

## تجميع اختبارات نهائية لمادة اللغة الإنجليزية



### تم تحميل هذا الملف من موقع المناهج العمانية

موقع فايلاتي ← المناهج العمانية ← الصف العاشر ← لغة انجليزية ← الفصل الثاني ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 18:59:19 2026-06-07

ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل  
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي للمدرس

المزيد من مادة  
لغة انجليزية:

إعداد: خالد بن سالم الجابري

### التواصل الاجتماعي بحسب الصف العاشر



صفحة المناهج  
العمانية على  
فيسبوك

### المزيد من الملفات بحسب الصف العاشر والمادة لغة انجليزية في الفصل الثاني

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# تجميع إختبارات نهائية

العام الدراسي 2025\2026

## مادة اللغة الإنجليزية (الصف العاشر)



تجميع : خالد بن سالم الجابري

(معلم مادة العلوم 5,6 في تميز أكاديمي)

أستاذ خالد



تميز أكاديمي



أرقام التواصل

76941321 76696447 77144048



## ENGLISH LANGUAGE TEST

### GRADE TEN

Academic Year -2024/ 2025  
Semester Two \_ First Session

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

Write your answers on the Test Paper

Total Marks: 60

Time: 2½ hours

Pages: 12

ELEMENT		Marks		Signature with Name	
		In Numbers	In Words	First Marker	Second Marker
LISTENING	15				
VOCABULARY	5				
GRAMMAR	5				
READING	20				
WRITING	15				
<b>TOTAL</b>	<b>60</b>				

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

You are going to hear **an interview** with **Mr. Ahmed the founder of Tech Oman**.

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

1. Tech Oman company specialises in \_\_\_\_\_.  
 educational technology     3D printing     mobile apps
  
2. The company was officially founded in \_\_\_\_\_.  
 2008     2010     2015
  
3. The company attracts new customers mainly through its \_\_\_\_\_.  
 social media     website     newspaper
  
4. Now, there are \_\_\_\_\_ members working in Tech Oman company.  
 3     10     18
  
5. The company's biggest challenge was \_\_\_\_\_.  
 following rules     getting equipment     receiving funds
  
6. Tech Oman company is planning to operate in \_\_\_\_\_ by 2026.  
 Qatar     Bahrain     Kuwait
  
7. The most exciting part of Ahmeds' job is \_\_\_\_\_.  
 reaching other markets     earning more money     creating 3D models

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

**(8 marks)**

You are going to hear **a biography** about **James Patterson**.

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

8. Where was James Patterson born?

---

9. When was his first book written?

---

10. What type of novels was James famous for?

---

11. Why were his stories easy to read?

**Because** \_\_\_\_\_

**Task Two:** Listen. For each item, shade in the bubble  to indicate whether the statement is **True/False**.

**Statements**

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

12. James has written more than 200 books.

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

13. Only adults were interested in his book 'Maximum Ride'.

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

14. He donated millions of free stories to schools and libraries.

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

15. His programme "Read Bright" helped many children in villages.

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

**LISTENING  
SCORE**

15

**VOCABULARY (Items 1-5)**

**(5 marks)**

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

Space travel is becoming popular as more companies <sup>(1)</sup>\_\_\_\_\_new rockets into space. Many rich individuals dream of exploring distant <sup>(2)</sup>\_\_\_\_\_. Specialised companies train them how to be safe and <sup>(3)</sup>\_\_\_\_\_ mistakes in space. Some people are ready to pay a lot of money to have such experience. However, others might feel <sup>(4)</sup>\_\_\_\_\_ when they start floating. Despite these challenges, the <sup>(5)</sup>\_\_\_\_\_ for space tourism keeps growing as many people want to explore new horizons like space.

- |                                   |                                   |                                    |
|-----------------------------------|-----------------------------------|------------------------------------|
| 1. <input type="radio"/> move     | 1. <input type="radio"/> launch   | 1. <input type="radio"/> travel    |
| 2. <input type="radio"/> planets  | 2. <input type="radio"/> tunnels  | 2. <input type="radio"/> panels    |
| 3. <input type="radio"/> succeed  | 3. <input type="radio"/> persuade | 3. <input type="radio"/> avoid     |
| 4. <input type="radio"/> dizzy    | 4. <input type="radio"/> active   | 4. <input type="radio"/> violent   |
| 5. <input type="radio"/> decision | 5. <input type="radio"/> passion  | 5. <input type="radio"/> direction |

**VOCABULARY  
SCORE**

5

**GRAMMAR (Items 1-5)**

**(5 marks)**

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

**Haya:** Hey Tom, I would like to go on a trip to the mountains. Have you ever  
 (1)  **be** /  **been** there before?

**Tom:** No, I haven't. But I am (2)  **planning** /  **plan** to go hiking next summer.

**Haya:** Oh, that's interesting! I used to live in a small town near the mountains.  
 It (3)  **were** /  **was** amazing growing up there!

**Tom:** That sounds incredible! Do you know (4)  **some** /  **any** good hiking paths  
 there? I'm a bit of beginner.

**Haya:** Absolutely! I could (5)  **give** /  **gave** you some recommendations.

**Tom:** Fantastic, I'm really excited about it.

--

**GRAMMAR  
SCORE**

<b>5</b>

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

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

The Japanese diet is famous for its fresh ingredients. It is one of the healthiest diets in the world. People enjoy meals that are simple, fresh and full of flavour. This way of eating uses natural food and avoids packaged or fried food. Traditional markets in Japan such as Tsukiji market, sell fresh fish, fruit and vegetables every day. For example, a piece of tuna costs around \$10 per kilogramme, while salad spinach is about \$2 per kilogramme and fresh fruit like apples cost around \$4 per kilogramme.

In addition to eating fresh products, Japanese people often drink green tea for its health benefits. It is enjoyed at different times of the day for different purposes, such as for energy in the morning or to feel refreshed at work. However, they most often drink green tea after big meals. There are various types of green tea in Japan, each with its own special taste. Sencha is the most common and has a mild taste. Matcha is a powdered tea known for its grassy taste, while Hojicha is a roasted green tea that offers a unique smoky flavour.

White rice remains an essential food in the traditional Japanese diet. It is enjoyed every day across the country. However, each region in Japan has its own special dishes. For example, Miso soup is enjoyed in Kyoto, where it is served with tofu and seaweed. In Osaka, pickled vegetables are common, and in Hokkaido, fresh salmon is very popular. In rural areas, many Japanese people grow their own vegetables which makes their food fresh and cheap.

Fish and seafood are also important in the Japanese diet. Common fish like tuna is used in sushi and grilled dishes. In coastal areas, seafood dishes like "*kaisendon*", a flavorful rice bowl topped with fresh tuna and shrimp, are widely enjoyed. Another famous seafood in the Japanese diet is called "*Ichigoni*". It is a crab dish and is served with a tasty a clear soup. It is often enjoyed as a special dish in coastal areas where plenty of fresh crab is available.

The Japanese diet is more than just food. It is a lifestyle that encourages balance between the body and the mind. Studies show that people who follow this diet have fewer heart diseases and live longer. In Okinawa, a region in southern Japan, many people live over 100 years. The Japanese diet inspires people worldwide to have healthier habits and enjoy longer lives.

**READING 1 (continued)**

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

1. The Japanese diet mainly focuses on \_\_\_\_\_ food.  
 packaged                       natural                       fried
2. In the Tsukiji market, the price of a kilogramme of tuna is about \_\_\_\_\_.  
 \$2                       \$4                       \$ 10
3. Japanese people mostly drink green tea \_\_\_\_\_.  
 in the morning                       during work hours                       after big meals
4. The most popular type of green tea in Japan is \_\_\_\_\_.  
 Matcha                       Sencha                       Hojicha
5. The main food in the traditional Japanese diet is \_\_\_\_\_.  
 white rice                       Miso soup                       seaweed
6. In Japan, the city of \_\_\_\_\_ is known for fresh salmon.  
 Kyoto                       Osaka                       Hokkaido

**Task Two:** For each item, complete the missing words (**not more than TWO WORDS or a NUMBER**).

7. Sushi is often made with \_\_\_\_\_ fish.
8. *Ichigoni* is a crab dish enjoyed in \_\_\_\_\_ areas in Japan.
9. People who follow the Japanese diet have lower \_\_\_\_\_ problems.
10. In Okinawa, many people live more than a \_\_\_\_\_ years.



**READING 2 (Items 11-20)****(10 marks)**

Read the text. Then, complete the tasks.

Hans Andersen was one of the world's most famous fairy tales' writers. He was born on April 2<sup>nd</sup>, 1805, in Denmark. His father was a shoemaker and his mother worked as a housekeeper. The family was very poor and they lived in a small, old house. As a child, Andersen loved reading books and listening to his father telling fairy tales. However, when his father died in 1816, Andersen had to start working at the age of 11 to help his family.

When he was 14 years old, Andersen travelled from Odense city to Copenhagen, the capital of Denmark, with only a few coins. He wanted to become an actor, so he applied to the Royal Danish Theatre. Although he did not get the job, a kind director helped him join a school to get arts lessons in literature and drama. In 1828, at the age of 23, Andersen passed his Arts exams and started writing fairy tales.

Andersen loved writing and he wrote 156 fairy tales that are known all over the world. One of his best-known tales is *The Ugly Duckling*, published in 1843. It is about a little bird that is treated badly because it looks different but later it grows into a beautiful swan. Another well-known tale is *The Little Match Girl*, published in 1845. It tells the tragic story of a poor girl selling matches on a cold December night. She has no shoes or warm clothes, and the story reflects the struggles of poor children in Denmark at that time. It is believed that about 6000 copies of this story were sold during Andersen's lifetime.

Andersen became famous and earned a lot of money from his books. By the 1850s, he was one of Denmark's most successful writers, earning up to 4000 US dollars per book. He travelled to many countries and met famous authors such as Wilhelm Grimm in Germany and Charles Dickens in England. After years of success, Andersen died on August 4<sup>th</sup>, 1875, in Copenhagen. Later, in 1913, a statue of *The Little Mermaid* in Copenhagen was built to honour his work. His birthday, April 2<sup>nd</sup>, is now celebrated globally as International Children's Book Day.

**READING 2 (continued)**

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

11. Where was Andersen born?

---

12. Why did he start working at an early age?

---

13. Which job did he apply for in the Royal Danish Theatre?

---

14. How old was Andersen when he passed his Arts exams?

---

15. How many fairy tales did he write?

---

16. Which of Andersen’s tales was published in 1843?

---

**Task Two:** For each item, shade in the bubble  to indicate whether the statement is **True/False**.

Statements	True	False
17. During Andersen’s lifetime, no copies of <i>The Little Match Girl</i> tale were sold.	<input type="radio"/>	<input type="radio"/>
18. Andersen earned a lot of money from writing fairy tales.	<input type="radio"/>	<input type="radio"/>
19. Andersen met famous authors like Wilhelm Grimm in Germany.	<input type="radio"/>	<input type="radio"/>
20. <i>The Little Mermaid statue</i> was built in 1875.	<input type="radio"/>	<input type="radio"/>
	<input type="text"/>	

<b>READING SCORE</b>	<input type="text"/>
	<b>20</b>











**GRADE TEN  
SEMESTER TWO\_ FIRST SESSION**

**LISTENING SCRIPT  
(2024/2025)**

**LISTENING 1**

**You are going to hear an interview with Mr. Ahmed the founder of Tech Oman.**

*Sarah:* Today, we have Mr. Ahmed, the founder of Tech Oman company. Welcome to our show Ahmed!

*Ahmed:* Thanks, Sarah! I'm glad to be here.

*Sarah:* So, Ahmed tell us about Tech Oman. What do you do?

*Ahmed:* Actually, unlike other companies that work on mobile apps and educational technology, we in Tech Oman, focus on 3D printing and creating 3D-printed models.

*Sarah:* That's exciting! Let's talk about how Tech Oman started?

*Ahmed:* Well, my interest in technology began during high school in 2008. I later studied at the College of Technology in 2010. At that time, 3D printing was unknown in Oman and it was a chance for myself and my friends to introduce it. Therefore, we officially started Tech Oman in 2015.

*Sarah:* How do people get to know about your company?

*Ahmed:* We sometimes use advertisements such as newspapers and social media. However, we depend mainly on our official website to market the company's products and attract new customers.

*Sarah:* And how many members are there in Tech Oman so far?

*Ahmed:* We started the company with just three members. After five years the number increased to 10 and today our team has 18 members.

*Sarah:* That's amazing! Now, tell us about the major challenges you faced.

*Ahmed:* Strangely enough, it wasn't about receiving funds or following rules. The real challenge was getting equipment. Very few companies made the machines we needed; therefore, waiting for them to be delivered delayed our operations.

*Sarah:* Have you got any future plans that you can share with us?

*Ahmed:* Well, started in Oman, in 2015, we reached Bahrain and Kuwait markets in 2020. We're aiming to operate in Qatar by 2026.

*Sarah:* What do you enjoy most about your work?

*Ahmed:* Of course, earning a lot of money and reaching different markets makes me happy, but what I enjoy the most is creating 3D models to create real solutions.

*Sarah:* Great! Thanks, Ahmed, for spending your valuable time with us today!

*Ahmed:* My pleasure!

## LISTENING 2

***You are going to hear a biography about James Patterson.***

A young boy, called James Patterson loved to read books more than anything else. He was born in New York in 1947. Unlike many authors, James never dreamed of writing books himself. After school, he went to university to study English and then he found a job in an advertising company.

Life took an unexpected turn when James wrote his first book in 1976, called ‘The Thomas Berryman Number’, which won a big award! But even with that success, James continued working in advertising. He wrote his stories in his free time, almost as a hobby.

As he was best known for writing crime novels, something incredible happened. He published ‘*Along Came a Spider*’ in 1993. This was the very first novel about Alex Cross, a brilliant detective who solves tough crimes. The novel became so popular that James decided to quit his advertising job and dedicated himself entirely to writing books. His stories were easy to read because they were short.

James has written more bestselling books than any other author in the world! He actually holds a Guinness World Record as he has written over 200 books! Sometimes he worked with other writers to create new stories as well. Although his books attracted adults, children and teenagers, titles like ‘*Maximum Ride*’ were specifically loved by teenagers all over the world.

Beyond his successful writing career, James actively supports education. He helped schools and libraries by donating millions of free stories to encourage children to read. In 2023, he started a programme called “*Read Bright*” to help children in villages access books as he always says, “Reading can change your life”. James Patterson’s story is a wonderful example of how hard work and passion can make dreams come true.



\*\*\*\*\*

<b>LISTENING 1 (7 mks)</b>		
1. <input type="radio"/> technology education	<input checked="" type="radio"/> 3D printing	<input type="radio"/> mobile apps
2. <input type="radio"/> 2008	<input type="radio"/> 2010	<input checked="" type="radio"/> 2015
3. <input type="radio"/> social media	<input checked="" type="radio"/> website	<input type="radio"/> newspaper
4. <input type="radio"/> 3	<input type="radio"/> 10	<input checked="" type="radio"/> 18
5. <input type="radio"/> following rules	<input checked="" type="radio"/> getting equipment	<input type="radio"/> receiving funds
6. <input checked="" type="radio"/> Qatar	<input type="radio"/> Bahrain	<input type="radio"/> Kuwait
7. <input type="radio"/> reaching other markets	<input type="radio"/> earning more money	<input checked="" type="radio"/> creating 3D models
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

<b>LISTENING 2 (8 mks)</b>	
<b>Task One</b>	
8. New York /NY 9. 1976/ nineteen seventy-six/one thousand nine hundred seventy-six 10. Crime (novels) 11. (They were) short	<i>Notes: (i) One mark each.</i> <i>(ii) Complete accuracy in grammar &amp; spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.</i> <i>(iii) In general, apply the '<u>not more than four words</u>'. HOWEVER, use common sense for slightly longer, but <u>obviously correct</u> answers.</i>

<b>Task Two</b>	
<b>True</b>	<b>False</b>
12. <input checked="" type="radio"/>	<input type="radio"/>
13. <input type="radio"/>	<input checked="" type="radio"/>
14. <input checked="" type="radio"/>	<input type="radio"/>
15. <input checked="" type="radio"/>	<input type="radio"/>
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>	



**VOCABULARY (5 mks)**

- |   |  |  |
|---|--|--|
| 1. <input type="radio"/> move               | <input checked="" type="radio"/> launch  | <input type="radio"/> travel           |
| 2. <input checked="" type="radio"/> planets | <input type="radio"/> tunnels            | <input type="radio"/> panels           |
| 3. <input type="radio"/> succeed            | <input type="radio"/> persuade           | <input checked="" type="radio"/> avoid |
| 4. <input checked="" type="radio"/> dizzy   | <input type="radio"/> active             | <input type="radio"/> violent          |
| 5. <input type="radio"/> decision           | <input checked="" type="radio"/> passion | <input type="radio"/> direction        |

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

**GRAMMAR (5 mks)**

- |  |                                       |
|--|---------------------------------------|
| 1. <input type="radio"/> be                  | <input checked="" type="radio"/> been |
| 2. <input checked="" type="radio"/> planning | <input type="radio"/> plan            |
| 3. <input type="radio"/> were                | <input checked="" type="radio"/> was  |
| 4. <input type="radio"/> some                | <input checked="" type="radio"/> any  |
| 5. <input checked="" type="radio"/> give     | <input type="radio"/> gave            |

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



**READING 1 (10 mks)**

**Task One:**

- |  |  |  |
|--|--|--|
| 1. <input type="radio"/> packaged              | <input checked="" type="radio"/> natural | <input type="radio"/> fried                      |
| 2. <input type="radio"/> \$2                   | <input type="radio"/> \$4                | <input checked="" type="radio"/> \$ 10           |
| 3. <input type="radio"/> in the morning        | <input type="radio"/> during work hours  | <input checked="" type="radio"/> after big meals |
| 4. <input type="radio"/> Matcha                | <input checked="" type="radio"/> Sencha  | <input type="radio"/> Hojicha                    |
| 5. <input checked="" type="radio"/> white rice | <input type="radio"/> Miso soup          | <input type="radio"/> seaweed                    |
| 6. <input type="radio"/> Kyoto                 | <input type="radio"/> Osaka              | <input checked="" type="radio"/> Hokkaido        |

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

**Task Two:**

7. tuna
8. coastal
9. heart/health (disease)
10. 100/ one hundred

**Notes:** One mark each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct.



**READING 2 (10 mks)**

**Task One:**

11. in Denmark
12. to help his family / because his father died/his family was very poor
13. an actor
14. 23 years old/ at the age of 23/23/ twenty-three
15. 156/one hundred fifty-six
16. The Ugly Duckling

**Task Two:**

- |     | True                             | False                            |
|-----|----------------------------------|----------------------------------|
| 17. | <input type="radio"/>            | <input checked="" type="radio"/> |
| 18. | <input checked="" type="radio"/> | <input type="radio"/>            |
| 19. | <input checked="" type="radio"/> | <input type="radio"/>            |
| 20. | <input type="radio"/>            | <input checked="" type="radio"/> |

Notes: One mark each.

Qs 11-16: (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 17-20: Responses must be indicated clearly.



WRITING 1 (5 mks)	
5	<ul style="list-style-type: none"><li>– Expresses opinions on topics in a lively, convincing way.</li><li>– Supports all points effectively with relevant evidence and detail.</li><li>– Writing is very well-organised, clear and coherent.</li><li>– A varied range of grammar and vocabulary with a very good level of accuracy.</li></ul>
4	<ul style="list-style-type: none"><li>– Expresses opinions on topics in a reasonably convincing way.</li><li>– Supports most points with relevant evidence and detail.</li><li>– Writing is generally organised and, for the most part, clear and coherent.</li><li>– A fair range of grammar and vocabulary with a good level of accuracy.</li></ul>
3	<ul style="list-style-type: none"><li>– Expresses opinions on topics, in a somewhat limited way.</li><li>– Writing is inconsistent in supporting points with relevant details.</li><li>– Writing is poorly-organised, but are still reasonably clear and coherent.</li><li>– A limited range of grammar and vocabulary with a reasonable level of accuracy.</li></ul>
2	<ul style="list-style-type: none"><li>– Expresses opinions on topics, but the results are clearly inadequate.</li><li>– Writing is generally weak in supporting points with relevant evidence.</li><li>– Writing lack organisation, lacking in coherence and sometimes unclear.</li><li>– A very limited range of grammar and vocabulary with frequent errors.</li></ul>
1	<ul style="list-style-type: none"><li>– Makes only very feeble attempts to express opinions on topics.</li><li>– Fails to support points with any relevant evidence.</li><li>– Writing is incoherent and confusing.</li><li>– Extremely limited range of grammar and vocabulary with frequent serious errors.</li></ul>
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the topic) <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"><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 is very well-organised, clear and coherent.</li><li>– A varied range of grammar and vocabulary, with a very good level of accuracy.</li></ul>
8	<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>
6	<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>
4	<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>
2	<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>
0	<p><u>No attempt at the task</u>: EITHER Irrelevant (Completely unrelated to the pictures/ task/ instructions) OR Hardly any writing at all, or not written in English OR Complete nonsense.</p>



### ARRIVING AT FINAL SCORES

**LST2/ RDG2:** In these two sections, all student responses are of the objectively-marked, right-or-wrong type. So, there should never be any discrepancies in the marks awarded.

Action required: With 'short answer' items, there may be (accidental) discrepancies in the scores awarded by the two markers. The Supervisor/Adjudicator should be on the lookout for any such discrepancies, and if they occur, should read the students' response and award the correct mark.

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

In such cases, there are two possible procedures:

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

### CALCULATION OF AVERAGES:

WRT 1		WRT 2	
Pair of scores	Final score	Pair of scores	Final score
5 / 4	4.5	10 / 8	9
4 / 3	3.5	8 / 6	7
3 / 2	2.5	6 / 4	5
2 / 1	1.5	4 / 2	3
1 / 0	0.5	2 / 0	1

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



## ENGLISH LANGUAGE TEST

### GRADE TEN

Academic Year -2024/ 2025  
Semester Two \_ Second Session

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

Write your answers on the Test Paper

Total Marks: 60

Time: 2½ hours

Pages: 12

ELEMENT		Marks		Signature with Name	
		In Numbers	In Words	First Marker	Second Marker
LISTENING	15				
VOCABULARY	5				
GRAMMAR	5				
READING	20				
WRITING	15				
<b>TOTAL</b>	<b>60</b>				

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

You are going to hear an **interview** with **Sami**.

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

1. Sami opened a small online shop focused on \_\_\_\_\_ candles.  
 luxury                       eco-friendly                       cheap
  
2. At first, the biggest challenge for Sami was finding enough \_\_\_\_\_.  
 money                       customers                       time
  
3. Sami received a \_\_\_\_\_ loan from the bank.  
 \$2,000                       \$5,000                       \$10,000
  
4. Sami found a cheaper supplier from \_\_\_\_\_ city when wax prices increased.  
 Houston                       Dallas                       Vermont
  
5. During a big sale, Sami had a problem with his \_\_\_\_\_.  
 website                       email                       WhatsApp
  
6. The most preferred candle scent was \_\_\_\_\_.  
 lemon                       vanilla                       lavender
  
7. Sami marketed his business for free on \_\_\_\_\_.  
 Facebook                       Instagram                       Snapchat



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

**(8 marks)**

You are going to hear **a story** about **Tom and his healthy lifestyle**.

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

**8.** Where did Tom see the 'Healthy Life Challenge' advertisement?

---

**9.** How much did he pay as a registration fee for the challenge?

---

**10.** When did he buy fresh food from the local market?

---

**11.** What did he attend four times a week?

---

**Task Two:** Listen. For each item, shade in the bubble  to indicate whether the statement is **True/False**.

Statements	True	False
<b>12.</b> Tom paid \$50 US dollars for his new running shoes.	<input type="radio"/>	<input type="radio"/>
<b>13.</b> During the challenge, he changed his sleeping habits.	<input type="radio"/>	<input type="radio"/>
<b>14.</b> By the end of the 30 days, he lost five kilogrammes.	<input type="radio"/>	<input type="radio"/>
<b>15.</b> He stopped his healthy lifestyle after the challenge.	<input type="radio"/>	<input type="radio"/>

**LISTENING  
SCORE**

15

**VOCABULARY (Items 1-5)****(5 marks)**

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

Smoking is a harmful habit that can <sup>(1)</sup> \_\_\_\_\_ severe damage to the body. It can affect the lungs badly and early warning signs like chest pain or regular coughing are clear <sup>(2)</sup> \_\_\_\_\_ of lung cancer. It also increases the <sup>(3)</sup> \_\_\_\_\_ of having a serious heart disease. Health experts are deeply <sup>(4)</sup> \_\_\_\_\_ about rising smoking rates and strongly advise people to quit. Quitting smoking helps to <sup>(5)</sup> \_\_\_\_\_ health problems and improve the overall wellbeing.

- |                                    |                                 |                                |
|------------------------------------|---------------------------------|--------------------------------|
| 1. <input type="radio"/> cause     | <input type="radio"/> prevent   | <input type="radio"/> ignore   |
| 2. <input type="radio"/> solutions | <input type="radio"/> reasons   | <input type="radio"/> symptoms |
| 3. <input type="radio"/> benefit   | <input type="radio"/> risk      | <input type="radio"/> safety   |
| 4. <input type="radio"/> excited   | <input type="radio"/> satisfied | <input type="radio"/> worried  |
| 5. <input type="radio"/> avoid     | <input type="radio"/> keep      | <input type="radio"/> get      |

**VOCABULARY  
SCORE**

<b>5</b>

**GRAMMAR (Items 1-5)****(5 marks)**

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

**Ali:** Hey Ahmed, I want to open a new restaurant, but I haven't found the perfect location <sup>(1)</sup>  **already** /  **yet**.

**Ahmed:** Well, I have <sup>(2)</sup>  **be** /  **been** working in restaurants for a long time, but I discovered that the right location can attract more customers.

**Ali:** Do you know <sup>(3)</sup>  **any** /  **some** good area for a restaurant?

**Ahmed:** Definitely! My friend is <sup>(4)</sup>  **opening** /  **opened** a new cafe in city centre next month, and you should check it out!

**Ali:** Interesting! What other things did you learn?

**Ahmed:** Success <sup>(5)</sup>  **are** /  **is** not just about having good ideas, it requires regular effort.

**GRAMMAR  
SCORE**

<b>5</b>

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

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

Japan's bullet trains, also known as Shinkansen, are a popular and quick way to travel between cities. They might not travel inside special tubes like the hyperloop, but they are still much faster and more efficient than regular trains. These trains have changed how people move around Japan. This train system has become a good choice instead of short flights for many journeys, which saves time and is better for the environment.

The main Shinkansen lines aim to move passengers between big cities quickly and safely. Although they do not use magnets to float, the technology they use makes the ride very smooth. They use electricity to move, getting power from wires above the tracks, as a fast electric bus. This helps them speed up and slow down quickly. Computers help control the speed and keep the trains safe, so there are no traffic lights next to the tracks.

The Shinkansen network has a range of operating speeds made to different lines and service types. Many major Shinkansen lines can range from 300-260 kilometres per hour. However, the fastest Shinkansen is the Hayabusa, that can reach speeds of up to 320 kilometres per hour. This makes travel times between places like Tokyo and Kyoto much shorter.

The Shinkansen trains have comfortable seats and big windows so passengers can see the scenery. They focus on making the ride pleasant by offering Wi-Fi on board. However, they do not have smart televisions or charging points as some people might think. Shinkansen trains have advanced safety features. These include sensors that can find problems and stop them automatically, resulting in zero accidents.

Some people think that Shinkansen stations are near airports or rural areas, but they are usually in city centres, making them easy for people to reach. Tickets are generally expensive and can be booked online. With trains leaving quite often, passengers do not usually have to wait a long time. By connecting cities well, the Shinkansen helps businesses grow and makes it easier for people to live a bit further from their jobs without very long rides. It also makes it simpler for families in different cities to visit each other and for tourists to travel faster.

The Shinkansen also help save the environment by reducing traffic on roads and air pollution. They mostly use electricity, which is a cleaner energy source than fuel used by planes or cars. Japan has had these bullet trains for many years, and they have a big network connecting many cities.

**READING 1 (continued)**

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

1. Japan's fastest bullet trains are called \_\_\_\_\_ .  
 Shinkansen                       tubes                       hyperloops
2. The Shinkansen uses \_\_\_\_\_ to help them move smoothly.  
 panels                       electricity                       magnets
3. The speed of the Hayabusa train is up to \_\_\_\_\_ kilometres per hour.  
 260                       300                       320
4. The trains provide \_\_\_\_\_ for passengers' comfort.  
 free Wi-Fi                       smart televisions                       charging points
5. The train sensors will help in reducing \_\_\_\_\_.  
 traffic                       pollution                       accidents
6. Shinkansen stations can be found in \_\_\_\_\_.  
 airports                       city centres                       rural areas

**Task Two:** For each item, complete the missing words (**not more than TWO WORDS or a NUMBER**).

7. Passengers can buy tickets \_\_\_\_\_.
8. By connecting cities, the Shinkansen helps \_\_\_\_\_ to grow.
9. The Shinkansen makes it easier for families to \_\_\_\_\_ each other.
10. The Shinkansen is eco-friendly because it uses \_\_\_\_\_.



**READING 2 (Items 11-20)****(10 marks)**

Read the text. Then, complete the tasks.

Many years ago, a brave Indian boy named Raj Menon lived in Kerala. His father who was a fisherman taught him to read and write while his mother created beautiful silk saris. Every evening, Raj would sit at the local market listening to traders from Arabia and Persia who shared their stories of camel caravans and exciting voyages. One day, he said, "I'll see these places too."

When Raj was 18, he went on his first voyage to Oman. He took dried mangoes, notebook and a silver knife given to him by his grandfather. The sailors taught him to navigate by the stars. Raj wrote in his notebook, "The sea whispers secrets to those who listen."

In Oman, Raj traded Kerala's spices for sweet dates. He visited a souk in Muscat where he saw frankincense for the first time. There, he met a kind carpet seller who taught him some Arabic phrases. He gave him a tiny, beautiful rug. Next, he travelled to Zanzibar, where he saw a Swahili festival and tasted some interesting fruit. He described Zanzibar as a place where: "*Even the stars here dance differently.*"

Raj's journey took him to Persia where he crossed the deserts on camels. One day, a sandstorm hit! Raj helped a merchant who was struggling to hold his camels together. The man gifted him a tiny bottle of rare saffron. In Afghanistan's snowy mountains, Raj stayed with a family in a wooden house where they shared stories of the Silk Road. He asked them to teach him how to make naan bread because it was tasty. In his notebook, he wrote, "Kindness is a language everyone understands."

After seven years, Raj returned to Kerala. His village welcomed him back and held a small party for him. Later, he decided to use the money saved from his travels to build a school under the mango trees. He taught children geography from his maps and cooked Afghan recipes. The villagers called him *Foreign Star* and travellers often stopped to hear his stories.

Raj wrote letters to the kind carpet seller and the Afghan family. He sent them jasmine tea and drawings of Kerala's festivals. He told his students, "Curiosity is the key to a thousand doors." Today, his notebook and saffron bottle are displayed in a museum in Mumbai. Visitors can read his words and they feel inspired to explore the world, just like he did.

**READING 2 (continued)**

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

11. What did Raj learn from his father?

---

12. How old was Raj when he started travelling?

---

13. Who did he meet in Muscat?

---

14. Which place did he describe in "Even the stars here dance differently"?

---

15. How did he travel across the deserts of Persia?

---

16. Why did he learn to make naan bread?

---

**Task Two:** For each item, shade in the bubble  to indicate whether the statement is **True/False**.

Statements	True	False
17. Raj built a house after returning to his country.	<input type="radio"/>	<input type="radio"/>
18. He used maps to teach geography.	<input type="radio"/>	<input type="radio"/>
19. He sent Omani frankincense to the Afghan family.	<input type="radio"/>	<input type="radio"/>
20. Visitors can see Raj’s notebook in a museum in Mumbai.	<input type="radio"/>	<input type="radio"/>

<b>READING SCORE</b>	
	<b>20</b>











## LISTENING SCRIPT

### GRADE TEN SEMESTER TWO\_ SECOND SESSION (2024/2025)

#### LISTENING 1

You are going to hear an **interview** with **Sami**.

*Interviewer:* Hi, Sami! What inspired you to start your own business?

*Sami:* Well, I noticed that many cheap candles on the market weren't environmentally friendly. I wanted to offer a more affordable alternative to luxury candles made from sustainable materials. So, I opened Soy Craft Candles, a small online shop focused on eco-friendly candles.

*Interviewer:* What was the biggest challenge you faced when you first started?

*Sami:* Interestingly, the biggest challenge wasn't about time or customers, it was about money.

*Interviewer:* That sounds tough! How did you manage to keep your business going?

*Sami:* I had 2,000 US dollars savings only and I applied for a 10,000 US dollars loan from the bank, but I only received 5,000 US dollars. So, I relied on these limited funds, and thankfully, I managed to do it.

*Interviewer:* How did you manage major difficulties?

*Sami:* I adapted quickly. When wax prices increased, I received contacts from different suppliers in cities like Houston and Dallas, but they were very expensive. Eventually, I found a more affordable option in Vermont.

*Interviewer:* Wow, you handled that well. What other difficulties did you face?

*Sami:* I also faced another challenge, which I had to fix quickly by sending letters through WhatsApp and emails to my customers offering them a discount. That happened when my website crashed during a big sale.

*Interviewer:* What types of candles did you first offer?

*Sami:* Well, I began with special perfumed candle kits with a selection of essential oils such as lavender, lemon, and vanilla. However, candles with lavender scent were the best seller.

*Interviewer:* Do you have any advice for inspiring entrepreneurs?

*Sami:* Absolutely! One piece of advice is to take advantage of free marketing tools available on platforms like Facebook and Snapchat. For me, Instagram was a helpful tool.

*Interviewer:* Great advice! Thank you for joining us today Mr. Sami.

*Sami:* My pleasure.

## LISTENING 2

### ***You are going to hear a story about Tom and his healthy lifestyle.***

Last March, Tom decided to make changes to his lifestyle. He was always tired and didn't feel well. One day, he noticed an advertisement called "Healthy Life Challenge" on a poster. This challenge involved healthy eating, regular exercise and enough sleep for a month. Tom decided to try it and signed up. He paid 20 US dollars as a registration fee. The challenge started on March 15th.

The first week was difficult. Tom used to eat fast food every day, but now he had to prepare meals with fruit and vegetables. Every Friday, he would buy fresh food at the local market and try new recipes. At first, he missed his old habits, but shortly afterwards he noticed he had started to gain more energy.

For exercise, Tom began attending the gym four times a week. He also started cycling to his workplace instead of driving. At first, his legs hurt, but after a few days, he felt stronger. Tom discovered that exercise could be enjoyable, not just hard work. He even bought a new pair of running shoes for 53 US dollars.

Another big change was his sleeping habits. Tom who used to stay up late watching TV, started going to bed at 10 p.m. He set a goal to sleep eight hours every night and successfully achieved this. After a week, he woke up feeling refreshed and ready for the day. He also bought a new alarm clock for 15 US dollars to help him wake up on time.

By the end of the 30-day challenge, Tom had lost five kilogrammes, and he felt happier and more energetic. Now, he says, "Taking care of your body is the best gift you can give yourself." So, he decided to continue his healthy lifestyle. Tom's story has inspired everyone around him to live a healthier life.



\*\*\*\*\*

<b>LISTENING 1 (7 mks)</b>		
1. <input type="radio"/> luxury	<input checked="" type="radio"/> eco-friendly	<input type="radio"/> cheap
2. <input checked="" type="radio"/> money	<input type="radio"/> customers	<input type="radio"/> time
3. <input type="radio"/> \$2,000	<input checked="" type="radio"/> \$5,000	<input type="radio"/> \$10,000
4. <input type="radio"/> Houston	<input type="radio"/> Dallas	<input checked="" type="radio"/> Vermont
5. <input checked="" type="radio"/> website	<input type="radio"/> email	<input type="radio"/> WhatsApp
6. <input type="radio"/> lemon	<input type="radio"/> vanilla	<input checked="" type="radio"/> lavender
7. <input type="radio"/> Facebook	<input checked="" type="radio"/> Instagram	<input type="radio"/> Snapchat
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

<b>LISTENING 2 (8 mks)</b>	
<b>Task One</b>	
8. on a poster 9. \$20/ twenty US dollars 10. every Friday/ on Fridays/Fridays 11. A gym	<i>Notes: (i) One mark each.</i> <i>(ii) Complete accuracy in grammar &amp; spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.</i> <i>(iii) In general, apply the '<u>not more than four words</u>'. HOWEVER, use common sense for slightly longer, but <u>obviously correct</u> answers.</i>

<b>Task Two</b>	
True	False
12. <input type="radio"/>	<input checked="" type="radio"/>
13. <input checked="" type="radio"/>	<input type="radio"/>
14. <input checked="" type="radio"/>	<input type="radio"/>
15. <input type="radio"/>	<input checked="" type="radio"/>
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>	



**VOCABULARY (5 mks)**

- |   |                                       |   |
|---|---------------------------------------|---|
| 1. <input checked="" type="radio"/> cause | <input type="radio"/> prevent         | <input type="radio"/> ignore              |
| 2. <input type="radio"/> solutions        | <input type="radio"/> reasons         | <input checked="" type="radio"/> symptoms |
| 3. <input type="radio"/> benefit          | <input checked="" type="radio"/> risk | <input type="radio"/> safety              |
| 4. <input type="radio"/> excited          | <input type="radio"/> satisfied       | <input checked="" type="radio"/> worried  |
| 5. <input checked="" type="radio"/> avoid | <input type="radio"/> keep            | <input type="radio"/> get                 |

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

**GRAMMAR (5 mks)**

- |   |                                       |
|---|---------------------------------------|
| 1. <input type="radio"/> already            | <input checked="" type="radio"/> yet  |
| 2. <input type="radio"/> be                 | <input checked="" type="radio"/> been |
| 3. <input checked="" type="radio"/> any     | <input type="radio"/> some            |
| 4. <input checked="" type="radio"/> opening | <input type="radio"/> opened          |
| 5. <input type="radio"/> are                | <input checked="" type="radio"/> is   |

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



**READING 1 (10 mks)**

**Task One**

- |  |   |  |
|--|---|--|
| 1. <input checked="" type="radio"/> Shinkasen  | <input type="radio"/> tubes                   | <input type="radio"/> hyperloops           |
| 2. <input type="radio"/> panels                | <input checked="" type="radio"/> electricity  | <input type="radio"/> magnets              |
| 3. <input type="radio"/> 260                   | <input type="radio"/> 300                     | <input checked="" type="radio"/> 320       |
| 4. <input checked="" type="radio"/> free Wi-Fi | <input type="radio"/> smart televisions       | <input type="radio"/> charging points      |
| 5. <input type="radio"/> traffic               | <input type="radio"/> pollution               | <input checked="" type="radio"/> accidents |
| 6. <input type="radio"/> airports              | <input checked="" type="radio"/> city centres | <input type="radio"/> rural areas          |

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

**Task Two**

7. online
8. businesses
9. visit/ see
10. electricity

**Notes:** One mark each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct.



**READING 2 (10 mks)**

**Task One**

11. to read and write/read/write
12. (at the age of) 18/ eighteen
13. (A kind) carpet seller
14. Zanzibar
15. On camels
16. (Because it was) tasty

**Task Two**

- |     | True                             | False                            |
|-----|----------------------------------|----------------------------------|
| 17. | <input type="radio"/>            | <input checked="" type="radio"/> |
| 18. | <input checked="" type="radio"/> | <input type="radio"/>            |
| 19. | <input type="radio"/>            | <input checked="" type="radio"/> |
| 20. | <input checked="" type="radio"/> | <input type="radio"/>            |

Notes: One mark each.

Qs 11-16: (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 17-20: Responses must be indicated clearly.



WRITING 1 (5 mks)	
5	<ul style="list-style-type: none"><li>– Expresses opinions on topics in a lively, convincing way.</li><li>– Supports all points effectively with relevant evidence and detail.</li><li>– Writing is very well-organised, clear and coherent.</li><li>– A varied range of grammar and vocabulary with a very good level of accuracy.</li></ul>
4	<ul style="list-style-type: none"><li>– Expresses opinions on topics in a reasonably convincing way.</li><li>– Supports most points with relevant evidence and detail.</li><li>– Writing is generally organised and, for the most part, clear and coherent.</li><li>– A fair range of grammar and vocabulary with a good level of accuracy.</li></ul>
3	<ul style="list-style-type: none"><li>– Expresses opinions on topics, in a somewhat limited way.</li><li>– Writing is inconsistent in supporting points with relevant details.</li><li>– Writing is poorly-organised, but are still reasonably clear and coherent.</li><li>– A limited range of grammar and vocabulary with a reasonable level of accuracy.</li></ul>
2	<ul style="list-style-type: none"><li>– Expresses opinions on topics, but the results are clearly inadequate.</li><li>– Writing is generally weak in supporting points with relevant evidence.</li><li>– Writing lack organisation, lacking in coherence and sometimes unclear.</li><li>– A very limited range of grammar and vocabulary with frequent errors.</li></ul>
1	<ul style="list-style-type: none"><li>– Makes only very feeble attempts to express opinions on topics.</li><li>– Fails to support points with any relevant evidence.</li><li>– Writing is incoherent and confusing.</li><li>– Extremely limited range of grammar and vocabulary with frequent serious errors.</li></ul>
0	<i>No attempt at the task:</i> <u>EITHER</u> Irrelevant (Completely unrelated to the topic) <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"><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 is very well-organised, clear and coherent.</li><li>– A varied range of grammar and vocabulary, with a very good level of accuracy.</li></ul>
8	<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>
6	<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>
4	<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>
2	<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>
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the pictures/ task/ instructions) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense.</p>



### ARRIVING AT FINAL SCORES

**LST2/ RDG2:** In these two sections, all student responses are of the objectively-marked, right-or-wrong type. So, there should never be any discrepancies in the marks awarded.

Action required: With 'short answer' items, there may be (accidental) discrepancies in the scores awarded by the two markers. The Supervisor/Adjudicator should be on the lookout for any such discrepancies, and if they occur, should read the students' response and award the correct mark.

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

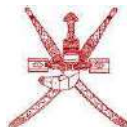
In such cases, there are two possible procedures:

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

### CALCULATION OF AVERAGES:

WRT 1		WRT 2	
Pair of scores	Final score	Pair of scores	Final score
5 / 4	4.5	10 / 8	9
4 / 3	3.5	8 / 6	7
3 / 2	2.5	6 / 4	5
2 / 1	1.5	4 / 2	3
1 / 0	0.5	2 / 0	1

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



**ENGLISH LANGUAGE TEST**

**GRADE TEN**

**Semester Two**

**First Session (Morning Schools)**

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

**Write your answers on the Test Paper**

**Time: 2½ hours**

**Pages: 13**

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

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

You are going to hear a **conversation** between **Sara and her brother Ahmed**.  
Listen, and shade in the bubble  next to the correct option.

1. The competition is for \_\_\_\_\_.  
 parents                       students                       companies
  
2. The competition aims to improve the participants' \_\_\_\_\_ skills.  
 academic                       business                       arts
  
3. The deadline to submit the project is in \_\_\_\_\_ months.  
 4                       3                       2
  
4. The top three winners will receive \_\_\_\_\_.  
 scholarships and cash prizes                       scholarships for higher education                       cash prizes and mentorship
  
5. Sara will be responsible for \_\_\_\_\_.  
 researching the market                       designing the app interface                       creating a presentation
  
6. Sara and Ahmed agreed to have a \_\_\_\_\_ within a month.  
 model ready for testing                       project outline                       detailed plan
  
7. Their presentation will highlight the \_\_\_\_\_ of the project.  
 features                       stages                       challenges



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

**(8 marks)**

You are going to hear **a biography** about **Roald Dahl**.

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

**8.** What was Roald Dahl’s special ability?

\_\_\_\_\_

**9.** How old was Roald when his family moved to England?

\_\_\_\_\_

**10.** Where did he discover his passion?

\_\_\_\_\_

**11.** Why did he stop flying for the Royal Air Force?

Because \_\_\_\_\_

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

<b>Statements</b>	<b>True</b>	<b>False</b>
<b>12.</b> Patricia Neal got married to Roald in New York in 1953.	<input type="radio"/>	<input type="radio"/>
<b>13.</b> 'Charlie and the Chocolate Factory' was Roald’s first published book.	<input type="radio"/>	<input type="radio"/>
<b>14.</b> Roald sold less than 300 million copies of his books.	<input type="radio"/>	<input type="radio"/>
<b>15.</b> The cause of Roald's death was a disease.	<input type="radio"/>	<input type="radio"/>

**LISTENING  
SCORE**

<b>15</b>

**VOCABULARY (Items 1-5)****(5 marks)**

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

In the future, we may see amazing changes in how we get from one place to another. New means of (1)\_\_\_\_\_ could help us travel faster than before. People will be able to travel long (2)\_\_\_\_\_ in a short amount of time. (3)\_\_\_\_\_ vehicles, that can drive themselves easily without a driver, can replace traditional cars. We might not even need a (4)\_\_\_\_\_ for driving such cars. Also, there could even be innovative travel systems like the Hyperloop, which allows for high-speed travel in vacuum tubes that make the journey from one (5)\_\_\_\_\_ to another quicker and convenient.

- |    |                       |            |                       |                |                       |             |
|----|-----------------------|------------|-----------------------|----------------|-----------------------|-------------|
| 1. | <input type="radio"/> | leadership | <input type="radio"/> | transportation | <input type="radio"/> | business    |
| 2. | <input type="radio"/> | distances  | <input type="radio"/> | passengers     | <input type="radio"/> | vehicles    |
| 3. | <input type="radio"/> | Automated  | <input type="radio"/> | Manual         | <input type="radio"/> | Traffic     |
| 4. | <input type="radio"/> | plot       | <input type="radio"/> | parking        | <input type="radio"/> | license     |
| 5. | <input type="radio"/> | ambition   | <input type="radio"/> | setting        | <input type="radio"/> | destination |

**VOCABULARY  
SCORE**

5

**GRAMMAR 1 (Items 1-5)****(5 marks)**

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

Ahmed: Hi Ali, where did you go last weekend?

Ali: I visited the book exhibition. It  **is**  **was** (1) great! Many of our friends were there.

Ahmed: That sounds nice! Did you buy (2)  **anything**  **nothing** ?

Ali: Yeah, I (3)  **did**  **do** ! I found an amazing fantasy book, and I couldn't resist buying it.

Ahmed: Cool! Have you started reading it?

Ali: Not yet. It is a big book, so I (4)  **have**  **will** start reading it in the holiday.

Ahmed: Great! Personally, I am thinking of losing weight this summer, so I may join a health club (5)  **or**  **but** make my own plan of exercising.

Ali: Why don't we do it together?

Ahmed: I would love to.

**GRAMMAR  
SCORE**

<b>5</b>

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

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

Energy drinks have become extremely a popular trend, especially among teenagers and young adults -18 to 34 years old. Some individuals believe that energy drinks can help them stay awake and focused. On the other hand, many experts and parents are concerned about the negative effects and health risks associated with their consumption.

Those in favor of energy drinks argue that they not only enhance performance during physical activities but also improve concentration. They claim that the caffeine and other stimulating ingredients in these drinks can help students stay attentive and perform better at school. According to a study conducted by the National Institute of Health, sixty-five percent of students feel more awake after consuming energy drinks.

On the other hand, there are also good reasons to be careful about energy drinks. Research has shown that consuming lots of these drinks can lead to negative health consequences. For instance, the caffeinated energy drinks can cause heart problems and sleeping difficulties as well as possible addiction. Besides, sweetened energy drinks can contribute to weight gain and dental problems over time.

Furthermore, age is a factor to consider when consuming such drinks. According to a recent study, 60% of teenagers reported consuming energy drinks at least twice a week. They show strong preferences for energy drinks compared to other drinks due to their interesting flavours. This age can tolerate the effects of energy drinks. However, children may be more sensitive to their side effects due to their smaller body size and developing systems. In fact, a study conducted by the American Academy of Pediatrics found that emergency room visits because of energy drinks doubled between 2007 and 2011.

Another concerning aspect of energy drinks is their impact on hydration. Many people mistakenly believe that these drinks can substitute water, but this is not the case. Energy drinks contain diuretic ingredients that can cause dryness. Thus, it is vital for students to understand that water is the best source of hydration for their bodies.

In conclusion, while energy drinks may offer a temporary energy boost, the possible risks of their consumption cannot be ignored. To reduce the possible negative effects that these drinks may cause, it is advisable to consume them in moderation. It is also essential to educate students about alternative ways to promote their overall health and stay energized, such as getting enough rest and eating a balanced diet. Governments and organizations can set health campaigns for parents and students to raise their awareness of the dangers of these drinks.

**Task one:** for each item, shade in the bubble  next to the correct option.

1. Energy drinks have become a popular trend, especially among \_\_\_\_\_.  
 sports players                       young adults and teenagers                       explorers
2. Supporters of energy drinks say that caffeine can keep students \_\_\_\_\_.  
 sleepy                       fit                       attentive
3. According to the National Institute of Health, \_\_\_\_\_ of students feel more awake after consuming energy drinks.  
 56%                       60%                       65%
4. \_\_\_\_\_ energy drinks can cause sleeping and heart problems.  
 Sweetened                       Caffeinated                       Fizzy
5. \_\_\_\_\_ are more sensitive to the side effects of energy drinks.  
 Children                       Teenagers                       Old people
6. Emergency room visits related to energy drinks \_\_\_\_\_ between 2007 and 2011.  
 increased                       decreased                       remained the same

**Task Two:** For each item, complete the missing words (**not more than two words**).

7. 60% of teens strongly prefer energy drinks because of their \_\_\_\_\_.
8. Energy drinks can never replace \_\_\_\_\_ for body hydration.
9. Consuming energy drinks in \_\_\_\_\_ can help in reducing their negative effects.
10. Campaigns can be set to raise parents' and students' \_\_\_\_\_ towards the impacts of energy drinks.



**READING 2 (Items 11-20)****(10 marks)**

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

Ansel Adams was an American photographer, best known for his black-and-white photographs of the wilderness, especially the National Park.

He was born in San Francisco in 1902. When he was four years old, his nose was broken during the San Francisco earthquake. It was never repaired and was crooked for his entire life. As well, his relationship with his mother was always cold and distant. These two factors affected his growth and made him a shy kid with low confidence. To cover for that, his father, a successful businessman, tried to provide him with warmth and support. Despite that, Adams preferred being alone during his childhood and used to take long walks to explore nature instead of sitting with people. His lonely nature did not enable him to fit-in well with children at school. As a result, he stopped going to school after completing only eight years of formal schooling, and he was taught at home by his father and his aunt, Mary.

Adams showed an interest in the piano, at the age of twelve, and began to take lessons for a couple of years. He wanted to become a professional pianist. However, he changed his direction in life in 1916, after his father gave him his first camera for their trip to Yosemite National Park. There, he took his first photos. He decided to go there every summer and take more photographs, even though his mother was against these activities. His love for the wild nature grew and he developed his skills greatly.

Adam's first photographs were published in 1921, when he was only nineteen. After successfully selling some of his prints, he finally gave up any ideas of being a professional pianist. Instead, he devoted all of his time to taking and printing high-quality black-and-white photos. By 1935, Adam's was recognized as one of the best photographers in the USA. He was contracted with the United States Department of Interior to make photographs of the national park. His work contributed to expanding the National Park system and for that he received the Presidential Medal of Freedom Award in 1980. Important people began to hire him to take photos of their families and homes, and this soon made him a wealthy man.

Throughout his adult life, Adams held many workshops and published numerous books about photography to share his knowledge worldwide until he died in Washington in 1984. Although he had a lonely childhood, Adams' efforts to share his knowledge made him recognized worldwide as one of the best photographers of the 20<sup>th</sup> century.

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

- 11. When was Ansel Adams born?  
\_\_\_\_\_
- 12. What happened to him in the San Francisco earthquake?  
\_\_\_\_\_
- 13. How was Adam's relationship with his mother?  
\_\_\_\_\_
- 14. Why did Adams stop going to school?  
Because \_\_\_\_\_
- 15. What was he interested in before photography?  
\_\_\_\_\_
- 16. How did the world learn about Adam's photography skills?  
\_\_\_\_\_

**Task Two:** For each item, shade in the bubble  to indicate whether the statement is **True/False**.

<b>Statements</b>	<b>True</b>	<b>False</b>
17. Adams bought his first camera from a famous store.	<input type="radio"/>	<input type="radio"/>
18. Adams took his first photos in Yosemite National Park.	<input type="radio"/>	<input type="radio"/>
19. Adams published his first photos when he was nineteen years old.	<input type="radio"/>	<input type="radio"/>
20. Adams was awarded the Presidential Medal of Freedom in 1935.	<input type="radio"/>	<input type="radio"/>

<b>20</b>









\*\*\*\*\*

**LISTENING 1 (7 mks)**

- |   |                                     |                              |
|---|-------------------------------------|------------------------------|
| 1. <input type="radio"/> parents                      | ● students                          | ○ companies                  |
| 2. <input type="radio"/> academic                     | ● business                          | ○ arts                       |
| 3. <input type="radio"/> 4                            | ○ 3                                 | ● 2                          |
| 4. <input type="radio"/> scholarships and cash prizes | ○ scholarships for higher education | ● cash prizes and mentorship |
| 5. ● researching the market                           | ○ designing the app interface       | ○ creating a presentation    |
| 6. ● model for testing                                | ○ project outline                   | ○ detailed plan              |
| 7. ● features   | ○ stages                            | ○ challenges                 |

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

**LISTENING 2 (8 mks)**

**Task one**

8. storytelling
9. Seven / 7 (years old)
10. (in a) boarding school
11. Had serious injuries (in a plane crash) / was injured / had an accident

*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.*

**Task Two**

- |     | True | False |
|-----|------|-------|
| 12. | ●    | ○     |
| 13. | ○    | ●     |
| 14. | ○    | ●     |
| 15. | ●    | ○     |

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

## VOCABULARY (5 marks)

- |    |  |   |  |
|----|--|---|--|
| 1. | <input type="radio"/> leadership           | <input checked="" type="radio"/> transportation | <input type="radio"/> business               |
| 2. | <input checked="" type="radio"/> distances | <input type="radio"/> passengers                | <input type="radio"/> vehicles               |
| 3. | <input checked="" type="radio"/> Automated | <input type="radio"/> Manual                    | <input type="radio"/> Traffic                |
| 4. | <input type="radio"/> plot                 | <input type="radio"/> parking                   | <input checked="" type="radio"/> license     |
| 5. | <input type="radio"/> ambition             | <input type="radio"/> setting                   | <input checked="" type="radio"/> destination |

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

## GRAMMAR (5 marks)

Ahmed: Hi Ali, where did you go last weekend?

Ali: I visited the book exhibition. It  is  was (1) great! Many of our friends were there.

Ahmed: That sounds nice! Did you buy (2)  anything  nothing ?

Ali: Yeah, I (3)  did  do ! I found an amazing fantasy book, and I couldn't resist buying it.

Ahmed: Cool! Have you started reading it?

Ali: Not yet. It is a big book, so I (4)  have  will start reading it in the holiday.

Ahmed: Great! Personally, I am thinking of losing weight this summer, so I may join a health club (5)  or  but make my own plan of exercising.

Ali: Why don't we do it together?

Ahmed: I would love to.

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

## READING 1 (10 mks)

## Task One

- |    |  |   |  |
|----|--|---|--|
| 1. | <input type="radio"/> sports players       | <input checked="" type="radio"/> young adults and teenagers | <input type="radio"/> explorers            |
| 2. | <input type="radio"/> sleepy               | <input type="radio"/> fit                                   | <input checked="" type="radio"/> attentive |
| 3. | <input type="radio"/> 56%                  | <input type="radio"/> 60%                                   | <input checked="" type="radio"/> 65%       |
| 4. | <input type="radio"/> Sweetened            | <input checked="" type="radio"/> Caffeinated                | <input type="radio"/> Fizzy                |
| 5. | <input checked="" type="radio"/> Children  | <input type="radio"/> Teenagers                             | <input type="radio"/> Old people           |
| 6. | <input checked="" type="radio"/> increased | <input type="radio"/> decreased                             | <input type="radio"/> remained the same    |

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

## Task Two

7. (interesting) flavours  
 8. water  
 9. moderation  
 10. awareness

**Notes:** *one mark each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct.*

## READING 2 (10 mks)

## Task One

11. (In) 1902  
 12. (His) nose was broken/crooked  
 13. Cold and distant  
 14. of his lonely nature / he has a lonely nature /shy personality/ couldn't fit with children  
 15. (The) piano / (becoming) a pianist  
 16. (from his) workshops and books

## Task Two

- |     | True                             | False                            |
|-----|----------------------------------|----------------------------------|
| 17. | <input type="radio"/>            | <input checked="" type="radio"/> |
| 18. | <input checked="" type="radio"/> | <input type="radio"/>            |
| 19. | <input checked="" type="radio"/> | <input type="radio"/>            |
| 20. | <input type="radio"/>            | <input checked="" type="radio"/> |

**Notes:** *One mark each.*

*Qs 11-16: (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 17-20: Responses must be indicated clearly.*

<b>WRITING 1 (5 mks)</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>_Expresses opinions on topics in a lively, convincing way.</li> <li>– Supports all points effectively with relevant evidence and detail.</li> <li>– Writing is 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>4</b>	<ul style="list-style-type: none"> <li>– Expresses opinions on topics in a reasonably convincing way.</li> <li>– Supports most points with relevant evidence and detail.</li> <li>– Writing is generally organised and, for the most part, clear and coherent.</li> <li>– A fair range of grammar and vocabulary with a good level of accuracy</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>– Expresses opinions on topics, in a somewhat limited way.</li> <li>– Writing is inconsistent in supporting points with relevant details.</li> <li>– Writing is poorly- organised, but are still reasonably clear and coherent.</li> <li>– A limited range of grammar and vocabulary with a reasonable level of accuracy</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>_Expresses opinions on topics, but the results are clearly inadequate.</li> <li>– Writing is generally weak in supporting points with relevant evidence.</li> <li>– Writing lack organization, lacking in coherence and sometimes unclear.</li> <li>– A very limited range of grammar and vocabulary with frequent errors.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>-Makes only very feeble attempts to express opinions on topics.</li> <li>– Fails to support points with any relevant evidence.</li> <li>– Writing is incoherent and confusing.</li> <li>– Extremely limited range of grammar and vocabulary with frequent serious errors.</li> </ul>
<b>0</b>	<p><u>No attempt at the task:</u> <u>EITHER</u> Irrelevant (Completely unrelated to the topic)  <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 is 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><b><u>No attempt at the task, either:</u></b></p> <ul style="list-style-type: none"> <li>• Irrelevant (Completely unrelated to the topic)</li> <li>• Hardly any writing at all</li> <li>• not written in English</li> <li>• Complete nonsense</li> </ul>

## ARRIVING AT FINAL SCORES

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

Action required: With 'short answer' items, there may be (accidental) discrepancies in the scores awarded by the two markers. The Supervisor/Adjudicator should be on the lookout for any such discrepancies, and if they occur, should read the students' response and award the correct mark.

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

In such cases, there are two possible procedures:

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

## CALCULATION OF AVERAGES:

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

**IMPORTANT NOTE:** As in previous years, **individual** markers should **only** award the marks specified in the relevant Rating Scale\* (as in 'pair of scores' above). 'In-between marks' (as in 'final score' above) can **only** be awarded when two (differing) individual marks are combined by the Supervisor/ Adjudicator. [\* Note: This means that, even though the computer screen shows all the possible final scores, **individual** markers should **only** use those scores which are mentioned in the scale.]



## 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: 13

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

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

You are going to hear an **interview with Mary, who follows a healthy lifestyle**.  
Listen, and shade in the bubble next to the correct option.

1. Mary shifted to a healthier lifestyle because she felt \_\_\_\_\_.  
 pressured by the society       lazy and sleepless       overweight and ugly-looking
2. Mary's \_\_\_\_\_ advised her to read about the Kito diet meals.  
 sister       cousin       friend
3. Mary is following the \_\_\_\_\_ diet.  
 Kito       Low-Carb       Vegan
4. In her new lifestyle, Mary's favourite exercise is \_\_\_\_\_.  
 going for a walk       doing yoga       jogging
5. Mary lost about 8 kilos of her weight in \_\_\_\_\_ months.  
 2       3       4
6. Mary manages stress by \_\_\_\_\_.  
 writing diaries       playing video games       calling her friends
7. Mary advises others, who consider similar changes, to \_\_\_\_\_.  
 start small and be patient       follow her routine       take advice from others



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

**(8 marks)**

You are going to hear **a talk** about **a famous entrepreneur, Bill Gates**.

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

**8.** When was Bill Gates born?

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

**9.** Why did Bill Gates leave Harvard University?

\_\_\_\_\_

**10.** Where did Bill Gates start working in his Microsoft Company?

\_\_\_\_\_

**11.** What challenges did Bill Gates face when starting Microsoft?

\_\_\_\_\_ (mention one challenge)

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

<b>Statements</b>	<b>True</b>	<b>False</b>
<b>12.</b> Bill Gates has 4 children.	<input type="radio"/>	<input type="radio"/>
<b>13.</b> Bill & Melinda Gates Foundation was established in 2002.	<input type="radio"/>	<input type="radio"/>
<b>14.</b> The Bill & Melinda Gates Foundation is a non-profit organization.	<input type="radio"/>	<input type="radio"/>
<b>15.</b> Bill Gates is ranked as the 4th richest person in the world.	<input type="radio"/>	<input type="radio"/>

<b>15</b>

**LISTENING  
SCORE**

**VOCABULARY (Items 1-5)**

**(5 marks)**

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

In the near future, (1)\_\_\_\_\_ and how we move around is going to change a lot. Many (2)\_\_\_\_\_ that drive by themselves are becoming common, and you might not even need a (3)\_\_\_\_\_ to drive them. These self-driving cars will take you everywhere without you having to do anything. It's like having your own smart driver! This makes travelling safer and easier because it will reduce road (4)\_\_\_\_\_ and accidents. As technology continues to advance, we can go to our (5)\_\_\_\_\_ in shorter times.

1.	<input type="radio"/>	marketing	<input type="radio"/>	leadership	<input type="radio"/>	transportation
2.	<input type="radio"/>	plans	<input type="radio"/>	vehicles	<input type="radio"/>	journeys
3.	<input type="radio"/>	license	<input type="radio"/>	parking	<input type="radio"/>	distance
4.	<input type="radio"/>	plot	<input type="radio"/>	traffic	<input type="radio"/>	safety
5.	<input type="radio"/>	events	<input type="radio"/>	habits	<input type="radio"/>	destination

**VOCABULARY  
SCORE**

5

**GRAMMAR 1 (Items 1-5)****(5 marks)**

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

Ali:	Hi Ahmed, (1) <input type="radio"/> <b>do</b> <input type="radio"/> <b>did</b> you go anywhere last weekend?
Ahmed:	Hi Ali. Yes, I did. I visited the new bookshop that was opened (2) <input type="radio"/> <b>in</b> <input type="radio"/> <b>on</b> the city centre.
Ali:	That's great. Did you buy (3) <input type="radio"/> <b>anything</b> <input type="radio"/> <b>nothing</b> ?
Ahmed:	Yes, I bought three adventurous stories. I like adventure books. What about you Ali?
Ali:	My weekend was boring because I lost my mobile phone when I (4) <input type="radio"/> <b>is</b> <input type="radio"/> <b>was</b> playing football in the park.
Ahmed:	What did you do then?
Ali:	I told the security office. They have just called me to come to take it (5) <input type="radio"/> <b>will</b> <input type="radio"/> <b>have</b> you come with me?
Ahmed:	Sure, I will. Let's go.

**GRAMMAR  
SCORE**

<b>5</b>

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

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

Drones, also known as unmanned aerial vehicles (UAVs), have sparked great interest in recent years due to their potential impact on various aspects of society. These flying robots have been first developed for military use by Britain and the USA and were used during the First World War. However, the Japanese have created more useful ways for using drones to help people, by introducing them in fields, such as agriculture, disaster response, and package delivery services.

Agriculture is the field where drones have made a great difference since 2000 with the invention of the R-50, the first drone in farms. It was developed by a Japanese manufacturer for the purpose of field analysis and crop mapping. This drone is equipped with high-resolution cameras that provide farmers with a view of the fields and information, which enable them to monitor the crops to have better products. Later, drones were also used to spray pesticides on crops efficiently.

In the field of disaster response, drones can help in handling emergency situations. They can quickly survey affected areas after natural disasters such as earthquakes or hurricanes. They can assist emergency rescue teams by accessing faraway places and deliver supplies to people in need.

Furthermore, companies like Amazon are exploring the use of drones for package delivery services. Imagine ordering a product online and having it delivered to your doorstep within hours by a small drone. This will help in saving time and effort. However, there are also challenges, such as airspace regulations and safety concerns that need to be resolved to make this idea a reality.

Despite the benefits of drones, there are ethical considerations that must be taken into account. One is privacy issues that may arise when using drones equipped with cameras. The second is the moral questions that are raised about the use of drones in military operations and the impact on the civilian populations.

The future of drones promises great changes in various aspects of the society because of the rapid growth in the sales of the drone market. It is predicted to grow by 2.3% every year. However, there are always challenges that need to be carefully resolved especially those related to the ethical, legal and social implications in our daily lives.

**Task one:** for each item, shade in the bubble  next to the correct option.

1. In this text, drones are described as \_\_\_\_\_ robots.  
 diving                       flying                       farming
2. Drones were first developed and used in the \_\_\_\_\_.  
 First World War               Second World War               American Civil War
3. The \_\_\_\_\_ have created ways for using drones to help people.  
 French                       Dutch                       Japanese
4. Drones have been used in agriculture since \_\_\_\_\_.  
 2002                       2001                       2000
5. The R-50 drone was developed for the purpose of \_\_\_\_\_.  
 field analysis and crop mapping       crop irrigation               crop harvest
6. \_\_\_\_\_ company is exploring the use of drones for package delivery services.  
 Apple                       Amazon                       Google

**Task Two:** For each item, complete the missing words (**not more than two words**).

7. Using drones in delivery services may have challenges like *airspace* \_\_\_\_\_ and *safety concerns*.
8. The Privacy issues arise because drones are *equipped with* \_\_\_\_\_.
9. The sales of the drone market will grow by \_\_\_\_\_% every year.
10. The writer believes that it is vital to consider the *ethical*, \_\_\_\_\_ and *social* implications of drones on people's lives.



**READING 2 (Items 11-20)****(10 marks)**

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

Terry Fox was a brave young Canadian whose name symbolizes strength and courage. Although he was so young, he was a pioneer. He ran across Canada with a main goal in mind; to fund cancer research. Every year millions of people in over 60 countries take part in the Terry Fox Marathon to raise money for fighting cancer.

Terry Fox was born in Canada on 28 July 1958. In March 1977, he was running home from school one day when he suddenly felt great pain that stopped him in front of his house. Terry's mother took him to hospital. The doctors told him he had cancer in his leg and that they would have to cut it. Three weeks later Terry got an artificial leg, and he was just eighteen. Because of this, Terry decided to run across Canada to raise money for sick children. His mother said, "Terry, you cannot run from the Atlantic to the Pacific Ocean on one good leg." But Terry was sure that he would succeed.

Terry called his run 'The Marathon of Hope.' He planned to run from the east of Canada to the west. He started his run in 1979 and he ran every day. Terry ran 885 km on the first twenty-three days of the marathon.

When Terry reached the city of Quebec, his younger brother, Darrell, started to run with him. But Terry had some problems there. The people in Quebec spoke French, but Terry didn't speak French so he couldn't explain to them about his run.

By 1<sup>st</sup> September 1980, Terry was in a lot of pain. He reached the city of Thunder Bay, near Lake Superior, but he couldn't run any further. He was taken by plane to a hospital in Canada, near his home. Terry's Marathon of Hope had ended at 5,372 km. He had raised about 1.7 million dollars. Ten days later, Terry received a very high award called "Companion of the Order of Canada". He was the youngest person to receive it.

Terry was only 22 when he died. He died on 28 June 1981. People founded the "Terry Fox Foundation" after his death to continue raising money for sick people by holding a charity Marathon on September every year. People across the world run the Marathon of Hope in memory of the brave young man who never gave up.

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

**11.** What was Terry Fox’s main goal of running across Canada?

\_\_\_\_\_

**12.** Where was Terry Fox born?

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

**13.** How old was Terry when he got the artificial leg?

\_\_\_\_\_

**14.** What did he call his run?

\_\_\_\_\_

**15.** How long did he run on the first 23 days of the marathon?

\_\_\_\_\_

**16.** Who joined the marathon with Terry at the city of Quebec?

\_\_\_\_\_

**Task Two:** For each item, shade in the bubble  to indicate whether the statement is **True/False**.

<b>Statements</b>	<b>True</b>	<b>False</b>
<b>17.</b> Terry Fox had pain and stopped his run in 1981.	<input type="radio"/>	<input type="radio"/>
<b>18.</b> Terry Fox raised more than 1 million dollars in his run.	<input type="radio"/>	<input type="radio"/>
<b>19.</b> Terry received the "Companion of the Order of Canada" award.	<input type="radio"/>	<input type="radio"/>
<b>20.</b> "Terry Fox Foundation" raises money by holding a charity Marathon every year on June.	<input type="radio"/>	<input type="radio"/>

<b>READING SCORE</b>	20









\*\*\*\*\*

LISTENING 1 (7 mks)						
1.	<input type="radio"/>	pressured by the society	<input checked="" type="radio"/>	lazy and sleepless	<input type="radio"/>	overweigh and ugly-looking
2.	<input type="radio"/>	sister	<input type="radio"/>	cousin	<input checked="" type="radio"/>	friend
3.	<input type="radio"/>	Kito	<input checked="" type="radio"/>	Low-Carb	<input type="radio"/>	Vegan
4.	<input type="radio"/>	going for a walk	<input type="radio"/>	doing yoga	<input checked="" type="radio"/>	jogging
5.	<input checked="" type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4
6.	<input checked="" type="radio"/>	writing diaries	<input type="radio"/>	playing video games	<input type="radio"/>	calling her friends
7.	<input checked="" type="radio"/>	start small and be patient	<input type="radio"/>	follow her routine	<input type="radio"/>	take advise from others
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>						

LISTENING 2 (8 mks)	
<b>Task one</b>	
<p>8. 1955</p> <p>9. to start (his) computer business</p> <p>10. (a small) garage</p> <p>11. (strong) competition (from companies) or financial (issues)</p>	<p><i>Notes:</i> (i) <b>One mark each.</b></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>

Task Two		
	<b>True</b>	<b>False</b>
12.	<input type="radio"/>	<input checked="" type="radio"/>
13.	<input type="radio"/>	<input checked="" type="radio"/>
14.	<input checked="" type="radio"/>	<input type="radio"/>
15.	<input checked="" type="radio"/>	<input type="radio"/>
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

**VOCABULARY (5 marks)**

- |   |   |  |
|---|---|--|
| 1. <input type="radio"/> leadership           | <input checked="" type="radio"/> transportation | <input type="radio"/> business               |
| 2. <input checked="" type="radio"/> distances | <input type="radio"/> passengers                | <input type="radio"/> vehicles               |
| 3. <input checked="" type="radio"/> Automated | <input type="radio"/> Manual                    | <input type="radio"/> Traffic                |
| 4. <input type="radio"/> plot                 | <input type="radio"/> parking                   | <input checked="" type="radio"/> license     |
| 5. <input type="radio"/> ambition             | <input type="radio"/> setting                   | <input checked="" type="radio"/> destination |

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

**GRAMMAR (5 marks)**

Ahmed: Hi Ali, where did you go last weekend?

Ali: I visited the book exhibition. It  is  was (1) great! Many of our friends were there.

Ahmed: That sounds nice! Did you buy (2)  anything  nothing ?

Ali: Yeah, I (3)  did  do ! I found an amazing fantasy book, and I couldn't resist buying it.

Ahmed: Cool! Have you started reading it?

Ali: Not yet. It is a big book, so I (4)  have  will start reading it in the holiday.

Ahmed: Great! Personally, I am thinking of losing weight this summer, so I may join a health club (5)  or  but make my own plan of exercising.

Ali: Why don't we do it together?

Ahmed: I would love to.

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

## READING 1 (10 mks)

## Task One

- |    |   |   |   |
|----|---|---|---|
| 1. | <input type="radio"/> diving  | <input checked="" type="radio"/> flying | <input type="radio"/> farming             |
| 2. | <input checked="" type="radio"/> First World War                    | <input type="radio"/> Second World War  | <input type="radio"/> American Civil War  |
| 3. | <input type="radio"/> French  | <input type="radio"/> Dutch             | <input checked="" type="radio"/> Japanese |
| 4. | <input type="radio"/> 2002  | <input type="radio"/> 2001              | <input checked="" type="radio"/> 2000     |
| 5. | <input checked="" type="radio"/> field analysis and<br>crop mapping | <input type="radio"/> crop irrigation   | <input type="radio"/> crop harvest        |
| 6. | <input type="radio"/> Apple   | <input checked="" type="radio"/> Amazon | <input type="radio"/> Google              |

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

## Task Two

7. regulations  
8. cameras  
9. 2.3  
10. legal

**Notes:** *one mark each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct.*

## READING 2 (10 mks)

## Task One

11. (to) fund cancer research / (raise) money for fighting cancer  
12. (in) Canada  
13. eighteen / 18  
14. The Marathon of Hope  
15. 885 km (**the number and km word are required**)  
16. his (younger) brother or Darrell (**or both as they are the same person**)

## Task Two

- |     | True                             | False                            |
|-----|----------------------------------|----------------------------------|
| 17. | <input type="radio"/>            | <input checked="" type="radio"/> |
| 18. | <input checked="" type="radio"/> | <input type="radio"/>            |
| 19. | <input checked="" type="radio"/> | <input type="radio"/>            |
| 20. | <input type="radio"/>            | <input checked="" type="radio"/> |

**Notes:** *One mark each.*

*Qs 11-16: (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 17-20: Responses must be indicated clearly.*

<b>WRITING 1 (5 mks)</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>_Expresses opinions on topics in a lively, convincing way.</li> <li>– Supports all points effectively with relevant evidence and detail.</li> <li>– Writing is 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>4</b>	<ul style="list-style-type: none"> <li>– Expresses opinions on topics in a reasonably convincing way.</li> <li>– Supports most points with relevant evidence and detail.</li> <li>– Writing is generally organised and, for the most part, clear and coherent.</li> <li>– A fair range of grammar and vocabulary with a good level of accuracy</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>– Expresses opinions on topics, in a somewhat limited way.</li> <li>– Writing is inconsistent in supporting points with relevant details.</li> <li>– Writing is poorly- organised, but are still reasonably clear and coherent.</li> <li>– A limited range of grammar and vocabulary with a reasonable level of accuracy</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>_Expresses opinions on topics, but the results are clearly inadequate.</li> <li>– Writing is generally weak in supporting points with relevant evidence.</li> <li>– Writing lack organization, lacking in coherence and sometimes unclear.</li> <li>– A very limited range of grammar and vocabulary with frequent errors.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>-Makes only very feeble attempts to express opinions on topics.</li> <li>– Fails to support points with any relevant evidence.</li> <li>– Writing is incoherent and confusing.</li> <li>– Extremely limited range of grammar and vocabulary with frequent serious errors.</li> </ul>
<b>0</b>	<p><u>No attempt at the task:</u> <u>EITHER</u> Irrelevant (Completely unrelated to the topic)  <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 is 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><b><u>No attempt at the task, either:</u></b></p> <ul style="list-style-type: none"> <li>• Irrelevant (Completely unrelated to the topic)</li> <li>• Hardly any writing at all</li> <li>• not written in English</li> <li>• Complete nonsense</li> </ul>

### ARRIVING AT FINAL SCORES

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

Action required: With 'short answer' items, there may be (accidental) discrepancies in the scores awarded by the two markers. The Supervisor/Adjudicator should be on the lookout for any such discrepancies, and if they occur, should read the students' response and award the correct mark.

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

In such cases, there are two possible procedures:

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

#### CALCULATION OF AVERAGES:

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

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

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



**ENGLISH LANGUAGE TEST**

**GRADE TEN**

**Semester Two**

**First Session**

**Morning Schools – المدارس الصباحية**

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

**Write your answers on the Test Paper**

**Time: 2½ hours**

**Pages: 13**

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

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

You are going to hear **an interview** between **a radio programmer and Ali Nasser** **"a young entrepreneur"**.

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

1. Ali created an application for his business when he was in grade \_\_\_\_\_.  
 nine                       ten                       eleven
  
2. He started to bring his first products from \_\_\_\_\_.  
 Qatar                       UAE                       London
  
3. At the beginning, \_\_\_\_\_ were the customers of Ali's business.  
 his relatives               his friends               teenagers
  
4. Now, his top selling products are \_\_\_\_\_.  
 shoes                       sports clothes               glasses
  
5. The main challenge that Ali faced in setting up his business was related to \_\_\_\_\_.  
 time                       receiving products               money
  
6. To start his business, he received the funds from his \_\_\_\_\_.  
 parents                       school                       government
  
7. In future, Ali plans to \_\_\_\_\_.  
 open a shop               design another application               get more customers



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

**(8 marks)**

You are going to hear a biography about a famous writer called **Joanne Rawling**.

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

**8.** When did Joanne Rawling finish her university studies?

\_\_\_\_\_

**9.** What was her job in Portugal?

\_\_\_\_\_

**10.** Where was Joanne when she got the idea of Harry Potter story?

\_\_\_\_\_

**11.** How long did she take to finish writing her story book?

\_\_\_\_\_

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

<b>Statements</b>	<b>True</b>	<b>False</b>
<b>12.</b> Many publishers wanted to publish the first Harry potter book.	<input type="radio"/>	<input type="radio"/>
<b>13.</b> Her book was available in books' stores in 1997.	<input type="radio"/>	<input type="radio"/>
<b>14.</b> Harry Potter books have been translated into 45 languages.	<input type="radio"/>	<input type="radio"/>
<b>15.</b> The first Harry potter film was shown in 2001.	<input type="radio"/>	<input type="radio"/>

**LISTENING  
SCORE**

<b>15</b>

**VOCABULARY (Items 1-5)**

**(5 marks)**

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

Shinkansen bullet trains are the fastest means of (1) \_\_\_\_\_ that are used for travelling in Japan. They have top (2) \_\_\_\_\_ of 320 km/h. Passengers can use the nine Shinkansen lines to reach different (3) \_\_\_\_\_ around Japan. The main benefit of Shinkansen trains is that they have (4) \_\_\_\_\_ congestion greatly. You can buy Shinkansen tickets at train stations or online. These trains are stable, safe, and comfortable. However, you should not look close to the window on your first ride because you might feel (5) \_\_\_\_\_ and fall down.

1.	<input type="radio"/>	communication	<input type="radio"/>	transport	<input type="radio"/>	dehydration
2.	<input type="radio"/>	height	<input type="radio"/>	length	<input type="radio"/>	speed
3.	<input type="radio"/>	destinations	<input type="radio"/>	resolutions	<input type="radio"/>	climaxes
4.	<input type="radio"/>	increased	<input type="radio"/>	reduced	<input type="radio"/>	developed
5.	<input type="radio"/>	active	<input type="radio"/>	balanced	<input type="radio"/>	dizzy

**VOCABULARY  
SCORE**

5

**GRAMMAR 1 (Items 1-5)****(5 marks)**

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

Speaker A: What's wrong with you Sami? You don't look well.

Speaker B: I had an exam, but I didn't do well. It was (1)  like  as clear as mud.

Speaker A: Oh- you are joking. You are always good at school. Tell me (2)

who  what happened?

Speaker B: I couldn't focus while doing the exam. I had got a headache due to lack (3)

from  of sleep. I slept for 2 hours only.

Speaker A: What stopped you from sleeping well?

Speaker B: Watching too much TV.

Speaker A: You shouldn't (4)  use  used too much device screens before bedtime.

Speaker B: You are right. From now and then, I  well  will (5) stop using device screens at night.

**GRAMMAR  
SCORE**

**5**

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

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

Numerous science-fiction novels and stories over the years tell us that exploring space could be exciting and profitable. However, many people think that space exploration should be stopped because of its potential dangers and costs.

Some people believe that space exploration can cause dangerous and deadly missions for astronauts. One of the most tragic accidents is the explosion of the space shuttle *Challenger* in 1986. The space shuttle exploded just 73 seconds into its flight, killing the crew of seven on board. Twenty years later, The *Columbia* disaster killed seven as well when the orbiter was lost after a two-week mission. Also, these people argue that astronauts in space are always exposed to the risk of high-energy radiation that causes health problems.

Also, these people argue that the space exploration can pollute the space with destroyed satellites, pieces of equipment, and rockets. In 2007 when the Chinese government was testing a rocket, it crashed into an old weather satellite and broke it into 150,000 pieces. Two years later, an American satellite and a Russian one crashed into each other. NASA estimates that there are about six thousand tons of dead materials orbiting the earth so far as to call it an "orbital graveyard".

The cost of exploring space is one of the biggest criticisms. NASA's budget for 2021 reached about \$25.2 billion. So many people argue that spending billions of dollars on space exploration is not the right thing to do because this huge amount of money can help people who are dying of hunger on our planet.

On the other hand, many people believe that space exploration has given us many benefits. According to a recent survey, 5455 active artificial satellites orbit the earth, 3433 of them belong to the United States. These satellites provide modern applications like communication, broadcasting, navigation and forecasting and gather information for science and military use. In addition, people say that space exploration helps us find and study the asteroids and comets in the space, so we can defend our planet if an object is moving towards the earth. Another argument is that people should look for alternative planets to survive when they feel unsafe on the earth in the future.

In my opinion, space exploration can create jobs, start businesses, and grow the economy. The money invested in space exploration is used to pay salaries of thousands of employees. Also, when space programs are getting bigger each year, the employment problems are getting less in many countries.

**READING 1 (continued)**

**Task one:** for each item, shade in the bubble  next to the correct option.

1. It is argued that astronauts are always affected by the danger of \_\_\_\_\_.  
 space crash                       space pollution                       space radiation
  
2. The USA and Russia polluted the space in \_\_\_\_\_ with destroyed satellites.  
 1986                                       2007                                       2009
  
3. The most argumentative point against space exploration is \_\_\_\_\_.  
 space funding                       space pollution                       space accidents
  
4. The country which has the biggest number of satellites in the space is \_\_\_\_\_.  
 China                                       Russia                                       The US
  
5. One advantage of studying the space is protecting the earth from \_\_\_\_\_.  
 death and hunger                       shuttles and missiles                       asteroids and comets
  
6. The writer thinks that space exploration can reduce \_\_\_\_\_.  
 unemployment                       investments                       economy

**Task Two:** For each item, complete the missing words (**not more than two words**).

7. A total of 14 astronauts were killed in both *Challenger* and \_\_\_\_\_ disasters.
8. The area in the space that contains destroyed materials is called \_\_\_\_\_.
9. Space exploration helps in getting information for scientific and \_\_\_\_\_ purposes.
10. Space might be a good shelter for people if the earth becomes \_\_\_\_\_ to live on.



**READING 2 (Items 11-20)****(10 marks)**

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

Freya Stark was an explorer in a time when explorers were regarded as heroes. She travelled to distant areas of the Middle East, where few Europeans- especially women- had travelled before. She also travelled extensively in Turkey, Greece, Italy, Nepal, and Afghanistan.

Freya Stark was born in 1893 in Paris, but spent most of her childhood in Asolo, Italy. Her parents were artists. She had no formal school education as a child because of an illness. However, she was interested in reading books and learned French, German, and Italian in addition to her native language English. In 1912, she enrolled at Bedford College in London to study history. However, at the start of World War I, she left her college to join the army. She worked as a nurse, and she was sent to Italy. After the war, she returned to London in 1923 and attended the Collage of Oriental Studies. Her studies there led to extensive travel in the Middle East, and enabled her to eventually become fluent in Arabic, Persian, Russian and Turkish.

She started her journeys in the Middle East in 1927 when she had saved enough money. She travelled to Lebanon accompanied by an Arab guide. In 1928, they travelled by donkey to Jebel Druze, a mountain area in Syria. During another trip, they went to a remote mountain range in Iran and had a very busy time there. Freya Stark collected information about the life of Muslims in that area and made a detailed map of the whole region. Before she travelled back home, she wrote a book about the habits and lifestyle of the local people based on the information she gathered. Later on, in 1942, she was awarded a Gold Medal by the Royal Geographic Society for that book.

For the next 12 years, she continued her career as a traveller and writer. In 1968, at age 75, Stark made her last expedition to Afghanistan and at the same year, she decided to quit exploring. She focused on her writing in which she established a style that combined an account of her journeys with personal commentary on the people, places, customs, history and politics of the Middle East. She published twenty -five books about her travels in the Middle East and Afghanistan. She was one of the first non- Arab travellers to travel through the southern Arabian Desert. She died on her hundred birthday.

**READING 2 (continued)**

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

11. Where did Freya live mostly in her childhood?

\_\_\_\_\_

12. Why **didn't** she go to school when she was a child??

\_\_\_\_\_

13. What was Freya's job during the World War I?

\_\_\_\_\_

14. How many languages did she speak in total during her lifetime?

\_\_\_\_\_ **in addition to English.**

15. When did she start travelling in the middle east?

\_\_\_\_\_

16. How old was she when she finished her travelling career?

\_\_\_\_\_

**Task Two:** For each item, shade in the bubble  to indicate whether the statement is **True/False**.

**Statements**

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

17. Freya never received any rewards of her writings.

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

18. She stopped travelling after her last journey in Afghanistan.

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

19. She wrote 25 books about her journeys.

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

20. She died at the age of 93.

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

--

**READING  
SCORE**

<b>20</b>









\*\*\*\*\*

<b>LISTENING 1 (7 mks)</b>		
1. <input type="radio"/> nine	<input checked="" type="radio"/> ten	<input type="radio"/> eleven
2. <input type="radio"/> Qatar	<input type="radio"/> UAE	<input checked="" type="radio"/> London
3. <input type="radio"/> his relatives	<input checked="" type="radio"/> his friends	<input type="radio"/> teenagers
4. <input type="radio"/> shoes	<input checked="" type="radio"/> sports cloths	<input type="radio"/> glasses
5. <input type="radio"/> time	<input type="radio"/> receiving products	<input checked="" type="radio"/> money
6. <input checked="" type="radio"/> parents	<input type="radio"/> school	<input type="radio"/> government
7. <input checked="" type="radio"/> open a shop	<input type="radio"/> design another application	<input type="radio"/> get more customers
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

<b>LISTENING 2 (8 mks)</b>	
<b>Task one</b>	
<p>8. 1987</p> <p>9. ( English) teacher</p> <p>10. On a train / Scotland</p> <p>11. 5 years/ five years</p>	<p><i>Notes: (i) One mark each.</i></p> <p><i>(ii) Complete accuracy in grammar &amp; spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.</i></p> <p><i>(iii) In general, apply the '<u>not more than four words</u>'. HOWEVER, use common sense for slightly longer, but <u>obviously correct</u> answers.</i></p>

<b>Task Two</b>	
True	False
12. <input type="radio"/>	<input checked="" type="radio"/>
13. <input checked="" type="radio"/>	<input type="radio"/>
14. <input type="radio"/>	<input checked="" type="radio"/>
15. <input checked="" type="radio"/>	<input type="radio"/>
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>	

## VOCABULARY (5 marks)

1.	<input type="radio"/>	communication	<input checked="" type="radio"/>	transport	<input type="radio"/>	dehydration
2.	<input type="radio"/>	height	<input type="radio"/>	length	<input checked="" type="radio"/>	speed
3.	<input checked="" type="radio"/>	destinations	<input type="radio"/>	resolutions	<input type="radio"/>	climaxes
4.	<input type="radio"/>	increased	<input checked="" type="radio"/>	reduced	<input type="radio"/>	developed
5.	<input type="radio"/>	active	<input type="radio"/>	balanced	<input checked="" type="radio"/>	dizzy

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

## GRAMMAR (5 marks)

Speaker A: What's wrong with you Sami? You don't look well.

Speaker B: I had an exam, but I didn't do well. It was (1)  like  as clear as mud.

Speaker A: Oh- you are joking. You are always good at school. Tell me (2)  who  what happened?

Speaker B: I couldn't focus while doing the exam. I had got a headache due to lack (3)  from  of sleep. I slept for 2 hours only.

Speaker A: What stopped you from sleeping well?

Speaker B: Watching too much TV.

Speaker A: You shouldn't (4)  use  used too much device screens before bedtime.

Speaker B: You are right. From now and then, I  well  will (5) stop using device screens at night.

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

## READING 1 (10 mks)

## Task One

- |    |  |   |  |
|----|--|---|--|
| 1. | <input type="radio"/> space crash              | <input type="radio"/> space pollution                 | <input checked="" type="radio"/> space radiation |
| 2. | <input type="radio"/> 1986                     | <input type="radio"/> 2007                            | <input checked="" type="radio"/> 2009            |
| 3. | <input checked="" type="radio"/> space funding | <input type="radio"/> space pollution                 | <input type="radio"/> space accidents            |
| 4. | <input type="radio"/> China                    | <input type="radio"/> Russia                          | <input checked="" type="radio"/> The US          |
| 5. | <input type="radio"/> Death and hunger         | <input checked="" type="radio"/> asteroids and comets | <input type="radio"/> Shuttles and missiles      |
| 6. | <input checked="" type="radio"/> unemployment  | <input type="radio"/> investments                     | <input type="radio"/> economy                    |

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

## Task Two

7. *Colombia*
8. *orbital graveyard*
9. *military*
10. *dangerous / unsafe / risky* (any other adjectives that have the same meaning)

**Notes:** one mark each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct.

## READING 2 (10 mks)

## Task One

11. Asolo / Italy  
 12. Was sick / because of illness  
 13. nurse  
 14. Seven / 7  
 15. 1927  
 16. 75 years old

## Task Two

- |     | True                             | False                            |
|-----|----------------------------------|----------------------------------|
| 17. | <input type="radio"/>            | <input checked="" type="radio"/> |
| 18. | <input checked="" type="radio"/> | <input type="radio"/>            |
| 19. | <input checked="" type="radio"/> | <input type="radio"/>            |
| 20. | <input type="radio"/>            | <input checked="" type="radio"/> |

Notes: One mark each.

Qs 11-16: (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 17-20: Responses must be indicated clearly.

<b>WRITING 1 (5 mks)</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>_Expresses opinions on topics in a lively, convincing way.</li> <li>– Supports all points effectively with relevant evidence and detail.</li> <li>– Writing is 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>4</b>	<ul style="list-style-type: none"> <li>– Expresses opinions on topics in a reasonably convincing way.</li> <li>– Supports most points with relevant evidence and detail.</li> <li>– Writing is generally organised and, for the most part, clear and coherent.</li> <li>– A fair range of grammar and vocabulary with a good level of accuracy</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>– Expresses opinions on topics, in a somewhat limited way.</li> <li>– Writing is inconsistent in supporting points with relevant details.</li> <li>– Writing is poorly- organised, but are still reasonably clear and coherent.</li> <li>– A limited range of grammar and vocabulary with a reasonable level of accuracy</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>_Expresses opinions on topics, but the results are clearly inadequate.</li> <li>– Writing is generally weak in supporting points with relevant evidence.</li> <li>– Writing lack organization, lacking in coherence and sometimes unclear.</li> <li>– A very limited range of grammar and vocabulary with frequent errors.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>-Makes only very feeble attempts to express opinions on topics.</li> <li>– Fails to support points with any relevant evidence.</li> <li>– Writing is incoherent and confusing.</li> <li>– Extremely limited range of grammar and vocabulary with frequent serious errors.</li> </ul>
<b>0</b>	<p><u>No attempt at the task:</u> <u>EITHER</u> Irrelevant (Completely unrelated to the topic)  <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 is 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 pictures/ task/ instructions) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>

### ARRIVING AT FINAL SCORES

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

Action required: With 'short answer' items, there may be (accidental) discrepancies in the scores awarded by the two markers. The Supervisor/Adjudicator should be on the lookout for any such discrepancies, and if they occur, should read the students' response and award the correct mark.

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

In such cases, there are two possible procedures:

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

#### CALCULATION OF AVERAGES:

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

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

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



**ENGLISH LANGUAGE TEST**

**GRADE TEN**

**Semester Two**

**First Session**

**المدارس المسائية – Afternoon Schools**

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

**Write your answers on the Test Paper**

**Time: 2½ hours**

**Pages: 13**

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

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

You are going to hear **a conversation** between **Sara and her father**.

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

1. Sara has received unhappy news about her son Ali in a \_\_\_\_\_.  
 business meeting       phone call       school meeting
  
2. His English teacher complains that Ali **doesn't** \_\_\_\_\_.  
 do his homework       participate in the class       respect his classmates
  
3. Sara is always away from her son in the afternoon doing her \_\_\_\_\_.  
 own job       husband's business       studies
  
4. Her husband is travelling abroad to \_\_\_\_\_.  
 complete his studies       do some business       enjoy his vacation
  
5. Her father advised her to \_\_\_\_\_.  
 hire a private teacher       leave her job       get help from a relative
  
6. Sara will attend a \_\_\_\_\_ this Thursday.  
 a birthday party       a business meeting       an educational lecture
  
7. Finally, Sara decided to get support from her \_\_\_\_\_ to do her work in the afternoon.  
 brother       father       husband's brother



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

**(8 marks)**

You are going to hear **talk** about **a famous author** called **Charles Dodgson**.

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

8. When was Charles Dodgson born?

---

9. Why did he join school late at the age of 12?

---

10. Which subject was he excellent at in the college?

---

11. How long did he teach in Christ Church college?

---

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

**Statements**

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

12. Charles was inspired to start writing work by the Liddell family.

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

13. His first story book was called "Through the Looking-Glass".

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

14. His written work was published under his name Charles Dodgson.

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

15. Charles was most famous for his children's books.

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

**LISTENING  
SCORE**

<b>15</b>

**VOCABULARY (Items 1-5)****(5 marks)**

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

Dubai Metro is a rapid transit rail network in the city of Dubai. After the project was completed, the government organized a big celebration to (1) \_\_\_\_\_ the metro in 2009 and people started using it. It is fully (2) \_\_\_\_\_ as it is controlled by machines not people. It consists of 79 trains; each is designed to carry 650 (3) \_\_\_\_\_. Dubai Metro provides (4) \_\_\_\_\_ for its riders, such as WIFI and air-conditioned cabins and it makes travelling in Dubai faster, safer and more comfortable. You should not eat or drink inside the metro, otherwise you will have to (5) \_\_\_\_\_ 100 Dirhams as punishment.

- |    |                                  |                                 |                                     |
|----|----------------------------------|---------------------------------|-------------------------------------|
| 1. | <input type="radio"/> operate    | <input type="radio"/> apply     | <input type="radio"/> produce       |
| 2. | <input type="radio"/> cancelled  | <input type="radio"/> destroyed | <input type="radio"/> automated     |
| 3. | <input type="radio"/> passengers | <input type="radio"/> consumers | <input type="radio"/> entrepreneurs |
| 4. | <input type="radio"/> dangers    | <input type="radio"/> services  | <input type="radio"/> industries    |
| 5. | <input type="radio"/> cost       | <input type="radio"/> pay       | <input type="radio"/> earn          |

**VOCABULARY  
SCORE**

5

**GRAMMAR 1 (Items 1-5)****(5 marks)**

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

Speaker A: Hello Khalid. You look tired. What's wrong?

Ali: I don't feel very well.

Speaker A: What (1)  is  are your problem?

Speaker B: I (2)  has  have got an earache and a fever. I feel dizzy most of the time.

Speaker A: For how (3)  much  many days have you been sick?

Speaker B: About four days now.

Speaker A: You should go to see a doctor to examine your ear. It might (4)

be  will an ear infection.

Speaker B: you are right. I will go now. Thank you (5)  to  for your advice.

Speaker A: Don't worry. You'll be fine.

**GRAMMAR  
SCORE**

5

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

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

Sleep deprivation is a condition that occurs if you don't get enough sleep. Amazingly, sleep deprivation or less sleep can have positive effects such as tireless stamina, enhanced creativity, and a cheerful mood. Investigations into its more positive effects are getting some scientists to change their views about sleep deprivation.

Some scientists have found that less sleep does not affect all ordinary people. They have found that some people, who sleep for short time, can have a natural resistance to its negative effects and do not lose their stamina or energy. These people are called fatigue-resistant people and they are useful for certain works. For example, Military scientists always look for soldiers who are awake for long hours with no tiredness to do certain military missions.

In addition, some scientists have found that people with polyphasic sleep have more creativity and productivity. They sleep for 15 to 30 minutes every 4 hours. For example, artist Leonardo Da Vinci reportedly slept for 15 minutes every 4 hours and Michelangelo reportedly slept only 4 hours per night; inventor Thomas Edison slept 3 hours per night; and politician Winston Churchill had periods throughout his life in which he would sleep 6 hours at night and take a short sleep during the day. All of these people had great creativity or productivity despite their less sleep.

Some scientists noted that less sleep can enhance adenosine in the brain which plays an important role in energy regulation. Some people become more energetic and active due to the rise of adenosine in their brains. The level of adenosine continues to rise as long as a person remains awake.

On the other hand, I strongly agree with the majority of scientists who believe that enough sleeping is very important for good body's health and fitness. After 90 minutes of deep sleep, you enter a phase called a REM sleep. Therefore, your muscles relax, and your cells start to rebuild. Growth hormones are released after deep sleep as well to help you grow and build muscles. Also, your body repairs and re-energizes itself. Most importantly, this kind of sleep helps to improve your learning, memory and mood as your brain activity increases.

Despite the positive effects of less sleep found by some scientists, I believe that sleep is a very productive time of the day, so make sure you're getting enough of it. Studies show that most young children need 10 – 12 hours of sleep. Teenagers need between 8 and 9 hours of sleep. Adults usually need less than this, but it depends on the individual. For me, I must sleep 7 hours each night to work actively the next day.

**READING 1 (continued)**

**Task one:** for each item, shade in the bubble  next to the correct option.

1. It was found that all \_\_\_\_\_ people cannot be affected negatively by less sleep.  
 ordinary                       fatigue-resistant                       military
  
2. Thomas Edison was reported to sleep \_\_\_\_\_ only per night.  
 three hours                       four hours                       six hours
  
3. It was noted that some people become more active after less sleep because of the increase of \_\_\_\_\_ in their brains.  
 adenosine                       cells                       hormones
  
4. During the REM sleep, \_\_\_\_\_.  
 hormones level decreases     the memory develops     brain activity decreases
  
5. The writer agrees that people should sleep for \_\_\_\_\_.  
 less hours                       many hours                       enough hours
  
6. Generally, the writer \_\_\_\_\_ sleep deprivation.  
 agrees with                       disagrees with                       doesn't care about

**Task Two:** For each item, complete the missing words (**not more than two words**).

7. Some scientists think to do more \_\_\_\_\_ about the good effects of less sleep.
8. Sleeping for 15 to 30 minutes per 4 hours is called \_\_\_\_\_ sleep.
9. Some artists and inventors became more \_\_\_\_\_ because of less sleep.
10. The writer sleeps \_\_\_\_\_ hours a day.



**READING 2 (Items 11-20)****(10 marks)**

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

Fraser Doherty, a 24-year-old, is one of the famous jam makers in the United Kingdom. He learned the art of jam making from his grandmother in Edinburgh when he was 14. He started selling the sweet treats door-to-door in his neighborhood in Edinburgh, Scotland. Then he decided to develop his business, so he set up a stand at an Edinburgh farmer's market. With the help of delivery companies, he began to send his products to supermarkets.

Later, Fraser found that the sales in the jam market in the U.K were decreasing because the products were unhealthy and no new brands had appeared for a long time. Therefore, He thought to change his grandmother's recipes by reducing sugar and artificial ingredients. After some experiments, he could develop a method of producing jam 100 percent from healthy ingredients. Because of this successful discovery, the supermarkets' orders had increased.

At the age of 16, Fraser decided to leave his school to meet the increasing sales of his products and to focus on developing his business. To achieve his aim, he went to a Waitrose supermarket which was one of the biggest markets in the UK. Unfortunately, his products were not accepted by this big supermarket because he did not have a company with a well-known brand. It was a difficult time for him, but he did not give up. He started to use his savings to rent a factory for a few days each month and hired an advertisement agency to create a brand for his products. Luckily, he succeeded, and his company became well-known for producing jam from 100% fruit with the brand name "Super Jam". As a result, a Waitrose supermarket agreed to sell his products in 2007.

One year later, many famous supermarkets in the UK and Europe specified shelves to sell his jam products. In 2012, Fraser launched his products in Korea and Japan and earned 1 million British pounds in just one hour on a Korean shopping network. By 2019, he had sold his 5 millionth jars of jam. He also runs hundreds of free tea parties for older people and sets up community beekeeping projects.

Queen Elizabeth II awarded Fraser Doherty an MBE medal, which is for service to business in the U.K. When he was asked to advise other young people to start their own business, Fraser said: 'Go out and give things a shot. Do not be afraid to try things and see what you learn.'

**READING 2 (continued)**

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

11. Who taught Fraser the art of making jam?

\_\_\_\_\_

12. Where exactly in Edinburgh did he start his small business?

\_\_\_\_\_

13. How did he make his jam 100 % healthy?

\_\_\_\_\_

14. Why did Waitrose supermarket refuse to sell his product? (**Write one reason only**)

\_\_\_\_\_

15. When did his product become famous in Europe?

\_\_\_\_\_

16. What was he awarded by Queen Elizabeth II?

\_\_\_\_\_

**Task Two:** For each item, shade in the bubble  to indicate whether the statement is **True/False**.

<b>Statements</b>	<b>True</b>	<b>False</b>
17. Delivery companies supported Fraser to sell his jam in supermarkets.	<input type="radio"/>	<input type="radio"/>
18. Fraser rent a company to produce his jam for few days a month.	<input type="radio"/>	<input type="radio"/>
19. in 2021, Fraser made a profit of 1 million pound in one day on a Korean shopping network.	<input type="radio"/>	<input type="radio"/>
20. The brand name of his product is "Fraser Jam".	<input type="radio"/>	<input type="radio"/>

--

<b>20</b>

**READING  
SCORE**









\*\*\*\*\*

<b>LISTENING 1 (7 mks)</b>		
1. <input type="radio"/> business meeting	<input checked="" type="radio"/> phone call	<input type="radio"/> school meeting
2. <input checked="" type="radio"/> do his homework	<input type="radio"/> participate in the class	<input type="radio"/> respect his classmates
3. <input type="radio"/> own job	<input checked="" type="radio"/> husband's business	<input type="radio"/> studies
4. <input checked="" type="radio"/> complete his studies	<input type="radio"/> do some business	<input type="radio"/> enjoy his vacation
5. <input type="radio"/> hire a private teacher	<input type="radio"/> leave her job	<input checked="" type="radio"/> get help from a relative
6. <input checked="" type="radio"/> a birthday party	<input type="radio"/> a business meeting	<input type="radio"/> an educational lecture
7. <input checked="" type="radio"/> brother	<input type="radio"/> father	<input type="radio"/> husband's brother
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

<b>LISTENING 2 (8 mks)</b>	
<b>Task one</b>	
8. 1832 9. (Because of) speech difficulty 10. Mathematics / Maths 11. Twenty six years / 26 years	<i>Notes: (i) One mark each.            (ii) Complete accuracy in grammar &amp; spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.            (iii) In general, apply the '<u>not more than four words</u>'. HOWEVER, use common sense for slightly longer, but <u>obviously correct</u> answers.</i>

<b>Task Two</b>	
True	False
12. <input checked="" type="radio"/>	<input type="radio"/>
13. <input type="radio"/>	<input checked="" type="radio"/>
14. <input type="radio"/>	<input checked="" type="radio"/>
15. <input checked="" type="radio"/>	<input type="radio"/>
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>	

## VOCABULARY (5 marks)

1.	<input checked="" type="radio"/>	operate	<input type="radio"/>	apply	<input type="radio"/>	produce
2.	<input type="radio"/>	cancelled	<input type="radio"/>	destroyed	<input checked="" type="radio"/>	automated
3.	<input checked="" type="radio"/>	passengers	<input type="radio"/>	consumers	<input type="radio"/>	entrepreneurs
4.	<input type="radio"/>	dangers	<input checked="" type="radio"/>	services	<input type="radio"/>	industries
5.	<input type="radio"/>	cost	<input checked="" type="radio"/>	pay	<input type="radio"/>	earn

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

## GRAMMAR (5 marks)

Speaker A:	Hello Khalid. You look tired. What's wrong?
Ali:	I don't feel very well.
Speaker A:	What (1) <input checked="" type="radio"/> <b>is</b> <input type="radio"/> <b>are</b> your problem?
Speaker B:	I (2) <input type="radio"/> <b>has</b> <input checked="" type="radio"/> <b>have</b> got an earache and a fever. I feel dizzy most of the time.
Speaker A:	For how (3) <input type="radio"/> <b>much</b> <input checked="" type="radio"/> <b>many</b> days have you been sick?
Speaker B:	About four days now.
Speaker A:	You should go to see a doctor to examine your ear. It might (4) <input checked="" type="radio"/> <b>be</b> <input type="radio"/> <b>will</b> an ear infection.
Speaker B:	you are right. I will go now. Thank you (5) <input type="radio"/> <b>to</b> <input checked="" type="radio"/> <b>for</b> your advice.
Speaker A:	Don't worry. You'll be fine.

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

## READING 1 (10 mks)

## Task One

- |    |  |  |  |
|----|--|--|--|
| 1. | <input type="radio"/> ordinary                 | <input checked="" type="radio"/> fatigue-resistant   | <input type="radio"/> military                 |
| 2. | <input checked="" type="radio"/> three hours   | <input type="radio"/> four hours                     | <input type="radio"/> six hours                |
| 3. | <input checked="" type="radio"/> adenosine     | <input type="radio"/> cells                          | <input type="radio"/> hormones                 |
| 4. | <input type="radio"/> hormones level decreases | <input checked="" type="radio"/> the memory develops | <input type="radio"/> brain activity decreases |
| 5. | <input type="radio"/> less hours               | <input type="radio"/> many hours                     | <input checked="" type="radio"/> enough hours  |
| 6. | <input type="radio"/> agrees with              | <input checked="" type="radio"/> disagrees with      | <input type="radio"/> doesn't care about       |

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

## Task Two

7.        **investigations**
8.        **polyphasic**
9.        **creative/ productive**
10.      **7 / seven**

**Notes:** one mark each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct.

## READING 2 (10 mks)

## Task One

11. his grandmother
12. (in) (his) neighbourhood
13. by using 100% fresh fruit / by using healthy ingredients/ by reducing sugar and artificial ingredients
14. He didn't have a company / He didn't have a brand name
15. 2008
16. an MBE medal

## Task Two

- |     | True                             | False                            |
|-----|----------------------------------|----------------------------------|
| 17. | <input checked="" type="radio"/> | <input type="radio"/>            |
| 18. | <input checked="" type="radio"/> | <input type="radio"/>            |
| 19. | <input type="radio"/>            | <input checked="" type="radio"/> |
| 20. | <input type="radio"/>            | <input checked="" type="radio"/> |

Notes: One mark each.

Qs 11-16: (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 17-20: Responses must be indicated clearly.

<b>WRITING 1 (5 mks)</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>_Expresses opinions on topics in a lively, convincing way.</li> <li>– Supports all points effectively with relevant evidence and detail.</li> <li>– Writing is 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>4</b>	<ul style="list-style-type: none"> <li>– Expresses opinions on topics in a reasonably convincing way.</li> <li>– Supports most points with relevant evidence and detail.</li> <li>– Writing is generally organised and, for the most part, clear and coherent.</li> <li>– A fair range of grammar and vocabulary with a good level of accuracy</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>– Expresses opinions on topics, in a somewhat limited way.</li> <li>– Writing is inconsistent in supporting points with relevant details.</li> <li>– Writing is poorly- organised, but are still reasonably clear and coherent.</li> <li>– A limited range of grammar and vocabulary with a reasonable level of accuracy</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>_Expresses opinions on topics, but the results are clearly inadequate.</li> <li>– Writing is generally weak in supporting points with relevant evidence.</li> <li>– Writing lack organization, lacking in coherence and sometimes unclear.</li> <li>– A very limited range of grammar and vocabulary with frequent errors.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>-Makes only very feeble attempts to express opinions on topics.</li> <li>– Fails to support points with any relevant evidence.</li> <li>– Writing is incoherent and confusing.</li> <li>– Extremely limited range of grammar and vocabulary with frequent serious errors.</li> </ul>
<b>0</b>	<p><u>No attempt at the task:</u> <u>EITHER</u> Irrelevant (Completely unrelated to the topic)  <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 is very well-organised, clear and coherent</li> <li>– A varied range of grammar and vocabulary, with a very good level of accuracy.</li> </ul>
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<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>
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### ARRIVING AT FINAL SCORES

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

Action required: With ‘short answer’ items, there may be (accidental) discrepancies in the scores awarded by the two markers. The Supervisor/Adjudicator should be on the lookout for any such discrepancies, and if they occur, should read the students’ response and award the correct mark.

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

In such cases, there are two possible procedures:

- 1) Acceptable differences: If – as in most cases – the difference between the two scores is small, i.e. just **one level**, the Supervisor/Adjudicator is not required to read the student’s response. He/She should simply use the mathematical average of the two scores. (\* See *below*)
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#### CALCULATION OF AVERAGES:

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

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

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



**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**

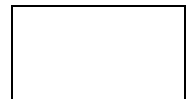
**Pages: 13**

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

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

You are going to hear *an interview on a radio programme with **Sami***.  
Listen, and shade in the bubble  next to the correct option.

1. Sami began to smoke at the age of \_\_\_\_\_.  
 10                                       17                                       27
  
2. According to Sami, the worst effect of smoking was \_\_\_\_\_.  
 being avoided by his friends       terrible coughing       difficult breathing
  
3. Sami's \_\_\_\_\_ helped him to stop smoking.  
 brother                                       sister                                       cousin
  
4. The most effective way that helped Sami stop smoking is \_\_\_\_\_.  
 playing sports                               talking to ex-smokers       going to a clinic
  
5. Now, Sami enjoyed mostly his \_\_\_\_\_.  
 eating habits                               social life                               daily exercises
  
6. Stopping smoking made Sami save \_\_\_\_\_ rials monthly.  
 450                                       800                                       900
  
7. According to Sami, the best advice to stop smoking is \_\_\_\_\_.  
 stick to a plan                               contact an expert                       keep the mind busy



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

**(8 marks)**

You are going to hear a biography about a talented reader called **Sham al Bakour**.

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

8. When was Sham al Bakour born?

\_\_\_\_\_

9. How old was she when her father was killed?

\_\_\_\_\_

10. Who took care of Sham after the accident?

11. What was the name of the championship that Sham won?

\_\_\_\_\_

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

<b>Statements</b>	<b>True</b>	<b>False</b>
12. Sham was able to read well when she was in the nursery.	<input type="radio"/>	<input type="radio"/>
13. Sham read about 20 books.	<input type="radio"/>	<input type="radio"/>
14. The sixth edition of the championship was the biggest in its history.	<input type="radio"/>	<input type="radio"/>
15. The ceremony was held in Muscat.	<input type="radio"/>	<input type="radio"/>

**LISTENING  
SCORE**

<b>15</b>

**VOCABULARY (Items 1-5)****(5 marks)**

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

Entrepreneurship is the process of running a new business in order to make a financial (1) \_\_\_\_\_. It involves (2) \_\_\_\_\_ risks and developing a strong plan to successfully launch your business. Also, it requires skills to (3) \_\_\_\_\_ investors in order to fund your business. It is very (4) \_\_\_\_\_ to identify gaps and opportunities in the market. This will give you a clear understanding of your (5) \_\_\_\_\_ and help you develop a product or service that meets their needs.

- |    |                       |            |                       |            |                       |          |
|----|-----------------------|------------|-----------------------|------------|-----------------------|----------|
| 1. | <input type="radio"/> | loan       | <input type="radio"/> | desire     | <input type="radio"/> | profit   |
| 2. | <input type="radio"/> | taking     | <input type="radio"/> | organising | <input type="radio"/> | building |
| 3. | <input type="radio"/> | conflict   | <input type="radio"/> | agree      | <input type="radio"/> | persuade |
| 4. | <input type="radio"/> | essential  | <input type="radio"/> | harmful    | <input type="radio"/> | risky    |
| 5. | <input type="radio"/> | publishers | <input type="radio"/> | customers  | <input type="radio"/> | sailors  |

**VOCABULARY  
SCORE**

5

**GRAMMAR 1 (Items 1-5)****(5 marks)**

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

Speaker A: What (1)  **were**  **was** you doing when I called you yesterday?

Speaker B: I was reading a mystery story.

Speaker A: I didn't know you (2)  **have**  **had** bought a new story.

Speaker B: My cousin gave it to me as a gift three days (3)  **ago**  **since**

Speaker A: (4)  **Did**  **Do** you enjoy it?

Speaker B: Yes of course. You know I like this kind (5)  **from**  **of** story very much.

**GRAMMAR  
SCORE**

<b>5</b>

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

Read the text. Then, complete the tasks.

Many passengers think that air travel is expensive, particularly at peak times. In addition, some environmental organizations report that air travel causes climate change due to greenhouse gas emissions. Therefore, it is expected in the next few decades that traveling by plane will get more affordable, more comfortable, and more environmentally friendly.

The air transport industry is expanding. In 2017, airlines worldwide carried around 4.1 billion passengers. They transported 56 million tons of goods on 37 million commercial flights. Nowadays, airplanes transport over 10 million passengers and around USD 18 billion worth of goods. This indicates the economic importance of aviation on the world economy. Aviation represents 3.5% of the total world income and it has created 65 million jobs globally.

Aviation is currently responsible for 3.6% of the greenhouse gas emissions due to the fact that modern planes use kerosene as fuel. A recent report suggested that hydrogen-powered planes could enter the market in 2035, and those planes could carry hundreds of passengers per flight than traditional planes, with a cleaner energy source.

Airlines are always looking for ways to maximize the number of people who can travel in each flight comfortably. In the future we might see some improvements such as double-decker economy seats that provide more space for passengers.

Also, Aviation companies are looking for ways to help local people to travel from one place to another with "air taxis". *Volocopter* is a good example of an air taxi which was launched in 2017 and it was electrically powered for short flights. Another example is *the Lilium Jet* which can fly 300 km for an hour. This air taxi with five seats could start operating in 2025. Therefore, traveling by air taxis could be as common as traveling by road taxis today.

In addition, airline companies will develop flight entertainment services. For example, the passengers can enjoy using the screens in front of their seats not only to watch movies or play games, but also to take e-courses during their flights. Panasonic is also developing ways to help the passengers feel comfortable and have good sleep in the flight.

Actually, some people believe that air travel can reach further points. However, other people think that it would be much difficult to achieve that great development. Therefore, we have to wait and see.

**READING 1 (continued)**

**Task one:** for each item, shade in the bubble  next to the correct option.

1. Some people are against with air travel because of its \_\_\_\_\_ problems.  
 social                                       economical                                       environmental
  
2. In 2017, airlines carried \_\_\_\_\_ four billion passengers throughout the world.  
 exactly                                       less than                                       more than
  
3. Airlines are trying to find ways that \_\_\_\_\_ the number of passengers on each flight.  
 decrease                                       increase                                       reduce
  
4. In the future, air taxis will be powered by \_\_\_\_\_.  
 electricity                                       petrol                                       kerosene
  
5. The Lilium Jet can carry \_\_\_\_\_ passengers in the future.  
 three                                       four                                       five
  
6. In the future, the passengers can take online \_\_\_\_\_ in the flights.  
 courses                                       exams                                       interviews

**Task Two:** For each item, complete the missing words (**not more than two words**).

7. Airplanes transport over ten million \_\_\_\_\_ daily.
8. Aviation is responsible for three-point six percent of the \_\_\_\_\_ emissions.
9. Double-decker economy seats will give more \_\_\_\_\_ for riders.
10. Panasonic has improved ways to make the riders more \_\_\_\_\_ in planes.



**READING 2 (Items 11-20)****(10 marks)**

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

King Henry had a young son named William. William was noble and brave, and everybody hoped he would someday be the King of England.

One summer, Prince William went with his father across the sea to look after their lands in France. They were welcomed with joy by all their people there. The young prince was so kind, so everyone loved him. After the king and his son spent one year in France, the king decided to go back to England with his wise men and brave knights. But Prince William and his younger friends stayed for three more months in France to enjoy the hunting season and they didn't want to leave in a hurry.

After the hunting season ended, the prince William and his friends decided to leave France and go back to England. They went on board of the ship which was waiting to carry them home. It was a beautiful ship with white sails and white masts.

The sea was smooth, the winds were fair, and no one thought of danger. On the ship, everything had been arranged to make the trip a pleasant one. There was music and dancing, and everybody was pleased and glad. The earlier hours of the night passed by; Suddenly, an alarm cry came from the deck of their ship. The ship had crashed a big rock and started to sink because water was pouring inside it.

Everyone got scared and their hearts were full of fear. The prince with a few of his bravest friends jumped into a small boat to survive. They pushed off their boat away of the sinking ship. The prince William and some of his friends were safe and happy, but he suddenly remembered that his sister was still in the sinking ship so he asked his friends to bring their boat alongside of the sinking ship to rescue his sister.

Unfortunately, the ship gave a great sway forward into the waves and hit the small boat. The ship and the boat, the prince and princess, and all the friends that had sailed from France went down to the bottom of the sea together except one man. This man could hold onto a floating board and he was saved the next day by some sailors. When King Henry heard of the death of his son, his heart was broken. He had no more joy in life; and men say that no one ever saw him smile again.

**READING 2 (continued)**

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

11. Why did King Henry and his son William travel to France?

\_\_\_\_\_

12. How long did the king Henry stay in France?

\_\_\_\_\_

13. Why **didn't** William leave France with his father?

\_\_\_\_\_

14. What did William's ship crash on their way back to England?

\_\_\_\_\_

15. Who sank with William in the sea?

\_\_\_\_\_

16. How many people were alive from the accident?

\_\_\_\_\_

**Task Two:** For each item, shade in the bubble  to indicate whether the statement is **True/False**.

Statements	True	False
17. The prince William stayed in France with his father's knights.	<input type="radio"/>	<input type="radio"/>
18. All French people liked the prince, William.	<input type="radio"/>	<input type="radio"/>
19. The prince William could rescue his sister from sinking.	<input type="radio"/>	<input type="radio"/>
20. King Henry was upset after the death of his son.	<input type="radio"/>	<input type="radio"/>

<b>READING SCORE</b>	
	<b>20</b>









\*\*\*\*\*

LISTENING 1 (7 mks)		
1. <input type="radio"/> 5	<input checked="" type="radio"/> 17	<input type="radio"/> 22
2. <input checked="" type="radio"/> being avoided by his friends	<input type="radio"/> terrible coughing	<input type="radio"/> difficult breathing
3. <input type="radio"/> brother	<input type="radio"/> sister	<input checked="" type="radio"/> cousin
4. <input type="radio"/> playing sports	<input checked="" type="radio"/> talking to ex-smokers	<input type="radio"/> going to a clinic
5. <input type="radio"/> eating habits	<input checked="" type="radio"/> social life	<input type="radio"/> daily exercises
6. <input checked="" type="radio"/> 450	<input type="radio"/> 800	<input type="radio"/> 900
7. <input type="radio"/> stick to a plan	<input type="radio"/> contact an expert	<input checked="" type="radio"/> keep the mind busy
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

LISTENING 2 (8 mks)	
<b>Task one</b>	
8. (in) 2015 9. 6 months (old) 10. her mother 11. (The) Arab Reading (Challenge)	<i>Notes: (i) One mark each.                  (ii) Complete accuracy in grammar &amp; spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.                  (iii) In general, apply the '<u>not more than four words</u>'. HOWEVER, use common sense for slightly longer, but <u>obviously correct</u> answers.</i>

Task Two		
	True	False
12.	<input checked="" type="radio"/>	<input type="radio"/>
13.	<input type="radio"/>	<input checked="" type="radio"/>
14.	<input checked="" type="radio"/>	<input type="radio"/>
15.	<input type="radio"/>	<input checked="" type="radio"/>
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

## VOCABULARY (5 marks)

- |    |                                  |            |                                  |                |                                  |             |
|----|----------------------------------|------------|----------------------------------|----------------|----------------------------------|-------------|
| 1. | <input type="radio"/>            | leadership | <input checked="" type="radio"/> | transportation | <input type="radio"/>            | business    |
| 2. | <input checked="" type="radio"/> | distances  | <input type="radio"/>            | passengers     | <input type="radio"/>            | vehicles    |
| 3. | <input checked="" type="radio"/> | Automated  | <input type="radio"/>            | Manual         | <input type="radio"/>            | Traffic     |
| 4. | <input type="radio"/>            | plot       | <input type="radio"/>            | parking        | <input checked="" type="radio"/> | license     |
| 5. | <input type="radio"/>            | ambition   | <input type="radio"/>            | setting        | <input checked="" type="radio"/> | destination |

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

## GRAMMAR (5 marks)

Speaker A: What (1)  **were**  **was** you doing when I called you yesterday?

Speaker B: I was reading a mystery story.

Speaker A: I didn't know you (2)  **have**  **had** bought a new story.

Speaker B: My cousin gave it to me as a gift three days (3)  **ago**  **since**

Speaker A: (4)  **Did**  **Do** you enjoy it?

Speaker B: Yes of course. You know I like this kind (5)  **from**  **of** story very much.

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

## READING 1 (10 mks)

## Task One

- |    |  |   |  |
|----|--|---|--|
| 1. | <input type="radio"/> social                 | <input type="radio"/> economical          | <input checked="" type="radio"/> environmental |
| 2. | <input type="radio"/> exactly                | <input type="radio"/> less than           | <input checked="" type="radio"/> more than     |
| 3. | <input type="radio"/> decrease               | <input checked="" type="radio"/> increase | <input type="radio"/> reduce                   |
| 4. | <input checked="" type="radio"/> electricity | <input type="radio"/> petrol              | <input type="radio"/> kerosene                 |
| 5. | <input type="radio"/> three                  | <input type="radio"/> four                | <input checked="" type="radio"/> five          |
| 6. | <input checked="" type="radio"/> courses     | <input type="radio"/> exams               | <input type="radio"/> interviews               |

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

## Task Two

7. passengers
8. greenhouse gas
9. more space
10. comfortable

**Notes:** one mark each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct.

## READING 2 (10 mks)

## Task One

11. to look after their lands
12. one year / 1 year / a year
13. to enjoy the hunting season
14. a big rock
15. his sister and friends
16. 1 man / 1 person / 1 sailor / one of his friends

## Task Two

	True	False
17.	<input type="radio"/>	<input checked="" type="radio"/>
18.	<input checked="" type="radio"/>	<input type="radio"/>
19.	<input type="radio"/>	<input checked="" type="radio"/>
20.	<input checked="" type="radio"/>	<input type="radio"/>

Notes: One mark each.

Qs 11-16: (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.

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<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 is very well-organised, clear and coherent</li> <li>– A varied range of grammar and vocabulary, with a very good level of accuracy.</li> </ul>
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### ARRIVING AT FINAL SCORES

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

Action required: With 'short answer' items, there may be (accidental) discrepancies in the scores awarded by the two markers. The Supervisor/Adjudicator should be on the lookout for any such discrepancies, and if they occur, should read the students' response and award the correct mark.

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

In such cases, there are two possible procedures:

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

#### CALCULATION OF AVERAGES:

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

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

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