



ENGLISH LANGUAGE TEST

GRADE ELEVEN 'A'

**Semester Two
Second Session**

Name			
School		Class	

Write your answers on the Test Paper

Time: 2½ hours

Pages: 12

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 are going to hear a conversation between a brother and his sister.
Listen, and shade in the bubble ☐ next to the correct option.*

1. In the school play, the boy will play the role of a _____.
☐ young prince ☐ soldier ☐ king
2. He will practise his English pronunciation _____.
☐ with his teacher ☐ from a CD ☐ using a dictionary
3. His sister is a _____.
☐ a newsreader ☐ an actress ☐ a writer
4. She suggests that he should learn his lines _____.
☐ by reading silently ☐ before going to sleep ☐ using a tape-recorder
5. He decides to practice in _____.
☐ the kitchen ☐ his bedroom ☐ the living-room
6. The play will be performed _____.
☐ next week ☐ in three weeks' time ☐ next month
7. His sister tells him she will _____ come and watch him.
☐ be unable to ☐ try to ☐ definitely



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

You will hear a Ugandan woman talking about wedding ceremonies in her country.

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

8. Who helps the boy to write the letter?

9. Who takes it to the girl's father?

10. How long does it take to receive a reply?

11. What is the usual gift for the girl's family, if they are rich?

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

12. When the boy visits the girl's house for the first time, he goes _____.

☐ alone

☐ with his parents

☐ with his male relatives

13. After that, there are _____ more meetings before the actual wedding.

☐ no

☐ three

☐ many

14. The 'kanzu' is a traditional _____.

☐ dance

☐ weapon

☐ type of clothing

15. While she brings the girl to his house, the boy's mother _____.

☐ sings

☐ dances

☐ keeps silent

**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. (adjective) showing experience and knowledge

e.g. My grandfather was a very **w _ _ _** man.

2. (verb) to join two or more things together

e.g. We need to **con _ _ _ _** these cities with improved train and bus services.

3. (adjective) full of people

e.g. The market is very **cr _ _ _ _** and noisy in the morning.

4. (noun) an informal name used instead of your real name, esp. by friends and family

e.g. At school, we used to have a special **ni _ _ _ _** for every teacher.

5. (adjective) energetic, active

e.g. Playing the role of the queen, she gave a very **li _ _ _ _** performance.

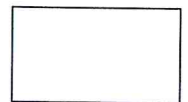


GRAMMAR/VOCABULARY 2 (Items 6–10)**(2½ marks)**

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

Ex-British soldier, Philip Holmes is the founder ⁽⁶⁾ _____ the 'Esther Benjamins Trust' (EBT). It is a UK-registered charity ⁽⁷⁾ _____ supports children's rights in Nepal. After the death from cancer of his beloved wife, Esther Benjamins, in 1993, he ⁽⁸⁾ _____ to set up a children's charity in her memory. ⁽⁹⁾ _____ a result of EBT's work, it is now illegal to ⁽¹⁰⁾ _____ Nepalese children or force them to work in Indian circuses.

6. ☐ of ☐ to ☐ with ☐ on
7. ☐ when ☐ who ☐ where ☐ that
8. ☐ has decided ☐ decides ☐ is decided ☐ decided
9. ☐ At ☐ As ☐ In ☐ For
10. ☐ imprison ☐ imprisons ☐ imprisoned ☐ imprisoning



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

Ana: You know, I really ne_____ to buy a new computer.

Maya: Why? What's the mat_____ with your old o____?

Ana: Nothing really. It's ju_____ that I've had it for six years now, and I'm getting bo_____ with it.

Maya: Six years! You're right: that is pre_____ old!

Ana: Yes, but it's amazing. It still works perf_____, so I can always give it to charity.

Maya: Which are you go_____ to get? A laptop o_____ a desktop?

Ana: Oh, a laptop, of cou_____!

**GRM/VCB
SCORE**

10

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

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

Crossing the Atlantic Ocean in a hot-air balloon sounds like something you would only see in a kids' movie. But last year, 38-year-old Jonathan Trappe from North Carolina in the USA decided to do just that! He had already crossed the English Channel in 2010. Now, three years later, he was going to attempt the 4,000 km journey across the ocean in a large lifeboat hanging from a set of balloons.

Taking off just after dawn from Caribou in Canada, Trappe expected to reach Europe in about five days. He had great confidence in his equipment. Instead of a normal hot-air balloon, he was using a set of 370 small, helium-filled balloons. They were of different colours: red, blue, orange and white, which made them look like something out of a carnival or a cartoon film!

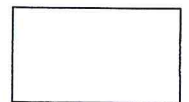
On any such trip, the weather is definitely the most dangerous factor, and Trappe knew this. "It's the only thing that will carry me across, but bad conditions could also ruin the attempt or endanger my life," he said, before getting on board.

At first, everything went well. Trappe reached an altitude of 6,500 metres and a maximum speed of 90 km/h. However, the higher he flew, the worse the weather became. Ice began to form everywhere, which not only affected his communications with ground control — it also made his wooden boat much heavier. So, in mid-afternoon, he began losing altitude, and by 6:30 pm, he was below 1,500 metres. Finally, Trappe was forced to make an early landing on the island of Newfoundland, east of the Canadian coast. He had had to abandon his mission after only 12 hours, only 750 km from his starting point! Fortunately, he was unhurt, but there was another problem. When the sun came up the next day, he found that there were hundreds of mosquitoes everywhere!

Fortunately, Canadian rescue teams were already searching for him, so he did not have to wait long. After just six hours, they found him and he was safe. In fact, he is lucky to be alive. In the last ten years, five men and two women have lost their lives attempting to cross the ocean by balloon. "Honestly, at the worst moments of the flight, I did not think I would survive!" he later admitted. However, despite the failure of his flight, he did succeed in setting a new world record for the longest flight of its kind using the world's largest set of balloons. As yet, we have no news as to whether he will try again.

READING 1 (cont'd)

1. Jonathan Trappe's tried to cross the Atlantic Ocean in _____.
☐ 2007 ☐ 2010 ☐ 2013
2. He expected the journey to take _____.
☐ a week ☐ two weeks ☐ less than a week
3. He used _____ balloons for his journey.
☐ nitrogen ☐ helium ☐ hot-air
4. Hanging from these balloons was a large _____.
☐ basket ☐ metal box ☐ wooden boat
5. The flight was badly affected by _____.
☐ ice ☐ wind ☐ lightning
6. He came down _____.
☐ on an island ☐ in a forest ☐ on a farm
7. He had been in the air for about _____ hours.
☐ 6 ☐ 12 ☐ 24
8. Since 2004, _____ balloonists have died attempting to cross the Atlantic Ocean.
☐ 2 ☐ 5 ☐ 7



READING 2 (Items 9-16)**(12 marks)**

Read the text. Then complete the tasks.

'Where the Mountain Meets the Moon' is a lovely book about family and tradition. Written by Grace Lin in 2012, it is a fantasy novel, with elements of Chinese folklore.

The book is about a girl named Minli, who lives with her parents in a tiny hut, which lies in the shadow of a mountain which has nothing at all growing on it. Minli's family earns their daily rice by working in the fields near their home. Her only pleasure comes at night when her father tells her wonderful stories about the dragon that keeps the mountain bare and 'The Old Man in the Moon' who knows the answer to every question.

Inspired by her father's stories, Minli sets out on a journey to find the 'Old Man in the Moon' to ask him to change her family's fortune. In the end, Minli comes to realize that there are more important things in life than riches — that thankfulness, faith and family affection are worth more than gold.

Obviously, I understand the novel's promotion of these three important values. There is nothing wrong with being content with what you have. But in my opinion, there is also nothing wrong with ambition, with wanting to improve your life in material ways, either. That is why I don't fully support the novel's conclusion.

However, there are many things I enjoyed about 'Where the Mountain Meets the Moon'. For example, the narrative focus moves very nicely between Minli's journey and her parents, left behind, worried about their daughter. This has a nice message for kids. That is, no matter how far you go, your parents will still be at home waiting for you.

The relationship that develops between Minli and Dragon is funny and sweet, the variety of characters presented — mythical or real — add a great additional flavour to the story. Finally, the writing is excellent, and the book is full of lovely illustrations showing scenes from the story. I highly recommend this book for children of ages 8 to 12.

READING 2 (cont'd)**Task 1:** For each item, write a short answer (**not more than FOUR WORDS**).

9. In the story, how do Minli's parents earn a living?

10. Who told stories to her when she was a child?

11. What animal lives on the mountain?

12. For what age group is this story suitable?

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

13. The mountain in the story _____.

☐ is covered in snow☐ has no trees on it☐ is an extinct volcano

14. In the story, Minli goes on a journey to find _____.

☐ money☐ a new home☐ knowledge

15. She learns that the most important thing in life is _____.

☐ honesty☐ family☐ success

16. The writer especially likes the _____ the novel.

☐ message of☐ beginning of☐ characters in**READING
SCORE****20**

WRITING 1**(5 marks)**

Write a paragraph about a monument called ***the Statue of Liberty***. Use ***ALL*** the information in the box. Your writing should be correct and well-organized.

The Statue of Liberty

design/ French engineer/ Fredric Auguste

New York City/ harbour

woman/ hold/ book/ huge torch

make/France copper / steel

gift/friendship/American people October 1876

symbol/freedom 50 metres tall

Marker A	Marker B	Average

WRITING 2**(10 marks)**

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

Situation: Imagine that you are Nasr/Nasra. You are the head of a new 'Helping Hand' committee, which helps poor people. You need volunteers for this committee. Write an **e-mail** to your friend. Salim/ Salma. Describe the committee's activities and invite him/her to take part.

Your writing should be **clear** and **convincing**.

[illegible]

Marker A	Marker B	Average

**WRITING
SCORE**

15

GRADE ELEVEN
ENGLISH LANGUAGE 'A'
SEMESTER TWO, 2013/2014, SECOND SESSION



MARKING GUIDE

TOTAL MARKS: 60

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LISTENING 1 (7 mks)

- | | | |
|--|--|---|
| 1. <input type="radio"/> young prince | <input type="radio"/> soldier | <input checked="" type="radio"/> king |
| 2. <input type="radio"/> with his teacher | <input type="radio"/> from a CD | <input checked="" type="radio"/> using a dictionary |
| 3. <input checked="" type="radio"/> a newsreader | <input type="radio"/> an actress | <input type="radio"/> a writer |
| 4. <input type="radio"/> by reading silently | <input checked="" type="radio"/> before going to sleep | <input type="radio"/> using a tape-recorder |
| 5. <input checked="" type="radio"/> the kitchen | <input type="radio"/> his bedroom | <input type="radio"/> the living-room |
| 6. <input type="radio"/> next week | <input checked="" type="radio"/> in three weeks' time | <input type="radio"/> next month |
| 7. <input type="radio"/> be unable to | <input type="radio"/> try to | <input checked="" type="radio"/> definitely |

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

LISTENING 2 (8 mks)

- | | | |
|---|--|---|
| 8. (an) old man | | |
| 9. (the) girl's aunt / auntie (<i>Do not accept 'his aunt' or 'the boy's aunt'</i>) | | |
| 10. two weeks | | |
| 11. a cow/ some cows | | |
| 12. <input type="radio"/> alone | <input type="radio"/> with his parents | <input checked="" type="radio"/> with his male... |
| 13. <input type="radio"/> no | <input checked="" type="radio"/> three | <input type="radio"/> many |
| 14. <input type="radio"/> dance | <input type="radio"/> weapon | <input checked="" type="radio"/> type of clothing |
| 15. <input checked="" type="radio"/> sings | <input type="radio"/> dances | <input type="radio"/> keeps silent |

Notes: One mark each.

Qs 8-11: (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 any slightly longer, but obviously correct answers.

Qs 12-15: Responses must be indicated clearly.



GRM/ VCB 1 (2.5 mks)	
1. <u>wise</u> 2. <u>connect</u> 3. <u>crowded</u>	4. <u>nickname</u> 5. <u>lively</u>
<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i>	

GRM/ VCB 2 (2.5 mks)			
6. <input checked="" type="radio"/> of	7. <input type="radio"/> when	8. <input type="radio"/> has decided	9. <input type="radio"/> At
10. <input checked="" type="radio"/> imprison	11. <input type="radio"/> to	12. <input type="radio"/> who	13. <input type="radio"/> As
14. <input type="radio"/> with	15. <input type="radio"/> where	16. <input type="radio"/> is decided	17. <input type="radio"/> In
18. <input type="radio"/> on	19. <input checked="" type="radio"/> that	20. <input checked="" type="radio"/> decided	21. <input type="radio"/> For
22. <input type="radio"/> imprisoned	23. <input type="radio"/> imprisoning	<i>Notes: Half-a-mark each. Responses must be indicated <u>clearly</u>.</i>	

GRM/ VCB 3 (5 mks)	
11. <u>need</u> 12. <u>matter</u> 13. <u>one</u> 14. <u>just</u> 15. <u>bored</u>	16. <u>pretty</u> 17. <u>perfectly</u> 18. <u>going</u> 19. <u>or</u> 20. <u>course</u>
<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct, including grammatical endings.</i>	



READING 1 (8 mks)

- | | | |
|--|---|---|
| 1. <input type="radio"/> 2007 | <input type="radio"/> 2010 | <input checked="" type="radio"/> 2013 |
| 2. <input type="radio"/> a week | <input type="radio"/> two weeks | <input checked="" type="radio"/> less than a week |
| 3. <input type="radio"/> nitrogen | <input checked="" type="radio"/> helium | <input type="radio"/> hot-air |
| 4. <input type="radio"/> basket | <input type="radio"/> metal box | <input checked="" type="radio"/> wooden boat |
| 5. <input checked="" type="radio"/> ice | <input type="radio"/> wind | <input type="radio"/> lightning |
| 6. <input checked="" type="radio"/> on an island | <input type="radio"/> in a forest | <input type="radio"/> on a farm |
| 7. <input type="radio"/> 6 | <input checked="" type="radio"/> 12 | <input type="radio"/> 24 |
| 8. <input type="radio"/> 2 | <input type="radio"/> 5 | <input checked="" type="radio"/> 7 |

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

READING 2 (12 mks)

- | | | |
|--|---|--|
| 9. (rice-) farming / growing rice | | |
| 10. (her) father | | |
| 11. (a) dragon | | |
| 12. 8 to 12 (years old) | | |
| 13. <input type="radio"/> is covered in snow | <input checked="" type="radio"/> has no trees on it | <input type="radio"/> an extinct volcano |
| 14. <input checked="" type="radio"/> money | <input type="radio"/> a new home | <input type="radio"/> knowledge |
| 15. <input type="radio"/> honesty | <input checked="" type="radio"/> family | <input type="radio"/> success |
| 16. <input type="radio"/> message of | <input type="radio"/> beginning of | <input checked="" type="radio"/> characters in |

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

Qs 9-12: (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 any slightly longer, but obviously correct answers.

Qs 13-16: Responses must be indicated clearly.



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.
- 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 (not 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	<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



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>

Note 1: The task is to write an **e-mail**, so students must include a greeting at the start and a closing at the end. If they do not, they will lose marks. **PROCEDURE:** Each marker marks the content of the e-mail according to the Rating Scale — then, if either the greeting or the closing are missing, **deduct two marks** from the content-score.

Note 2: No marks should be awarded or deducted for the address. Any addresses should be ignored.