



ENGLISH LANGUAGE TEST

GRADE ELEVEN 'CORE'

**Semester Two
First Session**

Name			
School		Class	

Write your answers on the Test Paper
Time: 2½ hours **Pages: 14**

ELEMENT		Marks		Red Marker	Green Marker	Blue Checker
				Name	Name	Name
LISTENING	15					
GRM/VCB	10					
READING	20					
WRITING	15					
TOTAL	60					

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

You're going to hear a conversation between two teachers talking about a talent show. Listen, and shade in the bubble next to the correct option.

1. The talent show will begin at _____ p.m.
 three four five

2. Graham will _____ in the talent show.
 play music tell jokes act in a play

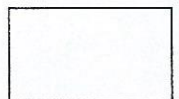
3. Sarah expects her _____ to participate in the talent show.
 students children friends

4. _____ people have agreed to participate in the talent show.
 Four Five Six

5. Sarah will arrive late at the show because she is _____.
 invited to a birthday party involved in a match organising a cooking competition

6. The last event in the talent show will be a _____.
 fashion show dance song

7. The talent show will take place at a _____.
 park basketball club school



LISTENING 2 (Items 8-15)

(8 marks)

You are going to hear a talk about a historic town called Carston.

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

8. How many ancient gates are there in the town?

9. Why do tourists visit Carston?

To _____

10. What is the population of Carston?

11. What is Carston's main export?

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

12. Danny Biggs has represented England at _____ level.

- local national international

13. Once Danny Biggs retires, he plans to _____ local team.

- play for the form a new train the

14. Jason John Lee is a well-known _____.

- player actor coach

15. Jason John Lee raised funds to build a _____.

- a film studio school rugby pitch

**LISTENING
SCORE**

15

GRAMMAR/VOCABULARY 1 (Items 1-5)

(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**.

1. (verb) to make an official choice in an election.

e.g. I will **vo** _ _ for the one who has worked hard to serve our village.

2. (Noun) the state of being fat or overweight.

e.g. It is well known that **obe** _ _ _ _ is the result of eating unhealthy food.

3. (Verb) to offer to do something freely without being paid for it.

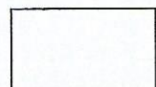
e.g. I will **volun** _ _ _ _ to help the poor by building homes for them.

4. (Noun) a situation in which someone is hurt.

e.g. Around 150 children were injured in a bus **acci** _ _ _ _.

5. (Adjective) something that is worth remembering or likely to be remembered.

e.g. The moment I saw my baby for the first time was so **memor** _ _ _ _ .



GRAMMAR/VOCABULARY 2 (Items 6–10)

(2½ marks)

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

Monika Kovak is a tennis player. She is only 14 years old, but she has already won many tournaments ⁽⁶⁾ _____ her life. She started playing tennis when she was three years old. Two years ago, she ⁽⁷⁾ _____ to America and joined a famous tennis school in California. Monika and her father have travelled to ⁽⁸⁾ _____ countries. Last year they went to a tournament in Australia. She played well, but she ⁽⁹⁾ _____ win. She has not played at Wimbledon ⁽¹⁰⁾ _____. She hopes to play there next year.

6. in on at for
7. goes went has gone has been
8. lots much many little
9. didn't haven't hasn't wasn't
10. already although ago yet

GRAMMAR/VOCABULARY 3 (Items 11–20)

(5 marks)

Complete the unfinished words in the text.
Make sure you **spell** each word **correctly**.

EXAMPLE:

"Good morning! My name's Ahmed Al-Zedjali and I'm a student at a school in Muscat. I'm in Grade Six. My favourite subject is Maths."

TEXT

Khalid: Hi, my name ⁽¹¹⁾ i___ Khalid.

Ali: I'm Ali.

Khalid: I haven't ⁽¹²⁾ se_____ you around. Are you a new ⁽¹³⁾ stu_____?

Ali: Yes, it's my first day today and I'm a little ⁽¹⁴⁾ ner_____.

Khalid: What class ⁽¹⁵⁾ a_____ you in?

Ali: Grade eleven. I've ⁽¹⁶⁾ ta_____ Physics, Chemistry and Mathematics.

Khalid: Oh! That's great. I've also chosen for the same ⁽¹⁷⁾ subj_____, so we'll be together.

Ali: Good! After talking to you I'm ⁽¹⁸⁾ fee_____ a lot better.

Khalid: Come, I'll ⁽¹⁹⁾ intro_____ you to the rest of the class.

Ali: Thank you very ⁽²⁰⁾ mu_____.

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**GRM/VCB
SCORE**

10

READING 1 (Items 1-5)

(5 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. I went to my hometown to attend my brother's wedding last month. Many of my family members, the bride's relatives and some of my old friends were present. It was a wonderful party, though I didn't get the chance to stay till the end, as I felt very sick and had to return to Muscat. This upset me a lot.

Statement

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

The writer was there until the end of the wedding.

2. Of all the buildings I have visited, the Empire State building in New York is the most spectacular. I've always dreamt of going up to the top floor, but it is not allowed for safety reasons. We took lots of photos of the building. After that, we went shopping on Fifth Avenue Street. That evening, we attended a sound and a light show which was wonderful. Imagine how I felt when I discovered I had left my camera at the hotel.

Statement

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

The writer took photos during the show.

3. The trip to the island was exhausting for all of us. After a day's sailing, we encountered a storm that could have destroyed the ship. The waves were six metres high and the wind was so strong that it ripped the sails apart. We were very fortunate that we had an experienced captain who along with his crew got us safely back to shore.

Statement

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

The ship survived the storm.

READING 1 (continued)

4. Deema felt sorry for her father. Although she was five years old, she knew that only something very bad could make her father cry. Her father had lost his job. All the family gathered round Deema's father. He seemed very anxious and his face was red. As soon as Deema saw the tears falling from her mother's face, she began to cry too. It was a very sad night.

Statement

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

Deema started to cry when she saw her father crying.

5. I think that people in my village celebrate the birth of a child in a very interesting way. On the day the child is born, the father dances to traditional music in the presence of the entire village members. He dances alone for one hour to show how happy he is and then everybody joins in. I love it when babies are born in my village.

Statement

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

The writer thinks that these traditions are exciting.

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READING 2 (Items 6-11)**(6 marks)**

Read the reviews of two films.

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

TEXT 1

My favourite film of all time is 'King Kong', and I don't mean the fancy new colour version made in 2005, or any of the other versions made in Japan or elsewhere — I mean the real, original, black-and-white movie made in 1933.

Of course, I'm not old enough to have seen the film when it first came out — in fact, I wasn't even born then! But when I did see it on television as a teenager — which was in 1975 — I was amazed! A few years later, I was also able to see it at the cinema, and that was even better! Now of course, I've got the DVD and can watch it any time I like.

Everyone knows the story of the gigantic gorilla named Kong, and how he is captured on a remote prehistoric island and brought to civilisation — and how he is destroyed by that same civilisation. For some reason, I've always found this story very moving. I still feel like crying when Kong dies at the end.

6. The story of 'King Kong' has been filmed _____.
- once twice several times
7. The writer first saw the film _____.
- on DVD at the cinema on TV
8. According to the writer, the _____ is the best thing in the film.
- story acting special effects

READING 2 (continued)**TEXT 2**

Another film that I really like is 'Amadeus'. I am not saying it's the best film ever made, but it is the one that changed my life.

The film was made in 1984 and I was lucky enough to see it two years later. It is about the great classical composer, Wolfgang Amadeus Mozart who lived in Austria at the end of the 18th century.

In the film there is an Italian composer called Antonio Salieri who is a very jealous person. He loves and really appreciates Mozart's music, but gradually starts to hate the composer so much that in the end he actually murders him by putting poison in his food! In fact, there is no historical evidence that the real Mozart was actually murdered as he almost certainly died of typhoid.

So, how did it change my life? Well, before seeing 'Amadeus' I did not like classical music, in particular operas, as I could not understand it.

In those days I used to only listen to my favourite bands! But the music in the film was so wonderful that I changed my attitude completely! Now I listen to all kinds of music and regularly attend the beautiful Royal Opera House in Muscat.

9. The first time the writer saw 'Amadeus' was in _____.
- 1984 1985 1986
10. According to the film, Mozart dies because of _____.
- poison typhoid old age
11. As a result of watching the film, the writer became interested in _____.
- music groups classical music films

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

Read the text. Then complete the tasks.

Cars have always been a great mystery for me. When I was a child, we had a beautiful old Italian sports car. I remember watching my father spend hours cleaning it and taking care of it. He absolutely adored that car. Of course, he never let any of us go near it, and he would not let my mother drive it either!

Anyway, years later, after I had got married and left home, I learned to drive and got my licence when I was twenty-seven, but I still had no idea how a car actually worked. Then, one day last year, something happened to change all of that. I had to attend a very important meeting, so I left home early. But, when I got into my car, it would not start! What could I do? My husband could not help because he was away on a business trip. After some minutes, I just ran to our neighbour's house and rang the bell. A teenage boy answered. He said his father was not at home, but he agreed to look at the car. Guess what, within two minutes, he had fixed it! I thanked him, of course, but inside I felt so embarrassed! How could I be so stupid as not to know how to fix my own car!

Later, I told my husband what had happened. At first, he laughed, but then he made a serious suggestion. He told me about a course called 'Car Basics'. It was organised by an insurance company, and it taught people how to look after their cars. So, I decided to take a one-month 'Beginners' course, and whilst on that course, I learned how to do lots of useful things like checking the oil, changing the tyres...etc. I did not learn everything of course, but I learnt enough to make me feel far more self-assured. Now I can look after my car properly. The best news is that whenever it breaks down I know how to fix it and do not have to depend on anyone to help me!

READING 3 (continued)

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

12. Why would the father not allow anyone to touch his car?

Because he _____

13. Why didn't she ask her husband for help when her car broke down?

Because he _____

14. Who delivered the 'Car Basics' course?

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

15. Her _____ fixed the car.

father

husband

neighbour

16. The course lasted for _____ weeks.

four

five

six

17. At the end, the writer feels _____ when dealing with cars.

embarrassed

helpless

confident

READING SCORE	20

WRITING 1 (continued)

Marker A	Marker B	Average

WRITING 2

(10 marks)

Complete the following task. Write **at least 100 words**.

Situation: Imagine that you are Ahmed/Muna. **You are travelling to India** next month and you have an Indian friend Raju/Rita. You don't know anything about India.

Task: Write an **email** to your friend Raju/Rita. Ask him/her to provide information about:

- *interesting places to visit
- *good shopping areas
- *famous Indian dishes.....etc.

Your writing should be friendly and clear.

LISTENING 1 (7 mks)		
1. <input checked="" type="radio"/> three	<input type="radio"/> four	<input type="radio"/> five
2. <input type="radio"/> play music	<input checked="" type="radio"/> tell jokes	<input type="radio"/> act in a play
3. <input checked="" type="radio"/> students	<input type="radio"/> children	<input type="radio"/> friends
4. <input type="radio"/> Four	<input checked="" type="radio"/> Five	<input type="radio"/> Six
5. <input type="radio"/> invited to a birthday party	<input checked="" type="radio"/> involved in a match	<input type="radio"/> organising a cooking competition
6. <input type="radio"/> fashion show	<input type="radio"/> dance	<input checked="" type="radio"/> song
7. <input type="radio"/> park	<input type="radio"/> basketball club	<input checked="" type="radio"/> school
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

LISTENING 2 (8 mks)		
8. Three/3		
9. To see the Roman ruins		
10. Around/ approximately 74,000		
11. Sports cars		
12. <input type="radio"/> local	<input type="radio"/> national	<input checked="" type="radio"/> international
13. <input type="radio"/> play for the	<input type="radio"/> form a new	<input checked="" type="radio"/> train the
14. <input type="radio"/> player	<input checked="" type="radio"/> actor	<input type="radio"/> coach
15. <input type="radio"/> a film studio	<input checked="" type="radio"/> school	<input type="radio"/> rugby pitch
<i>Notes: One mark each.</i>		
<i>Qs 8-11: (i) Complete accuracy in grammar & spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct. (ii) In general, apply the '<u>not more than four words</u>'. HOWEVER, use common sense for any slightly longer, but <u>obviously</u> <u>correct</u> answers.</i>		
<i>Qs 12-15: Responses must be indicated <u>clearly</u>.</i>		

GRM/ VCB 1 (2.5 mks)

- | | |
|---------------------|---------------------|
| 1. <u>vote</u> | 4. <u>accident</u> |
| 2. <u>obesity</u> | 5. <u>memorable</u> |
| 3. <u>volunteer</u> | |

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

GRM/ VCB 2 (2.5 mks)

- | | | | |
|--|---------------------------------------|---------------------------------------|--------------------------------------|
| 6. <input checked="" type="radio"/> in | <input type="radio"/> on | <input type="radio"/> at | <input type="radio"/> for |
| 7. <input type="radio"/> goes | <input checked="" type="radio"/> went | <input type="radio"/> has gone | <input type="radio"/> has been |
| 8. <input type="radio"/> lots | <input type="radio"/> much | <input checked="" type="radio"/> many | <input type="radio"/> little |
| 9. <input checked="" type="radio"/> didn't | <input type="radio"/> haven't | <input type="radio"/> hasn't | <input type="radio"/> wasn't |
| 10. <input type="radio"/> already | <input type="radio"/> although | <input type="radio"/> ago | <input checked="" type="radio"/> yet |

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

GRM/ VCB 3 (5 mks)

- | | |
|--------------------|----------------------|
| 11. <u>is</u> | 16. <u>taken</u> |
| 12. <u>seen</u> | 17. <u>subjects</u> |
| 13. <u>student</u> | 18. <u>feeling</u> |
| 14. <u>nervous</u> | 19. <u>introduce</u> |
| 15. <u>are</u> | 20. <u>much</u> |

Notes: Half-a-mark each. Spelling must be correct, including grammatical endings.

READING 1 (5 mks)		READING 2 (6 mks)			
	True	False	6. <input type="radio"/> once	<input type="radio"/> twice	<input checked="" type="radio"/> several times
1.	<input type="radio"/>	<input checked="" type="radio"/>	7. <input type="radio"/> on DVD	<input type="radio"/> at the cinema	<input checked="" type="radio"/> on TV
2.	<input type="radio"/>	<input checked="" type="radio"/>	8. <input checked="" type="radio"/> story	<input type="radio"/> acting	<input type="radio"/> special effects
3.	<input checked="" type="radio"/>	<input type="radio"/>	9. <input type="radio"/> 1984	<input type="radio"/> 1985	<input checked="" type="radio"/> 1986
4.	<input type="radio"/>	<input checked="" type="radio"/>	10. <input checked="" type="radio"/> poison	<input type="radio"/> typhoid	<input type="radio"/> old age
5.	<input checked="" type="radio"/>	<input type="radio"/>	11. <input type="radio"/> music groups	<input checked="" type="radio"/> classical music	<input type="radio"/> films
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>			<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

READING 3 (9 mks)		
12.	adored / loved the car	
13.	was on a business trip	
14.	An insurance company	
15.	<input type="radio"/> father	<input type="radio"/> husband <input checked="" type="radio"/> neighbour
16.	<input checked="" type="radio"/> four	<input type="radio"/> five <input type="radio"/> six
17.	<input type="radio"/> embarrassed	<input type="radio"/> helpless <input checked="" type="radio"/> confident
<i>Notes: One-and-a-half marks each.</i>		
<i>Qs 12-14: (i) Complete accuracy in grammar & spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct. (ii) In general, apply the '<u>not more than four words</u>'. HOWEVER, use common sense for any slightly longer, but <u>obviously correct</u> answers.</i>		
<i>Qs 15-17: Responses must be indicated <u>clearly</u>.</i>		

WRITING (GENERAL NOTES)

- | |
|---|
| <ul style="list-style-type: none"> • 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. • There may be different individual ways of interpreting instructions and approaching a task, but a basic requirement for all answers is that they are relevant. • 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 (<u>not</u> zero) should be awarded. • If markers are in any doubt, they should consult with other markers and with the Table Head. |
|---|

WRITING 1 (5 mks)

5	<ul style="list-style-type: none"> – Presents all the information fully and clearly. – Writing is well-organised and coherent. Only minor language errors.
4	<ul style="list-style-type: none"> – Presents most of the information clearly enough. – Language is mostly correct, despite a few noticeable errors.
3	<ul style="list-style-type: none"> – Presents some of the information, but with gaps or lack of clarity. – Language is reasonably correct, but writing sometimes lacks coherence.
2	<ul style="list-style-type: none"> – Manages to present only a limited amount of information; important points are missing or unclear. – Language contains frequent errors, some of which obscure meaning.
1	<ul style="list-style-type: none"> – A <u>very</u> feeble attempt at the task, presenting very little relevant information. – Language used is extremely limited and/or seriously distorted.
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated 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>

WRITING 2 (10 mks)	
10	<ul style="list-style-type: none"> – Impact on intended reader is <u>very positive</u>. – Writing clearly succeeds in achieving its purpose. – Uses language which is appropriate to the reader and context. – A fair range of grammatical structures and vocabulary, with a good level of accuracy.
8	<ul style="list-style-type: none"> – Impact on intended reader is <u>fairly positive</u>. – Writing has reasonable success in achieving its purpose. – There are clear attempts to use language appropriate to the reader and context. – Grammar and vocabulary are reasonably correct, though limited in range.
6	<ul style="list-style-type: none"> – Impact on intended reader is <u>mixed</u>. – Writing has partially achieved its main purpose, but: – Some of the language used is inappropriate to the reader and context. – There is a noticeable lack of accuracy in the use of grammar and vocabulary.
4	<ul style="list-style-type: none"> – Impact on intended reader is <u>rather negative</u>. – Writing only has very limited success in achieving its purpose. – There is little evidence of any attempt to use appropriate language. – Grammar and vocabulary contain frequent serious errors.
2	<ul style="list-style-type: none"> – Impact on intended reader is <u>very negative</u>. – Writing clearly fails to achieve its intended purpose. – There is little evidence of any attempt to use appropriate language. – The grammar and vocabulary used is extremely limited and/or seriously distorted.
0	<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>Note 1: The task is to write a letter/ an e-mail, 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. PROCEDURE: 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>, deduct two marks from the content-score.</p> <p>Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	

Amendments :

Item	Before correction	After correction
Listening 1/ item 7	school	park
Listening 2/ item 9	To see the Romans ruins	see the Romans ruins.

LISTENING 1 (7 mks)

- | | | |
|--|--|--|
| 1. <input checked="" type="radio"/> three | <input type="radio"/> four | <input type="radio"/> five |
| 2. <input type="radio"/> play music | <input checked="" type="radio"/> tell jokes | <input type="radio"/> act in a play |
| 3. <input checked="" type="radio"/> students | <input type="radio"/> children | <input type="radio"/> friends |
| 4. <input type="radio"/> Four | <input checked="" type="radio"/> Five | <input type="radio"/> Six |
| 5. <input type="radio"/> invited to a birthday party | <input checked="" type="radio"/> involved in a match | <input type="radio"/> organising a cooking competition |
| 6. <input type="radio"/> fashion show | <input type="radio"/> dance | <input checked="" type="radio"/> song |
| 7. <input checked="" type="radio"/> park | <input type="radio"/> basketball club | <input type="radio"/> school |

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

LISTENING 2 (8 mks)

- | | | |
|---|---|--|
| 8. Three/3 | | |
| 9. see the Romans ruins | | |
| 10. Around/ approximately 74,000 | | |
| 11. Sports cars | | |
| 12. <input type="radio"/> local | <input type="radio"/> national | <input checked="" type="radio"/> international |
| 13. <input type="radio"/> play for the | <input type="radio"/> form a new | <input checked="" type="radio"/> train the |
| 14. <input type="radio"/> player | <input checked="" type="radio"/> actor | <input type="radio"/> coach |
| 15. <input type="radio"/> a film studio | <input checked="" type="radio"/> school | <input type="radio"/> rugby pitch |



English Language Test

Grade Eleven ' Core'

Semester Two

First Session

Question	Item	Comment
Listening 1/2/3		The speaker does NOT make enough pauses when he repeats the listening three times(no pauses between the first, second and third time)
Listening 1	7	1. This question should be in item 1 as the answer was mentioned at the beginning of the conversation(question Order) 2. There is a mistake in the marking guide . The correct answer is park NOT school
Reading 3	13	One more answer is possible was on a business trip OR was a way
Writing 1/2		There is a problem in the layout. One and a half page is specified for each type. Writing 2 should be written on a new page.



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