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**ENGLISH LANGUAGE TEST**

**GRADE ELEVEN 'CORE'**

**Semester Two  
Second Session**

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

**Write your answers on the Test Paper**

**Time: 2½ hours**

**Pages: 14**

<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>GRM/VCB</b>	<b>10</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 a mother and her son.  
Listen, and shade in the bubble  next to the correct option.

1. The son is learning \_\_\_\_\_.  
 volleyball                       karate                       swimming
  
2. Doing karate needs \_\_\_\_\_ tools.  
 no                       many                       few
  
3. Peter, broke his nose \_\_\_\_\_ .  
 twice                       three times                       four times
  
4. The mother is concerned about karate because it \_\_\_\_\_.  
 is unsafe                       is expensive                       affects her son's studies
  
5. The son missed two classes because he \_\_\_\_\_.  
 broke his knee                       was bored                       was sick
  
6. London championship will be held in \_\_\_\_\_.  
 December                       March                       July
  
7. To improve his skills in karate, he agreed to \_\_\_\_\_.  
 take private lessons                       take more lessons                       repeat classes



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

**(8 marks)**

*You are going to hear a text about a festival.*

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

**8.** How often does Boryeong Festival take place?

\_\_\_\_\_

**9.** When did the festival start?

\_\_\_\_\_

**10.** Who attends the festival?

\_\_\_\_\_

**11.** What does the mud from Boryeong contain?

\_\_\_\_\_

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

**12.** The mud festival takes place \_\_\_\_\_.

- at Machangpo beach     at Daecheon beach     in Seoul

**13.** The \_\_\_\_\_ is the most popular time of the festival.

- first weekend     second weekend     last weekend

**14.** Some visitors of the festival are locked up in the mud prison to \_\_\_\_\_.

- prevent them from participation     cover them with mud     protect them from mud

**15.** The festival finishes with \_\_\_\_\_.

- firework displays     a small market     beauty services

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**LISTENING  
SCORE**

<b>15</b>

**GRAMMAR/VOCABULARY 1 (Items 1–5)****(2½ marks)**

For each item, read the definition and the example.

Then complete the word in the space provided.

You are given the first letter(s) of the word.

Make sure your **spelling** is **correct**.

<p><u>Example:</u> (noun) a room where food is prepared and cooked e.g. They keep the fridge in the <b>kit c h e n</b>.</p>
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1. (noun) a long journey by sea to a distant place.

e.g. The voy\_ \_ \_ to the island took two months.

2. (adjective) of an activity or occasion giving delight and pleasure.

e.g. The assembly was a humorous and a very enjo\_ \_ \_ \_ \_ start of the day.

3. (verb) to find which way to go when you are travelling.

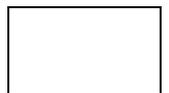
e.g. He taught his son how to navi\_ \_ \_ \_ across the oceans.

4. (adjective) astonishing and causing great surprise.

e.g. It is ama\_ \_ \_ \_ how long this man can hold his breath underwater.

5. (noun) the highest point of a hill or a mountain.

e.g. They failed to reach the sum\_ \_ \_ on time because of the storm.



**GRAMMAR/VOCABULARY 2 (Items 6–10)**

**(2½ marks)**

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

Walnuts are round, stone fruits that grow from the walnut tree. The combination of healthy fats, protein and fiber in walnuts <sup>(6)</sup> \_\_\_\_\_ satisfaction and fullness. This <sup>(7)</sup> \_\_\_\_\_ them a great snack compared to food like chips or crackers. They <sup>(8)</sup> \_\_\_\_\_ the highest amount of antioxidants which prevent heart diseases. They are rich in B-vitamins and antioxidants that prevent wrinkles and signs of aging. Several years ago, researchers <sup>(9)</sup> \_\_\_\_\_ that walnuts have brain boosting properties and are high in omega three fatty acids which <sup>(10)</sup> \_\_\_\_\_ against Alzheimer.

6.  has increased     increase     increased     increases

7.  makes     make     made     making

8.  has     have     had     has been

9.  found     find     finds     have found

10.  have protected     protects     protected     protect

**GRAMMAR/VOCABULARY 3 (Items 11–20)**

**(5 marks)**

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

**EXAMPLE:**

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

**TEXT**

If you are already a volun\_\_\_\_\_, you will be aware oo the benefits it can bring. If you have enough fr\_\_\_\_ time to help others, this can be a ve\_\_\_\_ rewarding way to serve your comm\_\_\_\_\_. For a better impact, you should choose what to d\_\_\_\_ according to what you think is the most impo\_\_\_\_\_. Some ideas for voluntary serv\_\_\_\_\_ include working for charities, money raising a\_\_\_\_\_ offering help to people w\_\_\_\_\_ need help.

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**GRM/VCB  
SCORE**

<b>10</b>

Read the texts. Are the statements which follow each text **True** or **False**?  
 For each item, shade in the bubble  under the correct option.

1. Although the "Santa Maria" is slow and less than 70 feet long, the tiny Spanish boat became very famous when she brought Christopher Columbus to the new world. Unfortunately, it would not sail again, as she sank in 1492 but was saved for her wood, which was used to build another ship called "La Navidad".

**Statement**

<b>True</b>	<b>False</b>
-------------	--------------

"Santa Maria" sailed back to Spain.

2. After deciding to start writing, she saved some money and quit her job to travel. She has been on the road ever since. From camping with the Bedouins in the desert in Jordan to skydiving in New Zealand. She inspires others who read about her travels and adventures to explore new places.

**Statement**

<b>True</b>	<b>False</b>
-------------	--------------

She quit her job to be a writer.

3. I think that extending the driving age limit to 21 years would just be an unnecessary restriction on the younger generation. Increasing driving age will frustrate the teenagers who are keen to get a driving license. All the college students are not comfortable with public transport because changing taxis and buses are tiresome and difficult

**Statement**

<b>True</b>	<b>False</b>
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The writer is against increasing the driving age to 21.

**READING 1 (continued)**

4. The third Monday of every September in Japan is a national holiday called "Respect for Aged Day". It is devoted to honour and show appreciation for the elderly. Traditionally, gifts are given to grandparents after sharing a festive meal with them. In some small villages, younger people and school children dance and provide entertainment.

**Statement**

<b>True</b>	<b>False</b>
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"Respect for Aged Day" is an annual celebration.

5. In Malaysia, 11 is a special birthday for some Muslim girls, as it marks the time when they can celebrate Khatam Al Quran. This is a crucial ritual that shows their growing maturity and end of childhood. Girls spend years preparing for this day, reviewing the Quran, so they can recite the final chapter before friends and family at the ceremony.

**Statement**

<b>True</b>	<b>False</b>
-------------	--------------

During the ceremony, girls read only part of the Quran.

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

Read the two texts below and answer the questions that follow.

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

**TEXT 1**

It is clearly noticeable that the number of students who drive to school is increasing. Now there is a big debate among parents and schools regarding this issue. However, those who are with the idea argue that allowing teenagers to drive to school is convenient. Parents do not have to take them to school before going to work. This can create less complicated schedules for parents and help them to be on time for work. Besides that, students can drive to after-school activities when needed.

In addition, teenagers can get valuable driving experience by driving to and from school every day. The route is familiar to them, so the parents do not have to worry that they will get lost. There is also no reason to worry about going somewhere else. This is simply because the school will notify them if their kids do not show up for school or are marked absent for their first lesson class. Moreover, driving to school is done during the day, so the students won't have to face the dangers that might be caused by darkness.

6. The writer thinks that teenagers driving to school \_\_\_\_\_ their parents' time.
- wastes                                       saves                                       disturbs
7. When teenagers drive through the same route daily to school, they \_\_\_\_\_.
- gain driving experience                       are late for school                       miss after-school activities
8. Schools can inform parents if their children \_\_\_\_\_.
- drive fast                                       get in trouble                                       don't attend school

**READING 2 (continued)****TEXT 2**

Driving to school presents some safety concerns, especially that trips to school generally take place during the rush hour. There is no doubt that this increases risks of accidents. In addition, a recent study showed that teen drivers aged between 16 to 19 years old were two times more likely to be in a serious accident than drivers aged 20 and older. Although those numbers represent more than just driving to school and include accidents that happened during the day or nighttime, they still show how serious the issue is.

Additionally, allowing teenagers to drive to school can have a negative effect on their school attendance and in turn on their learning. Many schools link student drivers to regular school absence, as they recently reported in a conference. Another point is that, having a car can also make it much easier to hang out with friends who also get absent from school.

For these reasons, students should not be allowed to drive to school.

- 9.** Teenagers get involved in accidents \_\_\_\_\_ more than older drivers.
- twice                       three times                       four times
- 10.** Driving to school can \_\_\_\_\_ students' learning.
- have no effect on                       improve                       harm
- 11.** The writer disagrees with teenagers driving because it can lead to \_\_\_\_\_.
- frequent school absence                       high accident risks                       both accidents and absence



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

*Read the text. Then complete the tasks.*

Muhammad Yunus was born in 1940. He is a Bangladeshi social entrepreneur (organiser of own business), banker, economist, and social leader. He is the pioneer of the concepts of microcredit and microfinance, where very small loans are given to entrepreneurs who are too poor to get traditional bank loans. He established 'Grameen Bank', a bank which provides small loans to the poorest people. The target of these loans is mainly women.

In 1960, Yunus completed his first degree in Economics at Dhaka University and then his master's degree in 1961. After his graduation, he was appointed as a lecturer in economics in Chittagong College. In 1971, he obtained his PhD in Economic Development from Vanderbilt University in the United States. From 1969 to 1972, Yunus was an assistant professor at Middle Tennessee State University.

Yunus became involved in social work after observing the famine of 1974. However, his idea of microcredit was born on a day in 1976, during a visit to the poorest families in the village of Jobra, when he loaned \$27 from his own pocket to forty-two women living in the village. These women worked in making bamboo furniture and farming and only needed enough money to buy the raw materials for their trade. These women repaid the money and made a profit of \$0.02 each. Yunus developed the idea into a project where he got loans from different banks and provided them to the poor.

In 1983, the project became very popular among poor Bangladeshis when Yunus renamed and established it as 'Grameen Bank' or 'Village Bank'. By July 2007, Grameen had issued US\$6.38 billion to 7.4 million borrowers. From the late 1980s till now, besides microcredit, Grameen is supporting different sectors such as fishing, agriculture, clothes, telecommunication and software.

Twenty-three years after the bank was established, Yunus won the Nobel Peace Prize for his work in reducing poverty. The success of the Grameen microfinance model inspired similar efforts in about 100 different countries to empower social businesses to solve social problems. Yunus published seven books related to his finance work such as 'Three Farmers of Jobra' and 'Building Social Business', but his autobiography 'Banker to the Poor' received the most attention.

**READING 3 (continued)**

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

**12.** What economic ideas did Yunus introduce ?

\_\_\_\_\_

**13.** How many women in Jobra benefited from the first loan?

\_\_\_\_\_

**14.** When did Yunus win the Nobel Prize for Peace? (Year)

\_\_\_\_\_

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

15. Yunus got his highest degree from \_\_\_\_\_.

- Chittagong College       Vanderbilt University       Dhaka University

16. Today, Grameen Bank \_\_\_\_\_ loans to the poor.

- has stopped giving       has decreased       is still giving

17. \_\_\_\_\_ is Yunus's most famous book.

- Banker to the Poor       Three Farmers of Jobra       Building Social Business

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



**WRITING 1 (continued)**

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Marker A	Marker B	Average

**WRITING 2**

**(10 marks)**

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

**Situation:** Imagine that you are Ali/ Aliaa. You have recently noticed that you forget things and have a difficulty in remembering things like people’s names and some events.

**Task:** Write an **email** to your friend Mazin/ Muzna. Tell him/her about the problem. Say how this is affecting your studies. Ask him/ her to suggest some ways to help you remember things.

*Your writing should be interesting and well organized.*

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<b>LISTENING 1 (7 mks)</b>		
1. <input type="radio"/> volleyball	<input checked="" type="radio"/> karate	<input type="radio"/> swimming
2. <input checked="" type="radio"/> no	<input type="radio"/> many	<input type="radio"/> few
3. <input checked="" type="radio"/> twice	<input type="radio"/> three times	<input type="radio"/> four times
4. <input type="radio"/> is unsafe	<input type="radio"/> is expensive	<input checked="" type="radio"/> affects her son's studies
5. <input type="radio"/> broke his knee	<input type="radio"/> was bored	<input checked="" type="radio"/> was sick
6. <input type="radio"/> December	<input type="radio"/> March	<input checked="" type="radio"/> July
7. <input type="radio"/> take private lessons	<input checked="" type="radio"/> take more lessons	<input type="radio"/> repeat classes
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

<b>LISTENING 2 (8 mks)</b>		
8. Annually/every year/once a year		
9. 1998		
10. Koreans and tourists ( accept reasonable spellings)		
11. (full of) Minerals		
12. <input type="radio"/> at Machangpo beach	<input checked="" type="radio"/> at Daecheon beach	<input type="radio"/> in Seoul
13. <input type="radio"/> first weekend	<input type="radio"/> second weekend	<input checked="" type="radio"/> last weekend
14. <input type="radio"/> prevent them from participation	<input checked="" type="radio"/> cover them with mud	<input type="radio"/> protect them from mud
15. <input checked="" type="radio"/> firework displays	<input type="radio"/> a small market	<input type="radio"/> beauty services
<i>Notes: One mark each.</i>		
<i>Qs 8-11: (i) Complete accuracy in grammar &amp; spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct. (ii) In general, apply the '<u>not more than four words</u>'. HOWEVER, use common sense for any slightly longer, but <u>obviously correct</u> answers.</i>		
<i>Qs 12-15: Responses must be indicated <u>clearly</u>.</i>		

## GRM/ VCB 1 (2.5 mks)

- |                      |                    |
|----------------------|--------------------|
| 1. voy <u>age</u>    | 4. amaz <u>ing</u> |
| 2. enjoy <u>able</u> | 5. sum <u>mit</u>  |
| 3. navig <u>ate</u>  |                    |

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

## GRM/ VCB 2 (2.5 mks)

- |   |   |                                 |  |
|---|---|---------------------------------|--|
| 6. <input type="radio"/> has increased    | <input checked="" type="radio"/> increase | <input type="radio"/> increased | <input type="radio"/> increases          |
| 7. <input checked="" type="radio"/> makes | <input type="radio"/> make                | <input type="radio"/> made      | <input type="radio"/> making             |
| 8. <input type="radio"/> has              | <input checked="" type="radio"/> have     | <input type="radio"/> had       | <input type="radio"/> has been           |
| 9. <input checked="" type="radio"/> found | <input type="radio"/> find                | <input type="radio"/> finds     | <input type="radio"/> have found         |
| 10 <input type="radio"/> have protected   | <input type="radio"/> protects            | <input type="radio"/> protected | <input checked="" type="radio"/> protect |

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

## GRM/ VCB 3 (5 mks)

- |                       |                       |
|-----------------------|-----------------------|
| 11. volunte <u>er</u> | 16. d <u>o</u>        |
| 12. o <u>f</u>        | 17. import <u>ant</u> |
| 13. fr <u>ee</u>      | 18. servic <u>e</u>   |
| 14. ver <u>y</u>      | 19. a <u>nd</u>       |
| 15. comm <u>unity</u> | 20. wh <u>o</u>       |

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

READING 1 (5 mks)		READING 2 (6 mks)			
	True	False	6. <input type="radio"/> wastes	<input checked="" type="radio"/> saves	<input type="radio"/> disturbs
1.	<input type="radio"/>	<input checked="" type="radio"/>	7. <input checked="" type="radio"/> gain driving experience	<input type="radio"/> are late for school	<input type="radio"/> miss after-school activities
2.	<input checked="" type="radio"/>	<input type="radio"/>	8. <input type="radio"/> drive fast	<input type="radio"/> get in trouble	<input checked="" type="radio"/> don't attend school
3.	<input checked="" type="radio"/>	<input type="radio"/>	9. <input checked="" type="radio"/> twice	<input type="radio"/> Three times	<input type="radio"/> Four times
4.	<input checked="" type="radio"/>	<input type="radio"/>	10. <input type="radio"/> have no effect on	<input type="radio"/> improve	<input checked="" type="radio"/> harm
5.	<input checked="" type="radio"/>	<input type="radio"/>	11. <input type="radio"/> frequent school absence	<input type="radio"/> high accident risks	<input checked="" type="radio"/> both accidents and absence
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>			<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

READING 3 (9 mks)		
12.	Microcredit and microfinance	
13.	42/ forty two (women)	
14.	2006	
15.	<input type="radio"/> Chittagong College	<input checked="" type="radio"/> Vanderbilt University
		<input type="radio"/> Dhaka University
16.	<input type="radio"/> has stopped giving	<input type="radio"/> has decreased
		<input checked="" type="radio"/> is still giving
17.	<input checked="" type="radio"/> Banker to the Poor	<input type="radio"/> Three Farmers of Jobra
		<input type="radio"/> Building Social Business
<i>Notes: One-and-a-half marks each.</i>		
<i>Qs 12-14: (i) Complete accuracy in grammar &amp; spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct. (ii) In general, apply the '<u>not more than four words</u>'. HOWEVER, use common sense for any slightly longer, but <u>obviously correct</u> answers.</i>		
<i>Qs 15-17: Responses must be indicated <u>clearly</u>.</i>		

## WRITING (GENERAL NOTES)

- The **wording of the descriptors** in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.
- There may be different individual ways of interpreting instructions and approaching a task, but a basic requirement for all answers is that they are **relevant**.
- If answers are **clearly not relevant** and the student has clearly not attempted the task that was set, **no marks** should be awarded.
- However, if a student has **genuinely attempted the task**, but their answer is only **partly** relevant, then a **reduced** mark (not zero) should be awarded.
- If markers are in any doubt, they should consult with other markers and with the Table Head.

## WRITING 1 (5 mks)

<b>5</b>	<ul style="list-style-type: none"> <li>– Presents all the information fully and clearly.</li> <li>– Writing is well-organised and coherent. Only minor language errors.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>– Presents most of the information clearly enough.</li> <li>– Language is mostly correct, despite a few noticeable errors.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>– Presents some of the information, but with gaps or lack of clarity.</li> <li>– Language is reasonably correct, but writing sometimes lacks coherence.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>– Manages to present only a limited amount of information; important points are missing or unclear.</li> <li>– Language contains frequent errors, some of which obscure meaning.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>– A <u>very</u> feeble attempt at the task, presenting very little relevant information.</li> <li>– Language used is extremely limited and/or seriously distorted.</li> </ul>
<b>0</b>	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the topic/ information provided) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>

**WRITING 2 (10 mks)**

<b>10</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader is <u>very positive</u>.</li> <li>– Writing clearly succeeds in achieving its purpose.</li> <li>– Uses language which is appropriate to the reader and context.</li> <li>– A fair range of grammatical structures and vocabulary, with a good level of accuracy.</li> </ul>
<b>8</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader is <u>fairly positive</u>.</li> <li>– Writing has reasonable success in achieving its purpose.</li> <li>– There are clear attempts to use language appropriate to the reader and context.</li> <li>– Grammar and vocabulary are reasonably correct, though limited in range.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader is <u>mixed</u>.</li> <li>– Writing has partially achieved its main purpose, but:</li> <li>– Some of the language used is inappropriate to the reader and context.</li> <li>– There is a noticeable lack of accuracy in the use of grammar and vocabulary.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader is <u>rather negative</u>.</li> <li>– Writing only has very limited success in achieving its purpose.</li> <li>– There is little evidence of any attempt to use appropriate language.</li> <li>– Grammar and vocabulary contain frequent serious errors.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader is <u>very negative</u>.</li> <li>– Writing clearly fails to achieve its intended purpose.</li> <li>– There is little evidence of any attempt to use appropriate language.</li> <li>– The grammar and vocabulary used is extremely limited and/or seriously distorted.</li> </ul>
<b>0</b>	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the task/ instructions)  <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English  <u>OR</u> Complete nonsense</p>

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

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