



**ENGLISH LANGUAGE TEST**

**GRADE TEN**

**Semester Two  
Second Session**

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

**Write your answers on the Test Paper**

**Time: 2½ hours**

**Pages: 14**

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

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

You are going to hear a conversation between a girl and her father . They are talking about a new business project. Listen, and shade in the bubble  next to the correct option.

1. Now, the girl is \_\_\_\_\_ .

studying business

working in a shop

searching for a job

2. She decided to open a \_\_\_\_\_ .

bookshop

beauty salon

gift shop

3. Her father prefers that the shop be \_\_\_\_\_ .

opposite a bank

near a bakery

next to a new supermarket

4. She is going to advertise her project in \_\_\_\_\_ .

whatsapp

posters

newspapers

5. The shop will provide special offers for \_\_\_\_\_ .

birthday parties

graduation ceremonies

National Day celebrations

6. She will get some money from \_\_\_\_\_ .

Sanad

a bank

a family member



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

You are going to hear a radio programme about a solar farm in Oman.

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

7. Where is this solar farm exactly located in Oman?

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8. When did PDO start building this solar farm? (year)

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9. How many glass houses will this solar farm contain?

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10. How much steam will this solar farm produce every day? (tonnes)

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11. How will this project reduce the air pollution?

by \_\_\_\_\_



**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 businessman	a cheif	a news reporter	a policeman	a receptionist	a taxi driver
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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  under the correct option.  
(There are three extra words in the box.)

*Sharakah*, the Fund for Development of Youth Projects, was established in 1998 to achieve different (1) \_\_\_\_\_. The main one is to provide business (2) \_\_\_\_\_ with financial support to run their small and medium projects. In addition to funding, it offers a number of (3) \_\_\_\_\_ like reviewing business plans and utilizing its social media to advertise the youth's (4) \_\_\_\_\_. Also, it provides consultation and advice to businessmen to ensure their progress. Many (5) \_\_\_\_\_ have been awarded to *Sharakah* for its excellent business support.

services    loans    prizes    owners    products    aims    applicants    costs

- |    |                       |                       |                       |                       |                       |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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"/> |
| 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"/> |
| 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"/> |
| 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"/> |
| 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"/> |

**VOCABULARY 2 (Items 6–10)****(2½ marks)**

In each sentence, complete the word in the space provided. You are given the first letter(s) of the word. Make sure your **spelling** is **correct**.

6. The radio will **broa** \_ \_ \_ \_ a full report about the new project this evening.
7. Hospitals need **bl** \_ \_ \_ donation for car accident victims and other patients.
8. Listening to a **na** \_ \_ \_ speaker of English improves your pronunciation.
9. Car manufacturing is an important **indu** \_ \_ \_ \_ in Japan.
10. Many people **ca** \_ \_ \_ a cold in winter season.

VOCABULARY  
SCORE

<b>5</b>

**GRAMMAR 1 (Items 1–5)**

**(2½ marks)**

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

1. I don't know \_\_\_\_\_ damaged my computer.  
 where       when       what       Why
2. The work \_\_\_\_\_ before the manager arrived.  
 was done       has been done       is done       had been done
3. All pupils agreed that the story was boring. \_\_\_\_\_ enjoyed reading it.  
 Everybody       Nobody       Somebody       Anybody
4. My sons are used to \_\_\_\_\_ their uncle every Friday.  
 visit       visits       visiting       Visited
5. You would pass the exam \_\_\_\_\_ you studied hard.  
 if       when       so       But

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**GRAMMAR 2 (Items 6–10)**

**(2½ marks)**

Complete the text. Fill each gap with **ONE** word only.

Having your own business is always better <sup>(6)</sup> \_\_\_\_\_ working as an employee.  
 To avoid any risk, you have <sup>(7)</sup> \_\_\_\_\_ set up a good plan for your project. Also,  
 money <sup>(8)</sup> \_\_\_\_\_ experience can <sup>(9)</sup> \_\_\_\_\_ a great support to any  
 project. However, creativity <sup>(10)</sup> \_\_\_\_\_ considered the key to success.

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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.

Shade in the bubble  under the correct option. (There are two extra texts in the box.)

1. Diseases that pass from animals to humans are called zoonotic diseases.
2. I meet all the job requirements mentioned in this advertisement except one.
3. Khalid Al Syiabi, an Omani adventurer, has become the first Omani to reach the peak of Mount Everest.
4. You should wash the vegetables and fruits before eating or cooking.
5. Furniture Recycling Project is a charity run by a group of volunteers in Gloucestershire, the UK.

<b>A.</b> His two-month long climbing was achieved with challenges like lack of Oxygen.
<b>B.</b> They might contain germs or chemicals which cause some illnesses like diarrhea.
<b>C.</b> They collect useable electrical goods and household items to sell them for money donation.
<b>D.</b> It says that good English communication skills are required. So I have to take a language course.
<b>E.</b> Suddenly, a huge storm hit his boat while sailing from Sultan Qaboos Port to India.
<b>F.</b> Following some healthy tips prevents people from illnesses caused by touching pets, cows and sheep.
<b>G.</b> You can get useful information about suitable tours and accommodations.

	A	B	C	D	E	F	G
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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 text. Then complete the task.*

Social networking programs have become part of our daily life. Although they play great roles in communication and information exchange, they still cause some problems related to students' education and time management.

Social networking sites spread information faster than any other media. Over 50% of people learn about breaking news on social media. 65% of media reporters and editors use sites like Facebook and LinkedIn for story research, and 52% use Twitter. In some cases, Twitter and YouTube users report crimes before news crews arrive on the scene.

Social networking programmes help students do better at school. 59% of students with access to the Internet report that they use social networking sites to discuss educational topics and school assignments. A study recommended that college students should use social networking sites to build networks of new friends, feel socially integrated at their new colleges, and reduce their risk of dropping out.

On the other hand, social media enables the spread of unreliable and false information. 49% of people have heard false news via social media. On September 5, 2012 false rumours of fire shooting in Mexico City spread via Twitter and Facebook. As a result, people got frightened and schools were temporarily closed.

Furthermore, students who are heavy users of social media tend to have lower grades. A study showed that students who used social media had an average GPA of 3.06 while non-users had an average GPA of 3.82. Also, it showed that students who did not use social networking programmes while studying scored 20% higher on tests.

In short, current generation can benefit social networks in all life aspects. However, good time management and careful use of such programmes can overcome the problems.

**READING 2 (continued)**

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

6. The writer thinks that social networking programmes negatively affect students' \_\_\_\_\_.
- knowledge                       time                       communication
7. Newspaper editors use \_\_\_\_\_ to publish their topics.
- LinkedIn                       Youtube                       TV news
8. School students use social networking program to \_\_\_\_\_ .
- build networks                       talk about assignments                       reduce dropping out
9. Schools were closed in Mexico five years ago because of \_\_\_\_\_ .
- false information                       criminal attacks                       internet cut off
10. By using a lot of social media, students can score \_\_\_\_\_ marks in tests.
- high                       average                       low
11. The writer suggests \_\_\_\_\_ the use of social network programmes.
- avoiding                       controlling                       reducing



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

*Read the text. Then complete the two tasks.*

*Penicillin* was discovered by Alexander Fleming in 1928. However, it was not used for nearly 10 years until a scientist called, Howard Florey brought the benefits of this medicine to the world.

Howard Florey was born in Australia in 1898. His father owned a shoe business in Adelaide. Florey was brilliant at schoolwork and outstanding at sport. He was inspired by his high school chemistry teacher to study medicine at the University of Adelaide, then he went to Oxford University at the end of 1921 where he met Ernst Chain from Germany.

Florey and Chain worked together at Oxford University doing a research into the production of penicillin. They were able to produce enough penicillin in 1940 to experiment its effects on mice. They tried to persuade British drug companies to produce penicillin, but because of the Second World War (1939-45), these companies could not support them to produce commercial amount of penicillin.

In 1941, Florey and Chain turned their department at Oxford into a penicillin factory to produce penicillin and they succeeded. One year later, Florey went to the United States to try and get some assistance to produce penicillin on a large scale.

In 1943, Florey went to North Africa to find out how a small amount of penicillin could be used to cure war wounds most effectively. Penicillin injections saved the lives of many soldiers. It was a great success, so that Florey and Chain shared the Nobel Prize with Alexander Fleming in 1945.

He avoided the media when penicillin's success was discovered because he disliked interviews. Although Howard Florey's face appeared on the old \$50 note, his vital role in the penicillin story is still largely unknown around the world.

**READING 3 (continued)**

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

**12.** Who did Howard Florey work with to produce Penicillin?

\_\_\_\_\_

**13.** What did he win for his penicillin achievement?

\_\_\_\_\_

**14.** Why **didn't** he become famous for penicillin production?

\_\_\_\_\_

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

**15.** At school age, Howard Florey was excellent at \_\_\_\_\_ .

business

chemistry

sport

**16.** He first produced penicillin at \_\_\_\_\_ .

Adelaide University

Oxford University

a British drug company

**17.** He first used penicillin to cure soldiers in \_\_\_\_\_ .

Australia

North Africa

the United States

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**READING  
SCORE**

**20**

**WRITING 1****(5 marks)**

Write a paragraph about a doctor called **Ibn al Dhahabi**. Use **ALL** the information in the box. Your writing should be correct and well-organized.

<b><u>Ibn al Dhahabi</u></b>	
Abdullah Al Azdi	Suhar/Oman
Teacher: Ibn Sinaa/Al Biruni	
First: replace blood	Famous: Kitab Al Ma'a
Travel: Asia, Africa, Euroup	
Study: Basra/Persia	Die:1064/Valencia/Spain

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Marker A	Marker B	Average





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**LISTENING 1 (6 mks)**

- |   |  |  |
|---|--|--|
| 1. <input checked="" type="radio"/> studying business | <input type="radio"/> working in a shop        | <input type="radio"/> searching for a job                  |
| 2. <input type="radio"/> bookshop                     | <input type="radio"/> beauty salon             | <input checked="" type="radio"/> gift shop                 |
| 3. <input type="radio"/> opposite a bank              | <input checked="" type="radio"/> near a bakery | <input type="radio"/> next to a new building               |
| 4. <input checked="" type="radio"/> WhatsApp          | <input type="radio"/> posters                  | <input type="radio"/> newspapers                           |
| 5. <input type="radio"/> birthday parties             | <input type="radio"/> graduation ceremonies    | <input checked="" type="radio"/> National Day celebrations |
| 6. <input type="radio"/> Sanad                        | <input type="radio"/> a bank                   | <input checked="" type="radio"/> a family member           |

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

**LISTENING 2 (5 mks)**

7. Amal Oil Field
8. 2015
9. 36 / thirty-six (glass houses)
10. 6000 tonnes/ six thousands tonnes
11. Reducing CO2 / reducing burning gas

*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)**

- |     | a businessman                    | a cheif                          | a news reporter                  | a policeman           | a receptionist        | a taxi driver                    |
|-----|----------------------------------|----------------------------------|----------------------------------|-----------------------|-----------------------|----------------------------------|
| 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 checked="" type="radio"/> | <input type="radio"/>            | <input 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"/>            |

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



## VOCABULARY 1 (2.5 mks)

	services	loans	prizes	owners	products	aims	applicants	costs
1.	<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"/>
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"/>
3.	<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"/>
4.	<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"/>
5.	<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"/>

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

## VOCABULARY 2 (2.5 mks)

6. broad <u>dc</u> ast	9. indu <u>str</u> y
7. bl <u>oo</u> d	10. ca <u>ch</u>
8. na <u>ti</u> ve	

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

## GRAMMAR 1 (2.5 mks)

1. <input type="radio"/> where	<input type="radio"/> when	<input checked="" type="radio"/> what	<input type="radio"/> why
2. <input type="radio"/> was done	<input type="radio"/> has been done	<input type="radio"/> is done	<input checked="" type="radio"/> had been done
3. <input type="radio"/> Everybody	<input checked="" type="radio"/> Nobody	<input type="radio"/> Somebody	<input type="radio"/> Anybody
4. <input type="radio"/> visit	<input type="radio"/> visits	<input checked="" type="radio"/> visiting	<input type="radio"/> visited
5. <input checked="" type="radio"/> if	<input type="radio"/> when	<input type="radio"/> so	<input type="radio"/> but

*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.	than	1. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7.	to	2. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	and	3. <input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	be	4. <input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	is	5. <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. Spelling must be correct, but ignore lower/upper case.*

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

READING 2 (6 mks)			
6.	<input type="radio"/> educational discussions	<input checked="" type="radio"/> time	<input type="radio"/> communication
7.	<input checked="" type="radio"/> LinkedIn	<input type="radio"/> Youtube	<input type="radio"/> Tv news
8.	<input type="radio"/> build networks	<input checked="" type="radio"/> talk about assignment	<input type="radio"/> reduce dropping out
9.	<input checked="" type="radio"/> false information	<input type="radio"/> criminal attacks	<input type="radio"/> using internet
10.	<input type="radio"/> higher	<input type="radio"/> average	<input checked="" type="radio"/> lower
11.	<input type="radio"/> avoiding	<input checked="" type="radio"/> controlling	<input type="radio"/> reducing

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

READING 3 (9 mks)			
12.	Ernst Chain		
13.	Nobel Prize		
14.	He avoided media / he disliked interviews		
15.	<input type="radio"/> business	<input type="radio"/> chemistry	<input checked="" type="radio"/> sport
16.	<input type="radio"/> Adelaide University	<input checked="" type="radio"/> Oxford University	<input type="radio"/> a British drug company
17.	<input type="radio"/> Australia	<input checked="" type="radio"/> North Africa	<input type="radio"/> the United States

*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.*

**EITHER:**

<b>WRITING 1 (5 mks) ('Information Points' option)</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>– Presents all the information fully and clearly.</li> <li>– Writing is well-organised and coherent. Only minor language errors.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>– Presents most of the information clearly enough.</li> <li>– Language is mostly correct, despite a few noticeable errors.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>– Presents a reasonable amount of information, but with some gaps or lack of clarity.</li> <li>– Language is reasonably correct, but writing sometimes lacks coherence.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>– Manages to present only a limited amount of information; important points are missing or unclear.</li> <li>– Language contains frequent errors, some of which obscure meaning.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>– A <u>very</u> feeble attempt at the task, presenting very little relevant information.</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 (Not related to the topic/ information provided)  <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>– Impact on intended reader is <u>very positive</u>.</li> <li>– Writing clearly succeeds in achieving its purpose.</li> <li>– Uses language which is appropriate to the reader and context.</li> <li>– A fair range of grammatical structures and vocabulary, with a good level of accuracy.</li> </ul>
<b>8</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader is <u>fairly positive</u>.</li> <li>– Writing has reasonable success in achieving its purpose.</li> <li>– There are clear attempts to use language appropriate to the reader and context.</li> <li>– Grammar and vocabulary are reasonably correct, though limited in range.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader is <u>mixed</u>.</li> <li>– Writing has partially achieved its main purpose, but:</li> <li>– Some of the language used is inappropriate to the reader and context.</li> <li>– There is a noticeable lack of accuracy in the use of grammar and vocabulary.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader is <u>rather negative</u>.</li> <li>– Writing only has very limited success in achieving its purpose.</li> <li>– There is little evidence of any attempt to use appropriate language.</li> <li>– Grammar and vocabulary contain frequent serious errors.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader is <u>very negative</u>.</li> <li>– Writing clearly fails to achieve its intended purpose.</li> <li>– There is little evidence of any attempt to use appropriate language.</li> <li>– The grammar and vocabulary used is extremely limited and/or seriously distorted.</li> </ul>
<b>0</b>	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the task/ instructions)  <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English  <u>OR</u> Complete nonsense</p>
<p><i>Note 1: The task is to write a <b>letter</b>/ an <b>e-mail</b>, so students <u>must</u> include a greeting at the start <u>and</u> a closing at the end. If they do not, they will lose marks. <u>PROCEDURE</u>: Each marker marks the <u>content</u> of the e-mail according to the Rating Scale — then, if either the greeting or the closing are <u>missing</u>, <b>deduct two marks</b> from the content-score.</i></p> <p><i>Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</i></p>	