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GRADE TEN Mock Exam

Semester One

First Session

Name			
School		Class	

Write your answers on the Test Paper

Time: 2½ hours

Pages: 15

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

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

You are going to hear an interview between two students.
Listen, and shade in the bubble next to the correct option.

1. The girl _____ about the bionic jacket.
 Knew hasn't heard read
2. The 'bionic jacket' is made of _____ material.
 thick heavy light
3. In cold weather, the material will _____.
 grow thicker grow longer grow with extra parts
4. In warm temperatures, the jacket will _____.
 be too uncomfortable get shorter cool down
5. There is a small computer _____.
 inside the jacket. on the sleeve on the hood
6. Skiers who wear the jacket can check _____ on a small screen.
 their speed their body temperature the weather forecast
7. The speakers may not be able to buy the jacket because it will _____.
 be heavy not have a hood be expensive



LISTENING 2 (Items 8-15)

(8 marks)

You are going to hear **a report** about **North Sentinel Island**.

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

8. Where is North Sentinel Island located ?

9. Where did Sentinelese come from ?

10. When did the film crew went to the island?

11. Why did the film crew failed to reach the island ?

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

Statements

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

12. Sentinelese know a lot about the outside world.

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

13. The number of people living in North Sentinel Island is not known.

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

14. The film crew went to the island to make a documentary.

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

15. The island does not belong to any country.

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

**LISTENING
SCORE**

15

VOCABULARY (Items 1-5)**(2½ marks)**

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

Non-renewable energy sources are those that take millions of years to form and will (1) _____ some day. It is energy that (2) _____ fossil fuels such as coal, crude oil, and natural gas. Fossil fuels are mainly made up of carbon and were formed millions of years ago. However, renewable energy sources will never run out, are better for the environment and do not (3) _____ pollution. They can sometimes (4) _____ a little more money. Renewable energy sources (5) _____ the sun, wind, water, heat from the earth, and biomass.

- | | | | | |
|----|-------------------------------|----------------------------------|---------------------------------|--------------------------------|
| 1. | <input type="radio"/> stay | <input type="radio"/> run out | <input type="radio"/> remain | <input type="radio"/> continue |
| 2. | <input type="radio"/> invents | <input type="radio"/> comes from | <input type="radio"/> generates | <input type="radio"/> starts |
| 3. | <input type="radio"/> cause | <input type="radio"/> make | <input type="radio"/> begin | <input type="radio"/> use |
| 4. | <input type="radio"/> spend | <input type="radio"/> cost | <input type="radio"/> form | <input type="radio"/> make |
| 5. | <input type="radio"/> include | <input type="radio"/> have | <input type="radio"/> increase | <input type="radio"/> install |

**VOCABULARY
SCORE**

5

GRAMMAR 1 (Items 1-5)

(2½ marks)

For each item, shade in the bubble under the correct option.

Speaker A: What is ⁽¹⁾ _____ favourite social media platform?

Speaker B: I really love instagram. It's my favourite.

Speaker A: That's interesting! How often⁽²⁾ _____ use it?

Speaker B: I usually spend ⁽³⁾ _____ three hours using it.

Speaker A: How ⁽⁴⁾ _____ people do you follow?

Speaker B: I follow about 500 people. ⁽⁵⁾ _____ post many interesting things.

do They you and your did about much There many

- | | | | | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

GRAMMAR 2 (Items 6-10)**(2½ marks)**

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

6. In the future people _____ travel to the moon.
 would can will could
7. I usually use Oxford dictionary to _____ new words.
 look at look up look for look after
8. The world will be hotter _____ global warming.
 because of therefore so because
9. Muscat is _____ expensive as Dubai.
 as not nor none not as
10. The Kamal _____ by Ahmed bin Majid.
 invented is invented were invented was invented

--

**GRAMMAR
SCORE**

5

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

Read the text. Then, complete the tasks.

Lots of people have studied the climate all around the world. They agreed several years ago that climate change really was happening. As a result, all countries in the world came together in a big conference at Kyoto in Japan. Here they began to try and agree what to do about climate change. Lots of promises were made but countries haven't been very good at carrying them out. Since then, the evidence of change has become stronger and stronger. The special computer 'models' which scientists had used have become more and more accurate. The ice sheets in both the Arctic and the Antarctic are melting, in some cases very fast. Sea levels are rising. Temperatures are rising, especially in the Arctic and Antarctic. Glaciers on other mountains of the world are melting very fast -- especially in the Himalayas. Animals and plants which like warmer conditions are moving further north and south. Yes, it's happening all right.

The world is getting hotter. And I'm sorry to say it's all people's fault. But it's not everyone that's doing it. Mostly it's people in rich countries - North America, Europe and Australia. They are the ones with energy-hungry lifestyles which use fossil fuels. Poor people like those in most African countries, Asia and Latin America can't afford to travel all over the place in cars and planes, they don't have heating or air conditioning in their homes or eat fancy food. Many don't even have anything more to live in than a one-room shack with no toilet, no kitchen, no running water. These people are not the ones causing global warming. However, they are the ones who suffer most from climate change caused by the rich.

The UK should take active steps to prepare for dangerous climate change. According to the government's 2006 review on the economics of climate change, between 7 million and 300 million more people would be affected by coastal flooding each year, there would be a 30-50% reduction in water availability in Southern Africa and the Mediterranean, agricultural crops would decline 15 to 35% in Africa and 20 to 50% of animal and plant species would face extinction.

In the UK, the most significant effect would be rising sea levels and inland flooding. Scientists also predict there would be an increase in heavy rainfall events in winter and

drier summers.

Carbon dioxide (CO₂) has been used for a long time. However, since the 19th century, as a result burning fossils fuels, and changes to land use such as the growth of cities and the felling of forests, we have released more than 1,800 billion tonnes of CO₂ into the atmosphere. Currently, approximately 1,000 tonnes of CO₂ are released into the Earth's atmosphere every second, due to human activity. Greenhouse gases trap incoming solar radiation, warming the atmosphere. When these gases store beyond a certain level, global warming will increase and will probably be out of control.

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

1. Lots of people around the world believe that climate change _____.
 doesn't exist was happening is not dangerous

2. After the conference, countries around the world made promises that were _____.
 done immediately not carried out completed

3. The ice sheets in Arctic and Antarctic are melting _____.
 normally slowly quickly

4. The people who mostly suffer from global warming are _____.
- rich people poor people people from America and Europe
5. As a result of global warming, water supplies in South Africa and the Mediterranean _____.
- will decrease will not be affected will be at normal level
6. Due to human activity, nearly about _____ of carbon dioxide is released every second.
- 1800 tonnes 1000 tonnes 19 tonnes

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

7. A conference about climate change was held in _____.
8. Glaciers on the mountains of _____ are melting fast.
9. The country that should take serious steps to prepare for global warming is _____.
10. Carbon Dioxide has been used since _____.



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

Read the text. Then, complete the tasks.

When a baby was born in ancient Greece, the family held a celebration. Part of the celebration was a special dance that the father did, while holding his newborn child. The mother would make and hang a piece of cloth on their door to announce the birth. Soon, friends and family would arrive with gifts. The exception to this was the city of Sparta. The Spartans were strong, ruthless warriors. Every child born in Sparta was carefully examined at birth. If there was anything wrong with it, it was taken outside of the city and left to die. The Spartans wanted all of their children to grow up to be strong warriors.

Like in other cultures you may have studied, many Greek parents hoped that their children would be boys. While a daughter would usually leave the family home when she got married, a boy was a guarantee that his parents would be cared for in their old age. Greek parents also had to prepare for their daughter's wedding. When a young woman married in ancient Greece, her parents were obliged to provide a wedding gift or a dowry. If a family had many daughters, this could be very expensive. It was always up to the father whether or not to keep a newborn baby. Sometimes an unwanted baby was simply left alone to die; it might be found and adopted, or it might be taken and trained as a slave. Rich parents sometimes hired poor neighbors or used slaves to nurse a new baby.

Unless a family was rich enough to afford slaves, Greek children began to help out in the fields not long after they could walk. They were taught at home by their mother until they were 6, at which point the boys would then be sent to school, while the girls continued to be home schooled.

And of course, Greek children played. They had toys, though they were not like the toys that you have today. They enjoyed a sport that was a lot like our modern basketball, and they played games like tossing sticks into buckets to see who had the most skill. Though there were no books for children in ancient Greece like there are today, Greek children listened to stories, fables and legends.

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

11. What did the father of a new born baby do with it soon after its birth?

12. What was the name of the city that did not celebrate the coming of a new baby?

13. Why would the Spartans sometimes leave a baby to die?

14. Why did most Greek parents hope that their baby would be a boy?

15. At which age did Greek children begin to help out in the field?

16. At which age did Greek boys begin to go to school?

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

Statements	True	False
17. When having a new baby, the mother would inform people about it.	<input type="radio"/>	<input type="radio"/>
18. Unwanted children were given to neighbours.	<input type="radio"/>	<input type="radio"/>
19. Greek daughters did not go to school.	<input type="radio"/>	<input type="radio"/>
20. The Greek kids played a game similar to basketball.	<input type="radio"/>	<input type="radio"/>

**READING
SCORE**

20

**GRADE TEN
ENGLISH LANGUAGE
SEMESTER ONE, 2019/2020, FIRST SESSION**

**MARKING GUIDE
TOTAL MARKS: 60
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LISTENING 1 (7 mks)

- | | | | |
|----|---|---|---|
| 1. | <input type="radio"/> Knew | <input checked="" type="radio"/> hasn't heard | <input type="radio"/> read |
| 2. | <input type="radio"/> thick | <input type="radio"/> heavy | <input checked="" type="radio"/> light |
| 3. | <input checked="" type="radio"/> grow thicker | <input type="radio"/> grow longer | <input type="radio"/> grow with extra parts |
| 4. | <input type="radio"/> be too uncomfortable | <input type="radio"/> get shorter | <input checked="" type="radio"/> cool down |
| 5. | <input checked="" type="radio"/> inside the jacket. | <input type="radio"/> on the sleeve | <input type="radio"/> on the hood |
| 6. | <input type="radio"/> their speed | <input checked="" type="radio"/> their body temperature | <input type="radio"/> the weather forecast |
| 7. | <input type="radio"/> be heavy | <input type="radio"/> not have a hood | be expensive |

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

LISTENING 2 (8 mks)

Task one

- 8. Bay of Bengal
- 9. Africa/ from Africa
- 10. In 1974
- 11. warriors attacked their boats

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.

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Listening 2 Task Two		
	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"/>

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

VOCABULARY (5 mks)

- | | | | |
|---|---|---------------------------------|--------------------------------|
| 1. <input type="radio"/> stay | <input checked="" type="radio"/> run out | <input type="radio"/> remain | <input type="radio"/> continue |
| 2. <input type="radio"/> invents | <input checked="" type="radio"/> comes from | <input type="radio"/> generates | <input type="radio"/> starts |
| 3. <input checked="" type="radio"/> cause | <input type="radio"/> make | <input type="radio"/> begin | <input type="radio"/> use |
| 4. <input type="radio"/> spend | <input checked="" type="radio"/> cost | <input type="radio"/> form | <input type="radio"/> make |
| 5. <input checked="" type="radio"/> include | <input type="radio"/> have | <input type="radio"/> increase | <input type="radio"/> install |

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

GRAMMAR 1 (2.5 mks)

- | | | | | | | | | | | |
|----|----------------------------------|----------------------------------|-----------------------|-----------------------|----------------------------------|-----------------------|----------------------------------|-----------------------|-----------------------|----------------------------------|
| | do | They | you | and | your | did | about | much | There | many |
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| 5. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

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GRAMMAR 2 (2.5 mks)				
6.	<input type="radio"/> would	<input type="radio"/> can	<input checked="" type="radio"/> will	<input type="radio"/> could
7.	<input type="radio"/> look at	<input checked="" type="radio"/> look up	<input type="radio"/> look for	<input type="radio"/> look after
8.	<input checked="" type="radio"/> because of	<input type="radio"/> therefore	<input type="radio"/> so	<input type="radio"/> because
9.	<input type="radio"/> as not	<input type="radio"/> nor	<input type="radio"/> none	<input checked="" type="radio"/> not as
10.	<input type="radio"/> invented	<input type="radio"/> is invented	<input type="radio"/> were invented	<input checked="" type="radio"/> was invented

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

READING 1 (10 mks)			
1.	<input type="radio"/> doesn't exist	<input checked="" type="radio"/> was happening	<input type="radio"/> is not dangerous
1.	<input type="radio"/> done immediately	<input checked="" type="radio"/> not carried out	<input type="radio"/> completed
3.	<input type="radio"/> normally	<input type="radio"/> slowly	<input checked="" type="radio"/> quickly
4.	<input type="radio"/> rich people	<input checked="" type="radio"/> poor people	<input type="radio"/> people from America and Europe
5.	<input checked="" type="radio"/> will decrease	<input type="radio"/> will not be affected	<input type="radio"/> will be at normal level
6.	<input type="radio"/> 1800 tonnes	<input checked="" type="radio"/> 1000 tonnes	<input type="radio"/> 19 tonnes

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

7.	Kyoto / Japan
8.	Himalayas
9.	the UK
10.	the 19 th century

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

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READING 2 (10 mks)

11. dance
 12. Sparta
 13. When something is wrong/ not well/
 14. take care of parents
 15. After they could walk
 16. At 6

True

False

17.
 18.
 19.
 20.

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.

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WRITING 1 (5 mks)	
5	<ul style="list-style-type: none"> _ Presents relevant information clearly and in an interesting way. _ Very good use of details and examples. – Writing is very well-structured, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
4	<ul style="list-style-type: none"> – Presents relevant information with reasonable success. _ Good use of details and examples. – Writing is generally well-structured, and mostly clear and coherent – A fair range of grammar and vocabulary with a good level of accuracy.
3	<ul style="list-style-type: none"> – Manages to present relevant information, but only in a somewhat limited way. -Minimal use of details and examples. –Writing is not well-structured, but is still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
2	<ul style="list-style-type: none"> – Attempts to present information, but the results are obviously inadequate. _ poor use of details and examples. – Writing is poorly-structured, and often unclear – A very limited range of grammar and vocabulary with frequent errors.
1	<ul style="list-style-type: none"> – Presents very little relevant information indeed. _ No use of details and examples. – Writing is incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors
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>

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WRITING 2 (10 mks)	
10	<ul style="list-style-type: none"> – Message to the intended reader(s) is <u>very clear</u>. – Writing clearly succeeds in achieving its intended purpose. – Writing are very well-organised, clear and coherent – A varied range of grammar and vocabulary, with a very good level of accuracy.
8	<ul style="list-style-type: none"> – Message to the intended reader(s) is fairly clear. – Writing has reasonable success in achieving its intended purpose. – Writing is generally well-organised, and mostly clear and coherent – A fair range of grammar and vocabulary, with a good level of accuracy.
6	<ul style="list-style-type: none"> – Message to the intended reader(s) is partially clear. – Writing has only partially achieved its intended purpose. – Writing is not well-organised, but is still reasonably clear and coherent – A limited range of grammar and vocabulary, with a reasonable level of accuracy.
4	<ul style="list-style-type: none"> – Message to the intended reader(s) is mostly unclear. – Writing has only very limited success in achieving its intended purpose. – Writing is poorly-organised, and often unclear. – A very limited range of grammar and vocabulary, and frequent errors.
2	<ul style="list-style-type: none"> – Message to the intended reader(s) is unclear. – Writing clearly fails to achieve its intended purpose. – Writing is incoherent and confusing. – Extremely limited range of grammar and vocabulary, and frequent serious errors.
0	<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

Listening 1 script:

Boy: Have you ever heard of the 'bionic jacket'?

Girl: No, I haven't. Why? What is it?

Boy: It's brilliant! It's a lightweight jacket that heats up inside. It's really comfortable and keeps you warm, even in freezing cold weather.

Girl: It sounds fantastic! How does it work?

Boy: Well, it's made of a special lightweight material which gets thicker in low temperatures.

Girl: You mean it grows?

Boy: Exactly! It's got a micro-computer inside that measures the temperature, and the jacket will get thinner when it's hot.

Girl: Wow! That's really clever!

Boy: That's not all! There are little screen displays all over the jacket which show you how warm your body is inside the jacket – and you can programme the temperature you want the jacket to be.

Girl: So ... you mean that some parts of the jacket can be warmer or colder than other parts?

Boy: That's right. You can have the sleeves at 22 degrees, for example, and the body of the jacket at 20 degrees. It's great for skiers and snowboarders because they get cold when they

stop moving, especially in bad weather.

Girl: That's amazing! Does it have a hood as well?

Boy: No, I don't think so, but we can look it up on the internet.

Girl: Good idea! I'd like to buy one for my next skiing trip.

Boy: Hmm. It'll probably be really expensive. Do you think you'll be able to afford one?

Girl: Probably not. But I bet some people will be wearing one on the slopes this year!

Listening 2 script:

There is an island in the Bay of Bengal between Myanmar and Indonesia. It is called North Sentinel Island but the inhabitants of the island don't know that. In fact, the Sentinelese people know almost nothing of the outside world. They have never seen a cell phone, a car or even a book.

It is believed that the Sentinelese first came to the island around 60,000 years ago from Africa. Over the years, people from the outside have tried to visit the island, but each time they have been met by attacks. The Sentinelese do not welcome any kind of contact with the outside world. Because of this, we know little about them. We know nothing about their culture, their language or even how many there are. There could be only 40 or as many as 400.

In 1974, a film crew went to the island to make a documentary. The project came to a quick end, however. Sentinelese warriors attacked their boats with arrows and spears from the beach. One of the film crew was hit in the leg by a 2.5-meter long arrow. (See the video from the documentary below.) There have been other attempts to visit the island. But they always end in a similar way.

The island is under the control of India now and the Indian Navy maintains a 5-kilometer buffer zone around the island, which makes it practically impossible for anyone to get to the island. Currently, the Indian government has no plans to make contact with the islanders, which is probably for the best.