaging the reader.</li> <li>- Lively, effective use of appropriate detail.</li> <li>- Writing is very well-structured, clear and coherent.</li> <li>- A varied range of grammar and vocabulary with a very good level of accuracy</li> </ul>
<b>8</b>	<ul style="list-style-type: none"> <li>- Produces narratives which are reasonably successful in engaging the reader.</li> <li>- Generally good use of appropriate detail.</li> <li>- Writing is generally well-structured, and mostly clear and coherent.</li> <li>- A fair range of grammar and vocabulary with a good level of accuracy.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>- Produces narratives which are only partially successful in engaging the reader.</li> <li>- Somewhat limited use of appropriate detail.</li> <li>- Writing is well-structured, but is still reasonably clear and coherent.</li> <li>- A limited range of grammar and vocabulary with a reasonable level of accuracy</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>- Produces narratives which have very limited success in engaging the reader.</li> <li>- Inadequate use of appropriate detail.</li> <li>- Writing is poorly-structured, and often unclear.</li> <li>- A very limited range of grammar and vocabulary with frequent errors.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>- Produces narratives which fail entirely to engage the reader.</li> <li>- Little or no use of appropriate detail.</li> <li>- Writing is incoherent and confusing.</li> <li>- Extremely limited range of grammar and vocabulary with frequent serious errors.</li> </ul>
<b>0</b>	<p><b><u>No attempt at the task:</u> EITHER Irrelevant (Completely unrelated to the pictures/ task/ instructions) OR Hardly any writing at all, or not written in English OR Complete nonsense</b></p>

**ARRIVING AT FINAL SCORES**

**LST/ VCB/ GRM/ RDG:** In these four sections, all student responses are of the objectively-marked, right-or-wrong type. So there should never be any discrepancies in the marks awarded.

There are two different procedures for ensuring that no such discrepancies occur:

- 1) **No action required:** With (machine-marked) 'multiple choice' items, discrepancies are automatically excluded by the *ePen* marking system.
- 2) **Action required:** With 'short answer' items (LST 2, GRM), there may be (accidental) discrepancies in the scores awarded by the two markers. The Supervisor/Adjudicator should be on the lookout for any such discrepancies, and if they occur, should read the students' response and award the correct mark.

**WRITING:** In this section, student responses are independently marked by two markers using their judgement (based on the wording of the Rating Scale provided). As a result, differences may sometimes occur between the two scores awarded.

In such cases, there are two possible procedures:

- 1) **Acceptable differences:** If – as in most cases – the difference between the two scores is small, i.e. just **one level**, the Supervisor/Adjudicator is not required to read the student's response. He/She should simply use the mathematical average of the two scores. (\* See below)
- 2) **Unacceptable differences:** However, if the difference between the two scores is substantial, i.e. **more than one level**, the Supervisor/Adjudicator should read the student's response and, after due consideration, decide on an appropriate mark.

**CALCULATION OF AVERAGES:**

WRT 1		WRT 2	
Pair of scores	Final score	Pair of scores	Final score
10 / 8	9	10 / 8	9
8 / 6	7	8 / 6	7
6 / 4	5	6 / 4	5
4 / 2	3	4 / 2	3
2 / 0	1	2 / 0	1

**IMPORTANT NOTE:** As in previous years, **individual** markers should **only** award the marks specified in the relevant Rating Scale\* (as in 'pair of scores' above). 'In-between marks' (as in 'final score' above) can **only** be awarded when two (differing) individual marks are combined by the Supervisor/ Adjudicator.

[\* **Note:** This means that, even though the computer screen shows all the possible final scores, **individual** markers should **only** use those scores which are mentioned in the scale.]