



**ENGLISH LANGUAGE TEST**

**GRADE TEN**

**Semester Two**

**First 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
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 **Faisal and Noor**. Listen, and shade in the bubble  next to the correct option.

1. The article *Before we lose our planet* was in the \_\_\_\_\_.  
 National Geographic magazine       Observer newspaper       Times newspaper
  
2. Faisal argues that we do not have enough \_\_\_\_\_ to support the theory that global warming is happening.  
 articles       evidence       research
  
3. According to the article, \_\_\_\_\_ became extinct last year.  
 pandas       parrots       white rhinos
  
4. \_\_\_\_\_ believes that keeping animals in zoos is not a good way to save them.  
 Faisal       Noor       Noor's sister
  
5. According to Faisal, people have stopped discussing the issue concerning \_\_\_\_\_.  
 endangered animals       global warming       the ozone hole
  
6. To reduce the effect of global warming, world leaders agreed to \_\_\_\_\_.  
 ban certain chemicals       keep animals in zoos       have more meetings

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

**(5 marks)**

You are going to hear a text about the “**Mobile Computer Classroom Project**”. Listen and for each item, write a short answer (**not more than FOUR WORDS or a NUMBER**).

7. What percentage of Uganda's population is under thirty years of age?

\_\_\_\_\_

8. When was the “*Mobile Computer Classroom Project*” established?

\_\_\_\_\_

9. What is used to provide electricity to the “*Mobile Computer Classroom Project*”?

\_\_\_\_\_

10. How many computers are there in each vehicle?

\_\_\_\_\_

11. What is the biggest challenge for the “*Mobile Computer Classroom Project*” team?

\_\_\_\_\_

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

**(4 marks)**

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

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

having training	planting trees	reading a newspaper	selling products	treating a patient	watching a movie
-----------------	----------------	---------------------	------------------	--------------------	------------------

<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  under the correct option.  
(There are **three** extra words in the box.)

Greenhouse gases like carbon dioxide and other toxic chemicals when released into the air can    (1)    the atmosphere and create climate change. Global warming is a term used to    (2)    rising temperatures on earth. This problem might affect our natural habitats and    (3)    a rise in sea levels. Therefore, in order to    (4)    reduce the amount of these gases, we can reuse containers and plastic bottles and    (5)    burning things such as dry leaves or rubbish.

cause	collect	damage	describe	help	need	reserve	stop
-------	---------	--------	----------	------	------	---------	------

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. Our school has a very **wi** \_ \_ playground where we can eat and play.

7. I feel much more **conf** \_ \_ \_ \_ about myself and my abilities these days.

8. Taha Hussain is my favourite **aut** \_ \_ \_.

9. The factory uses solar **ene** \_ \_ \_ to produce electricity.

10. The government decided to **inv** \_ \_ \_ one million rials in building a sport's complex.



**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. He visited his uncle yesterday; \_\_\_\_\_ he?  
 did                       didn't                       does                       doesn't
2. I looked for my keys everywhere, but I could not find \_\_\_\_\_.  
 it                       they                       their                       them
3. I hope you \_\_\_\_\_ enjoy the film later tonight.  
 had                       have                       would                       will
4. Nowadays, we are used to \_\_\_\_\_ up early to go fishing.  
 wake                       waking                       woke                       woken
5. She told the police that she \_\_\_\_\_ very tired and that she had not seen the thieves.  
 are                       is                       was                       were

**GRAMMAR 2 (Items 6–10)**

**(2½ marks)**

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

Dr. Seuss was born in 1904. He was <sup>(6)</sup> \_\_\_\_\_ American cartoonist and writer. He liked to draw <sup>(7)</sup> \_\_\_\_\_ write since he was a child. The first book that was written <sup>(8)</sup> \_\_\_\_\_ Dr. Seuss was titled, ' *And to Think that I saw it on Mulberry Street*'. He wrote more <sup>(9)</sup> \_\_\_\_\_ sixty children's books. Some of them have <sup>(10)</sup> \_\_\_\_\_ made into movies.



**GRAMMAR  
SCORE**

**5**

**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. Nowadays, some schools are teaching life skills in addition to regular subjects.
2. Your interview will be at 10 a.m. on Monday 21<sup>st</sup> of September in our office in Muscat.
3. Scientists are studying the possibility of having robots instead of human doctors.
4. If you are travelling to Thailand, you are likely to spend at least one night in its capital city.
5. Jeff Bezos was just 31 when he launched Amazon.com website in 1995.

- |  |
|--|
| <p><b>A.</b> Although, it might be noisy and polluted, it is an exciting place with plenty to see and do.</p>                            |
| <p><b>B.</b> As they said, some patients might feel more comfortable sharing personal information with a machine than with a person.</p> |
| <p><b>C.</b> His company later became the internet's biggest business where people can shop online and buy almost anything.</p>          |
| <p><b>D.</b> It will last for about 30 minutes and the questions will be mainly about business management.</p>                           |
| <p><b>E.</b> Doctors always advise us not to eat junk food because it is bad for our health.</p>   |
| <p><b>F.</b> Our college is participating in a tree-planting activity next week from 4 to 6 p.m.</p>                                     |
| <p><b>G.</b> This prepares students for the real world because they learn about things like cooking and saving money.</p>                |

	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 text. Then complete the task.*

Have you ever thought about what happens to the food that shops and supermarkets do not sell? Well, you might be shocked to know that approximately one third of food produced for human consumption gets thrown away or wasted, although around 800 million people in the world do not get enough food to eat and go to bed hungry every night.

Many people in the world are trying to do something about this and make use of food that is thrown away but is still perfectly edible. For example, there is a café in Leeds (UK) selling meals that are made using supermarkets' unsold food items. These include a lot of fish, fruit vegetables, and other items. Customers can get a meal simply through paying a small amount of money, or by helping with the washing-up. People can just turn up unannounced and no one asks who you are, or where you have come from. In 2019, in just under six months, ten thousand people were fed at this café, using twenty tonnes of unwanted food!

Two years ago, the first food waste supermarket was opened in Italy. The stock changes daily and you can usually find things such as milk, fruit, pasta and fresh vegetables there. I find it difficult to believe that this food is just thrown away by other supermarkets. It is a disgrace, in my opinion.

In France, schools initiated another food waste project called 'Fuel for School'. Food from supermarkets such as bread, fruit, dairy products and vegetables is used to feed one thousand poor schoolchildren whose families cannot afford to buy them lunch.

For myself, I usually have lunch at a café where they specialise in using food which has been thrown away by hotels and supermarkets and believe me the food is delicious. I also participate in projects such as 'Food Cycle', using supermarkets' unwanted food to cook meals for refugees who have come to live in our area from all over the world.

**READING 2 (continued)**

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

6. About \_\_\_\_\_ people around the world are starving.  
 1 thousand                       10 thousand                       800 million
7. Customers can get food at a Leeds café by \_\_\_\_\_.  
 booking in advance                       registering their names                       working there
8. The food waste supermarket was in Italy opened in \_\_\_\_\_.  
 2017                                       2018                                       2019
9. The food items in the Italian waste supermarket are changed \_\_\_\_\_.  
 daily                                       monthly                                       weekly
10. 'Fuel for School' is \_\_\_\_\_ project.  
 a British                                       a French                                       an Italian
11. The writer is involved in a project to feed \_\_\_\_\_.  
 poor families                       refugees                                       school children



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

James Carston was a tailor who set up a company in Britain in the 1920s. The company has remained in the family and is now run by James's grandson, Paul Carston. The company is famous for producing high-quality men's shirts, which are sold by mail order.

Paul Carston took over running the company in 1999 from his grandfather. He was proud of using local well-paid tailors. The shirts were made from 100 per cent cotton, and it was a completely natural fibre. Then in 2003, Paul read a magazine article about fair trade and cotton producers. He was shocked to read that the cotton industry was a major source of pollution, and the chemical fertilisers which were used to produce cotton went into the food chain. He investigated his cotton suppliers and found that they were producing cotton on an industrial scale using a massive amount of chemicals.

Then in 2004, he decided to take a risk and started using organic cotton. He looked for organic cotton suppliers and found some Indian farmers who worked together to produce organic cotton.

Since the organic cotton was expensive, Paul Carston decided to add a couple of pounds to the price of each shirt to cover the extra costs. He wrote to all his customers explaining the reasons for the increase in price. Although the company lost some of its regular customers, it gained new ones who were looking for formal shirts made from organic cotton. In the same year, the company set up a website, so they could sell the shirts on-line through the internet.

**READING 3 (continued)**

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

**12.** Where was the company established?

\_\_\_\_\_

**13.** What did the company produce?

\_\_\_\_\_

**14.** Who supplied the company with organic cotton?

\_\_\_\_\_

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

**15.** Paul read that the cotton industry caused a lot of problems in a \_\_\_\_\_.

- magazine                       mail                       website

**16.** Paul stopped using fibre cotton in his products to avoid \_\_\_\_\_.

- causing more pollution                       customers' complaints                       the high costs involved

**17.** The company started using organic cotton in \_\_\_\_\_.

- 1999                       2003                       2004

--

--

**READING  
SCORE**

<b>20</b>
-----------







\*\*\*\*\*

<b>LISTENING 1 (6 mks)</b>			
1.	<input checked="" type="radio"/> National Geographic magazine	<input type="radio"/> Observer newspaper	<input type="radio"/> Times newspaper
2.	<input type="radio"/> articles	<input checked="" type="radio"/> evidence	<input type="radio"/> research
3.	<input type="radio"/> pandas	<input type="radio"/> parrots	<input checked="" type="radio"/> white rhinos
4.	<input checked="" type="radio"/> Faisal	<input type="radio"/> Noor	<input type="radio"/> Noor's sister
5.	<input type="radio"/> endangered animals	<input type="radio"/> global warming	<input checked="" type="radio"/> the ozone hole
6.	<input checked="" type="radio"/> ban certain chemicals	<input type="radio"/> keep animals in zoos	<input type="radio"/> have more meetings

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

<b>LISTENING 2 (5 mks)</b>	
<p>7. 77%/seventy-seven percent</p> <p>8. 2007</p> <p>9. Solar panels</p> <p>10. 15/fifteen</p> <p>11. travel long distances/ drive on rough roads/go to remote areas</p>	<p><i>Notes:</i> (i) One mark each.</p> <p>(ii) Complete accuracy in grammar &amp; spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.</p> <p>(iii) In general, apply the '<u>not more than four words</u>'. <b>HOWEVER</b>, use common sense for slightly longer, but <u>obviously</u> correct answers.</p>

<b>LISTENING 3 (4 mks)</b>						
	having training	planting trees	reading a newspaper	selling products	treating a patient	watching a movie
12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
13.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	<input type="radio"/>	<input type="radio"/>	<input 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)**

	cause	collect	damage	describe	help	need	reserve	stop
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"/>
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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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

**VOCABULARY 2 (2.5 mks)**

6. <u>wide</u>	9. <u>energy</u>
7. conf <u>ident</u>	10. <u>invest</u>
8. auth <u>or</u>	

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

**GRAMMAR 1 (2.5 mks)**

1. <input type="radio"/> did	<input checked="" type="radio"/> didn't	<input type="radio"/> does	<input type="radio"/> doesn't
2. <input type="radio"/> it	<input type="radio"/> they	<input type="radio"/> their	<input checked="" type="radio"/> them
3. <input type="radio"/> had	<input type="radio"/> have	<input type="radio"/> would	<input checked="" type="radio"/> will
4. <input type="radio"/> wake	<input checked="" type="radio"/> waking	<input type="radio"/> woke	<input type="radio"/> woken
5. <input type="radio"/> are	<input type="radio"/> is	<input checked="" type="radio"/> was	<input type="radio"/> were

*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.	an	1. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
7.	and	2. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	by	3. <input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	than	4. <input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	been	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"/> 1 thousand	<input type="radio"/> 10 thousand	<input checked="" type="radio"/> 800 million
7.	<input type="radio"/> booking in advance	<input type="radio"/> registering their names	<input checked="" type="radio"/> working there
8.	<input checked="" type="radio"/> 2017	<input type="radio"/> 2018	<input type="radio"/> 2019
9.	<input checked="" type="radio"/> daily	<input type="radio"/> monthly	<input type="radio"/> weekly
10.	<input type="radio"/> a British	<input checked="" type="radio"/> a French	<input type="radio"/> an Italian
11.	<input type="radio"/> poor families	<input checked="" type="radio"/> refugees	<input type="radio"/> school children

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

READING 3 (9 mks)			
12.	in Britain/ The UK		
13.	men's shirts/shirts		
14.	Indian farmers		
15.	<input checked="" type="radio"/> magazine	<input type="radio"/> mail	<input type="radio"/> website
16.	<input checked="" type="radio"/> causing more pollution	<input type="radio"/> customers' complaints	<input type="radio"/> the high costs involved
17.	<input type="radio"/> 1999	<input type="radio"/> 2003	<input checked="" type="radio"/> 2004

*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.*

WRITING 1 (5 mks) ('Information Points')	
5	<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>
4	<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>
3	<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>
2	<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>
1	<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>
0	<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>– Message to the intended reader(s) is <u>very clear</u>.</li> <li>– Writing clearly succeeds in achieving its intended purpose.</li> <li>– Writing 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>– Message to the intended reader(s) is fairly clear.</li> <li>– Writing has reasonable success in achieving its intended purpose.</li> <li>– Writing is generally well-organised, 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>– Message to the intended reader(s) is partially clear.</li> <li>– Writing has only partially achieved its intended purpose.</li> <li>– Writing is not well-organised, 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>– Message to the intended reader(s) is mostly unclear.</li> <li>– Writing has only very limited success in achieving its intended purpose.</li> <li>– Writing is poorly-organised, and often unclear.</li> <li>– A very limited range of grammar and vocabulary, and frequent errors.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>– Message to the intended reader(s) is unclear.</li> <li>– Writing clearly fails to achieve its intended purpose.</li> <li>– Writing is incoherent and confusing.</li> <li>– Extremely limited range of grammar and vocabulary, and frequent serious errors.</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><b>Note 1:</b> The task is to write a <b>letter/ an 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. <b>PROCEDURE:</b> 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.</p> <p><b>Note 2:</b> No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	