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ENGLISH LANGUAGE TEST

GRADE ELEVEN 'CORE'

Semester One

First Session

Name			
School		Class	

Write your answers on the Test Paper

Time: 2 ½ hours

Pages: 15

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

LISTENING 1 (Items 1-7)

(7 marks)

You are going to hear a conversation between a tour guide and a tourist planning a tour. Listen, and shade in the bubble next to the correct option.

1. This is the tourist's _____ visit to Spain.
 first second third

2. The tourist is in Spain _____.
 on her own with her daughter with her husband

3. Her hotel is situated near the _____.
 coast city mountains

4. It is _____ to take photographs inside the museum.
 preferable prohibited allowed

5. They will have lunch at _____.
 12:45 1:15 1:45

6. The guide advised them to have _____ at Spaghetti Alley Restaurant.
 breakfast lunch dinner

7. The tour guide is _____.
 rude clumsy helpful



LISTENING 2 (Items 8-15)

(8 marks)

You are going to hear a talk about David Blaine who became a famous magician.

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

8. Where was Blaine from? (Country)

9. What were his parents' jobs?

_____ and _____

10. When did Blaine perform his most dangerous trick? (Year)

11. Where did Blaine break the world record for breath-holding?

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

12. Just before doing the trick, Blaine _____.

- took some rest drank a lot of water breathed in extra oxygen

13. The doctors were worried about Blaine's _____.

- oxygen blood pressure heart rate

14. Blaine trained for his trick in a _____.

- swimming pool TV studio hospital

15. The main cause of pain during the breath-holding trick was _____.

- water carbon dioxide oxygen

--

**LISTENING
SCORE**

15

GRAMMAR/VOCABULARY 1 (Items 1-5)

(2½ marks)

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

It was a terrible voyage. We (1) _____ Muscat early in the morning and sailed across the Arabian Sea. Unfortunately, it (2) _____ us more than twelve hours to get to Salalah because of bad weather. As we were entering the port, something unusual (3) _____. The captain (4) _____ me that one of the passengers was missing. We (5) _____ all over the ship, but could not find him anywhere. He had completely disappeared.

happened met searched dropped took told left planned

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

GRAMMAR/VOCABULARY 2 (Items 6-10)

(2½ marks)

Complete each sentence with **ONE** word only.

6. She has been studying in this school _____ 2010.
7. The clinic and the pharmacy _____ both built in 1990.
8. Rashid went to the mosque _____ pray.
9. How _____ people were injured in the accident?
10. The father was upset _____ his son because he got low marks in all his subjects.



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

Speaker A: Hi, How was Paris?

Speaker B: It is a **ve**_____ beautiful city! But my **tr**_____ was quite adventurous!

Speaker A: Really! **Wh**_____ happened?

Speaker B: When I arrived at the bus **sta**_____, I realised my wallet had been **sto**_____. I missed the bus and I had to **rep**_____ it to the police.

Speaker A: Oh, so where did you **st**_____ that night?

Speaker B: Well luckily, my wallet was found and all my **mo**_____ was there. So I was able to **sp**_____ the night in a nice hotel.

Speaker A: Oh, that was **gr**_____.

--

**GRM/VCB
SCORE**

10

READING 1 (Items 1-5)

(5 marks)

Read the texts. Are the statements which follow each text **True** or **False**?

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

1. My doctor put me on a special diet. It includes fruit, vegetables, nuts and grains. I have to follow it strictly for three months along with daily exercises, or join a gym and take up a hobby that makes me move a lot.

Statement

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

The writer has a problem with weight management.

2. The hotel is closed for repairs until the end of the month. It will be open again on Saturday 1st, February. We apologise for any inconvenience caused to our loyal customers.

Statement

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

The hotel will be open this month.

3. A man said, "It was unreal, like something from a film. All the passengers were shocked at the behaviour of the flight attendant. After we landed, she was joking and laughing as if nothing had happened."

Statement

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

The man was travelling on a plane.

READING 1 (continued)

4. One of my favourite places is Soho, which is a fashionable area in the centre of London. Generally, it takes me thirty minutes to reach there from Heathrow Airport. Many famous people have lived there. It is a very lively and colourful place.

Statement

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

Soho is very popular.

5. Sami had just sat down to watch the football match when he heard the most terrifying scream he had ever heard in his life. The noise had been made by his little sister. She had seen a spider in the bath.

Statement

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

Sami's sister was very scared.

READING 2 (Items 6-11)

(6 marks)

Read these two e-mails. Then for each item, shade in the bubble next to the correct option.

TEXT 1

Dear Auntie Azza,

I'm currently in 8th grade and I'm taking Spanish. The course is very challenging, although the teacher is doing her best to help. I have been working so hard for the past two semesters, but I doubt I can pass the final exam. My parents advised me to continue attending the classes. They believe that I can succeed. I really don't like this course at all, especially the speaking lessons because I can't talk in front of others. I don't know what to do. I only got 40% in the midterm exam. As I said previously I'm worried I will fail the exam at the end of the year. I have no idea what to do about this course because honestly it's just not working for me Auntie. Please help!

Yours,

Sara

6. Sara has a problem with _____.
- the language course the teacher her parents
7. Sara hates speaking Spanish in class because she is _____.
- lazy confused shy
8. Her parents advised her to _____ the course this year.
- complete delay cancel

READING 2 (continued)**TEXT 2**

Dear Sara,

Thank you so much for your e-mail. I really appreciate your writing to me about the challenges you are facing learning Spanish. Learning a foreign language is never easy. When I read your e-mail, I thought what a smart girl you are for having chosen Spanish. You know it is the most widely spoken language in the world other than English. It is spoken in twenty countries. There are almost five hundred million Spanish speakers worldwide. So if you keep up your Spanish Sara, you could be one of them. My best advice to you dear is to continue learning Spanish as you are smart. Remember you went through the same experiences when learning French and English and now you speak both fluently in addition to your own language, Arabic. This will help you fulfil your dream of getting a job at the United Nations after you have completed university. I will always be there for you my dearest niece.

Much love,

Auntie Azza

9. Auntie Azza is _____ Sara.
- proud of annoyed with ashamed of
10. Auntie Azza would prefer that Sara _____ the course.
- quits postpones continues
11. Sara can speak _____ languages fluently.
- two three four



READING 3 (Items 12-17)**(9 marks)***Read the text. Then complete the tasks.*

In 1996, a range of cosmetics was produced using mud from the Boryeong mud flats. The cosmetics were said to be full of minerals, which occur naturally in the mud.

In order to promote these cosmetics, the Boryeong Mud Festival was created. This event, takes place annually during the summer in Boryeong, South Korea. It was hoped people would learn more about the mud and the cosmetics.

The first Mud Festival was held in 1998 and, by 2007, the festival had attracted approximately 2.2 million visitors. This festival takes place over a period of around two weeks.

For the period of the festival, several large attractions are located on the seafront area of Daechon, Boryeong. These include a mud pool, mudslides, mud prison and mud skiing competitions. Coloured mud is also produced for face painting. A large stage is built on the beach, which is used for live music, competitions and various other visual attractions.

A small market on the seafront sells cosmetics, which are made using the mud from Boryeong. Various health clinics and beauty parlours offer services using the famous mud. The festival closes with a large and beautiful firework display.

READING 3 (continued)

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

12. Why do Korean people use mud in the festival?

13. When did the mud festival first start?

14. What is the last event of the festival?

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

15. The festival is held _____.

weekly

monthly

yearly

16. The festival lasts for approximately _____ days.

two

four

fourteen

17. The mud _____ is not part of the festival attractions.

pool

flat

prison

READING
SCORE

--

--

20

WRITING 2

(10 marks)

Write a **story** of at least **100 words** based on the following pictures.

You can use the words in the box to help you.

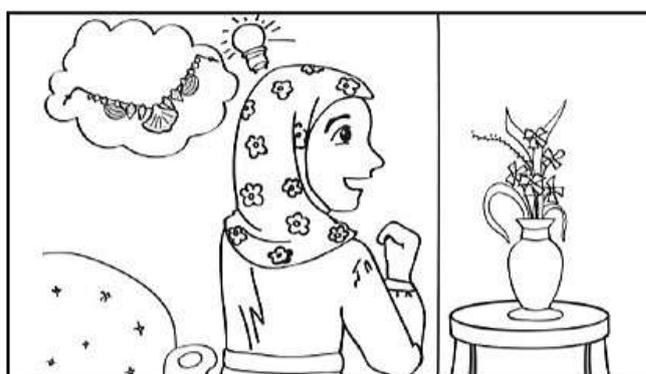
You can also put in more details to make your story lively and interesting.

pearl necklace	sad	sea shells	make
birthday present	beach	collect	delighted

①



②



③



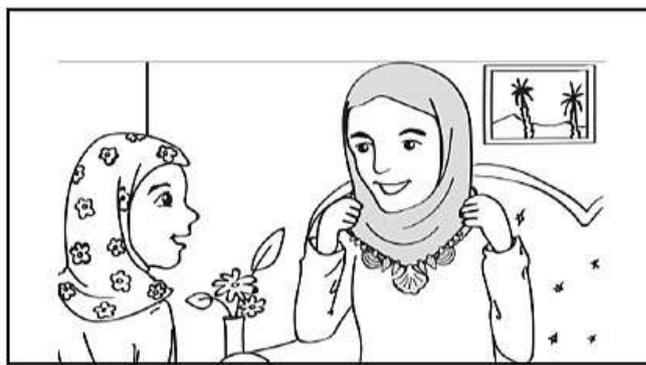
④



⑤



⑥



GRADE ELEVEN
ENGLISH LANGUAGE 'CORE'
SEMESTER ONE, 2017/2018, FIRST SESSION

MARKING GUIDE
TOTAL MARKS: 60
page 1 of 5

LISTENING 1 (7 mks)		
1. <input type="radio"/> first	<input checked="" type="radio"/> second	<input type="radio"/> third
2. <input type="radio"/> on her own	<input checked="" type="radio"/> with her daughter	<input type="radio"/> with her husband
3. <input checked="" type="radio"/> coast	<input type="radio"/> city	<input type="radio"/> mountains
4. <input type="radio"/> preferable	<input checked="" type="radio"/> prohibited	<input type="radio"/> allowed
5. <input checked="" type="radio"/> 12:45	<input type="radio"/> 1:15	<input type="radio"/> 1:45
6. <input type="radio"/> breakfast	<input type="radio"/> lunch	<input checked="" type="radio"/> dinner
7. <input type="radio"/> rude	<input type="radio"/> clumsy	<input checked="" type="radio"/> helpful
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

LISTENING 2 (8 mks)		
8. America		
9. Soldier and (school) teacher		
10. (November) 2000		
11. TV / TV show / TV studio / live show / Oprah Winfrey TV show		
12. <input type="radio"/> took some rest	<input type="radio"/> drank a lot of water	<input checked="" type="radio"/> breathed in extra oxygen
13. <input type="radio"/> oxygen	<input type="radio"/> blood pressure	<input checked="" type="radio"/> heart rate
14. <input checked="" type="radio"/> swimming pool	<input type="radio"/> TV studio	<input type="radio"/> hospital
15. <input type="radio"/> water	<input checked="" type="radio"/> carbon dioxide	<input type="radio"/> oxygen
<i>Notes: One mark each.</i>		
<i>Qs 8-11: (i) Complete accuracy in grammar & spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct. (ii) In general, apply the '<u>not more than four words</u>'. HOWEVER, use common sense for any slightly longer, but <u>obviously</u> correct answers.</i>		
<i>Qs 12-15: Responses must be indicated <u>clearly</u>.</i>		

GRM/ VCB 1 (2.5 mks)								
	happened	met	searched	dropped	took	told	left	planned
1.	<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"/>
2.	<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"/>
3.	<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"/>
4.	<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"/>
5.	<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"/>

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

GRM/ VCB 2 (2.5 mks)	GRM/ VCB 3 (5 mks)	
6. since	11. <u>very</u>	16. <u>report</u>
7. were	12. <u>trip</u>	17. <u>stay</u>
8. to	13. <u>What</u>	18. <u>money</u>
9. many	14. <u>station</u>	19. <u>spend</u>
10. with	15. <u>stolen</u>	20. <u>great</u>

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

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

READING 1 (5 mks)	READING 2 (6 mks)		
True False	6. <input checked="" type="radio"/> the language course	<input type="radio"/> the teacher	<input type="radio"/> her parents
1. <input checked="" type="radio"/> <input type="radio"/>	7. <input type="radio"/> lazy	<input type="radio"/> confused	<input checked="" type="radio"/> shy
2. <input type="radio"/> <input checked="" type="radio"/>	8. <input checked="" type="radio"/> complete	<input type="radio"/> delay	<input type="radio"/> cancel
3. <input checked="" type="radio"/> <input type="radio"/>	9. <input checked="" type="radio"/> proud of	<input type="radio"/> annoyed with	<input type="radio"/> ashamed of
4. <input checked="" type="radio"/> <input type="radio"/>	10. <input type="radio"/> quits	<input type="radio"/> postpones	<input checked="" type="radio"/> continues
5. <input checked="" type="radio"/> <input type="radio"/>	11. <input type="radio"/> two	<input checked="" type="radio"/> three	<input type="radio"/> four

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

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

READING 3 (9 mks)		
12. It's rich in minerals / To promote the cosmetics		
13. 1998		
14. A large firework display		
15. <input type="radio"/> weekly	<input type="radio"/> monthly	<input checked="" type="radio"/> yearly
16. <input type="radio"/> two	<input type="radio"/> four	<input checked="" type="radio"/> fourteen
17. <input type="radio"/> pool	<input checked="" type="radio"/> flat	<input type="radio"/> prison
<p><u>Notes:</u> One-and-a-half marks each.</p> <p><u>Qs 12-14:</u> (i) Complete accuracy in grammar & spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct. (ii) In general, apply the '<u>not more than four words</u>'. HOWEVER, use common sense for any slightly longer, but <u>obviously correct</u> answers.</p> <p><u>Qs 15-17:</u> Responses must be indicated <u>clearly</u>.</p>		

WRITING (GENERAL NOTES)
<ul style="list-style-type: none"> The wording of the descriptors in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded. There may be different individual ways of approaching a task or interpreting a picture (or set of pictures), but a basic requirement for all answers is that they are relevant. If answers are clearly not relevant and the student has clearly not attempted the task that was set, no marks should be awarded. However, if a student has genuinely attempted the task, but their answer is only partly relevant, then a reduced mark (<u>not zero</u>) should be awarded. If markers are in any doubt, they should consult with other markers and with the Table Head.

WRITING 1 (5 mks)	
5	<ul style="list-style-type: none"> - Expresses opinions on topics in a lively, convincing way. - Supports all points effectively with relevant evidence and detail. - Essays are very well-organised, clear and coherent. - A varied range of grammar and vocabulary with a very good level of accuracy.
4	<ul style="list-style-type: none"> - Expresses opinions on topics in a reasonably convincing way. - Supports most points with relevant evidence and detail. - Essays are generally well-organised and, for the most part, clear and coherent. - A fair range of grammar and vocabulary with a good level of accuracy
3	<ul style="list-style-type: none"> - Expresses opinions on topics, in a somewhat limited way. - Is inconsistent in supporting points with relevant evidence and detail. - Essays are poorly- organised, but are 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"> - Express opinions on topics, but the results are clearly inadequate. - Is generally weak in supporting points with relevant evidence. - Essays lack organization, lacking in coherence and sometimes unclear. - A very limited range of grammar and vocabulary with frequent errors.
1	<ul style="list-style-type: none"> - Makes only very feeble attempts to express opinions on topics. - Fails to support points with any relevant evidence. - Essays are incoherent and confusing. - Extremely limited range of grammar and vocabulary with frequent serious errors.
0	<p><u>No attempt at the task:</u> EITHER 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"> - Produces narratives which are fully successful in engaging the reader. - Lively, effective use of appropriate detail. - Writing is very well-structured, clear and coherent. - A varied range of grammar and vocabulary with a very good level of accuracy
8	<ul style="list-style-type: none"> - Produces narratives which are reasonably successful in engaging the reader. - Generally good use of appropriate detail. - Writing is generally well-structured, 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"> - Produces narratives which are only partially successful in engaging the reader. - Somewhat limited use of appropriate detail. - Writing is well-structured, 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"> - Produces narratives which have very limited success in engaging the reader. - Inadequate use of appropriate detail. - Writing is poorly-structured, and often unclear. - A very limited range of grammar and vocabulary with frequent errors.
2	<ul style="list-style-type: none"> - Produces narratives which fail entirely to engage the reader. - Little or no use of appropriate detail. - 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> EITHER Irrelevant (Completely unrelated to the pictures/ task/ instructions) OR Hardly any writing at all, or not written in English OR Complete nonsense</p>



ENGLISH LANGUAGE TEST

GRADE ELEVEN 'CORE'

Semester One
Second Session

Name			
School		Class	

Write your answers on the Test Paper

Time: 2 ½ hours

Pages: 15

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

LISTENING 1 (Items 1-7)

(7 marks)

You are going to hear a conversation between two friends talking about a new job. Listen, and shade in the bubble next to the correct option.

1. Diana's job is a _____.
 manager tour guide receptionist

2. The tourists travelled to the canyon by _____.
 car train bus

3. Some of the tourists stayed at the hotel that day because they were _____.
 tired ill not interested

4. Mark is Diana's _____.
 friend leader colleague

5. Diana _____ her job.
 likes criticises hates

6. When Diana arrived back in the hotel, she _____.
 had a sandwich met the leader slept

7. Next day, the tourists will visit the _____ in the morning.
 aquarium museum aquarium and the museum



LISTENING 2 (Items 8-15)

(8 marks)

You are going to hear a talk about a famous comedian called Charlie Chaplin.

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

8. When was Charlie Chaplin born? (Year)

9. What was his parents' job?

10. How old was Charlie when his father died?

11. Where did his mother die?

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

12. Charlie Chaplin started acting when he was _____.

- five eight ten

13. _____ joined the famous Fred Karno Company.

- Charlie Sydney Charlie and Sydney

14. Charlie became a world-famous _____.

- comedian singer writer

15. When Charlie died, he left _____ children.

- two eight nine

--

**LISTENING
SCORE**

15

GRAMMAR/VOCABULARY 1 (Items 1-5)

(2½ marks)

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

A refugee who could hardly speak a word of English when he arrived in Australia two years ago has (1)_____ his exams with excellent grades. Mohammed Al-Kaab, 19 years of age, has (2)_____ from one of Australia's biggest high schools with honours. His outstanding overall grades (3)_____ him to apply to one of the top universities in Melbourne, Australia. He (4)_____ through a lot of challenges in order to start a new life in Australia. He said that he (5)_____ to use every opportunity to practise his English on a daily basis in order to improve his language.

allowed went graduated hold escaped tried studied passed

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

GRAMMAR/VOCABULARY 2 (Items 6-10)

(2½ marks)

Complete each sentence with **ONE** word only.

6. "Which is better for you: Monday _____ Tuesday?"
7. "This is a nice place. _____ don't we camp here?"
8. "How long have you _____ learning English?"
9. My older brother looks _____ us when our parents go out.
10. I do not like people _____ are not honest.



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

Speaker A: I'm so excited! We have two we off! What a a you going to do?

Speaker B: I'm not su. I guess I will just stay at home. Maybe I'll ha out with my friends. What ab you? Any plans?

Speaker A: Yes, I'm going to relax at the be with my cousin. We'll go surfing every day.

Speaker B: Sounds like f.

Speaker A: Why don't you co with us?

Speaker B: Do you mean it? I wo love to.

Speaker A: Th is great!

--

**GRM/VCB
SCORE**

10

READING 1 (Items 1-5)

(5 marks)

Read the texts. Are the statements which follow each text **True** or **False**?

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

1. Engineers at a U.S. laboratory have discovered one answer to the problem of global warming. They have made a machine that can suck carbon dioxide from the air and convert it into liquid fuel. They believe their creation can provide a sustainable form of renewable energy.

Statement

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

The engineers' invention is a solution to global warming.

2. An older electric car designed by Tesla Motors could get from 0 to 100kph in 3.2 seconds. Using an upgraded battery pack, called Ludicrous Mode, Tesla Motors were able to get the car to reach a 100kph in less than three seconds.

Statement

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

Ludicrous Mode decreased the speed of the new electric car.

3. When he is not playing tennis, Saif is busy with his project, the robot chair, which helps older people. He is also a Goodwill Ambassador in his school. He regularly organises charity events for those who are in need.

Statement

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

Saif likes voluntary work.

READING 1 (continued)

4. I looked out of the window at the railway tracks. Although we were moving at 340 kilometres an hour, the journey was smooth and relatively quiet. The part where we travelled under the English Channel took just 22 minutes. Soon I was looking at the French fields and farmhouses.

Statement

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

The writer is travelling by plane.

5. I started having driving lessons when I was seventeen. Although I am normally a quick learner, but I get so nervous during the tests that I can't drive properly. I have failed the test three times. It is so embarrassing.

Statement

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

The writer has not got a driving licence.

--

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

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

TEXT 1

To whom it may concern,

On December 20, I bought a Doughnuts Kit from your store at Global World Mall. The cashier who helped me was called Rommel. He was very friendly and assured me that the Doughnuts Kit would live up to the guarantee on the box: "Perfect Doughnuts Every Time!" Unfortunately, this product did not live up to its claim.

I followed the directions included in the package very carefully. When the doughnuts finished baking, I was very excited to eat the "Perfect Doughnuts" as promised on the box. You can imagine my disappointment when, upon tasting them, I discovered that they were not perfect. These doughnuts were, in fact, absolutely terrible.

I would appreciate a full refund (OR15) for this product as soon as possible. Enclosed are the receipt, the empty box, and one of the awful doughnuts so that you can taste it for yourself. Thank you for your prompt attention to this matter.

Sincerely,

Sara Jones

6. The writer had a problem with the _____.

salesman

product

service

7. The problem made Sara feel _____.

frustrated

embarrassed

disgusted

8. Sara wants to _____.

change the kit

fix the kit

get her money back

READING 2 (continued)

TEXT 2

Dear Manager,

I have been a loyal customer of your store for the past five years. I have always got great service, which is one of the main reasons I shop there despite the fact it is far from my house. However, on the 23 December, I encountered very poor service and was so disappointed.

On that date, I purchased my weekly groceries, and headed towards the cash counter to pay. The salesman was talking on his cell phone. When I asked him to prepare the bill, he said he would do it in five minutes, and resumed his conversation on the phone. After ten minutes, he started scanning my groceries but did it slowly. The total amount was more than I expected, so I asked him to recheck it. Instead, he was impolite, and told me if I did not like it, I could take my business elsewhere.

I was shocked at such behaviour. I do hope you will look into this matter, and ensure such an incident is never repeated.

Regards,

Ali

9. The writer likes to do his shopping in that store because it _____.

- is close to his house is cheap provides good service

10. On December 23, Ali had to pay _____ money for his groceries.

- more less the same

11. The salesman was _____.

- polite rude smart



READING 3 (Items 12-17)**(9 marks)***Read the text. Then complete the tasks.*

A flight recorder, commonly known as a Black Box, is an electronic recording device placed in an aircraft for the purpose of helping investigations into aviation accidents. Although, it is painted in fluorescent orange to make it easily seen in the event of a crash, it is still called the Black Box.

The first modern flight recorder, called "Mata Hari", was created in 1942 by the Finnish aviation engineer Veijo Hietala. This black high-tech mechanical box was able to record all important aviation details during test flights of World War II fighter planes that the Finnish army built in their main aviation factory in Finland. Currently, the European Organisation for Civil Aviation Equipment (EUROCAE) specifies that a recorder must be able to resist high temperature fires, deep sea pressure, sea water and fluid immersion.

There are two types of Black Boxes; the Flight Data Recorder (FDR) records different operating conditions of the flight such as air speed, air altitudes, and air flight systems. The second box is the Cockpit Voice Recorder (CVR) which records all radio transmissions and sounds in the cockpit including the engine noise and the pilots' conversations. The two recorders provide a lot of accurate information about the flight that can be used in any later investigations.

The FDR and CVR may be combined in a single unit. The two recorders must be capable of surviving the conditions that caused the aircraft accident. For this reason, they are normally stored at the tail of an aircraft, which has proved to have the best survival record.

READING 3 (continued)

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

12. What is the colour of the flight recorder nowadays?

13. Where was the first modern flight recorder tested? (Country)

14. Which organisation issues the specifications of the black box?

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

15. The _____ box saves all the sounds on a plane.

- FDR CVR Mata Hari

16. The black box helps in _____.

- reducing crash impact collecting evidence saving passengers

17. The Black Box is located at the _____ of the plane.

- front middle back

READING SCORE	
	20

WRITING 2

(10 marks)

Write a **story** of at least **100 words** based on the following pictures.

You can use the words in the box to help you.

You can also put in more details to make your story lively and interesting.

<i>break time</i>	<i>stomach ache/vomit</i>	<i>hospital</i>	<i>hygiene inspector</i>
<i>examine/ samples</i>	<i>find/bacteria</i>	<i>pay</i>	<i>microscope</i>

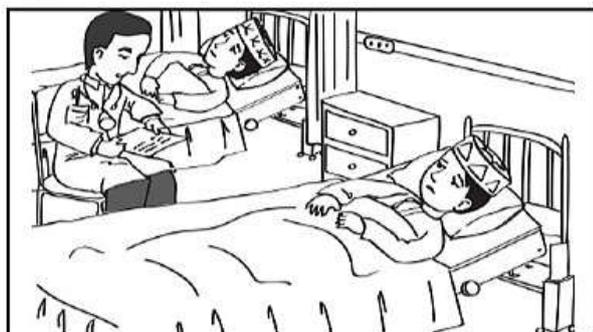
①



②



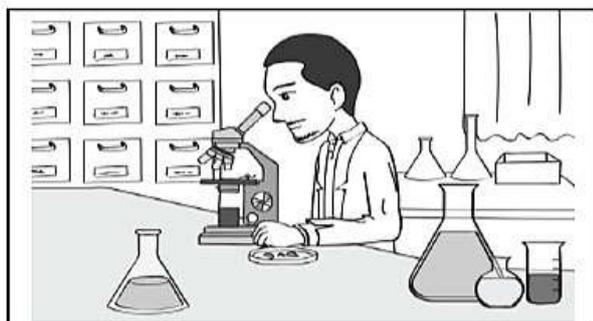
③



④



⑤



⑥



GRADE ELEVEN
ENGLISH LANGUAGE 'CORE'
SEMESTER ONE, 2017/2018, SECOND SESSION

MARKING GUIDE
TOTAL MARKS: 60
 page 1 of 5

LISTENING 1 (7 mks)		
1. <input type="radio"/> manager	<input checked="" type="radio"/> tour guide	<input type="radio"/> receptionist
2. <input type="radio"/> car	<input type="radio"/> train	<input checked="" type="radio"/> bus
3. <input checked="" type="radio"/> tired	<input type="radio"/> ill	<input type="radio"/> not interested
4. <input type="radio"/> friend	<input type="radio"/> leader	<input checked="" type="radio"/> colleague
5. <input checked="" type="radio"/> likes	<input type="radio"/> criticises	<input type="radio"/> hates
6. <input type="radio"/> had a sandwich	<input checked="" type="radio"/> met the leader	<input type="radio"/> slept
7. <input type="radio"/> aquarium	<input checked="" type="radio"/> museum	<input type="radio"/> aquarium and the museum
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

LISTENING 2 (8 mks)		
8. 1889		
9. Music Hall artists		
10. 12 / twelve		
11. The United States / USA / America		
12. <input checked="" type="radio"/> five	<input type="radio"/> eight	<input type="radio"/> ten
13. <input type="radio"/> Charlie	<input type="radio"/> Sydney	<input checked="" type="radio"/> Charlie and Sydney
14. <input checked="" type="radio"/> comedian	<input type="radio"/> singer	<input type="radio"/> writer
15. <input type="radio"/> two	<input type="radio"/> eight	<input checked="" type="radio"/> nine
<i>Notes: One mark each.</i>		
<i>Qs 8-11: (i) Complete accuracy in grammar & spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct. (ii) In general, apply the '<u>not more than four words</u>'. HOWEVER, use common sense for any slightly longer, but <u>obviously correct</u> answers.</i>		
<i>Qs 12-15: Responses must be indicated <u>clearly</u>.</i>		

GRM/ VCB 1 (2.5 mks)								
	allowed	went	graduated	hold	escaped	tried	studied	passed
1.	<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"/>
2.	<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"/>
3.	<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"/>
4.	<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"/>
5.	<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"/>

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

GRM/ VCB 2 (2.5 mks)	GRM/ VCB 3 (5 mks)	
6. or	11. <u>weeks</u>	16. <u>beach</u>
7. why	12. <u>are</u>	17. <u>fun</u>
8. been	13. <u>sure</u>	18. <u>come</u>
9. after	14. <u>hang</u>	19. <u>would</u>
10. who	15. <u>about</u>	20. <u>That</u>

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

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"/> salesman	<input checked="" type="radio"/> product	<input type="radio"/> service
1. <input checked="" type="radio"/> <input type="radio"/>	7. <input checked="" type="radio"/> frustrated	<input type="radio"/> embarrassed	<input type="radio"/> disgusted
2. <input type="radio"/> <input checked="" type="radio"/>	8. <input type="radio"/> change the kit	<input type="radio"/> fix the kit	<input checked="" type="radio"/> get her money back
3. <input checked="" type="radio"/> <input type="radio"/>	9. <input type="radio"/> is close to his house	<input type="radio"/> is cheap	<input checked="" type="radio"/> provides good service
4. <input type="radio"/> <input checked="" type="radio"/>	10. <input checked="" type="radio"/> more	<input type="radio"/> less	<input type="radio"/> the same
5. <input checked="" type="radio"/> <input type="radio"/>	11. <input type="radio"/> polite	<input checked="" type="radio"/> rude	<input type="radio"/> smart

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

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READING 3 (9 mks)			
12.	(fluorescent) Orange		
13.	Finland		
14.	EUROCAE		
15.	<input type="radio"/> FDR	<input checked="" type="radio"/> CVR	<input type="radio"/> Mata Hari
16.	<input type="radio"/> reducing crash impact	<input checked="" type="radio"/> collecting evidence	<input type="radio"/> saving passengers
17.	<input type="radio"/> front	<input type="radio"/> middle	<input checked="" type="radio"/> back
<p><u>Notes:</u> One-and-a-half marks each.</p> <p><u>Qs 12-14:</u> (i) Complete accuracy in grammar & spelling is not required, but answers must be <u>clearly and 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.</p> <p><u>Qs 15-17:</u> Responses must be indicated <u>clearly</u>.</p>			

WRITING (GENERAL NOTES)
<ul style="list-style-type: none"> • The wording of the descriptors in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded. • There may be different individual ways of approaching a task or interpreting a picture (or set of pictures), but a basic requirement for all answers is that they are relevant. • If answers are clearly not relevant and the student has clearly not attempted the task that was set, no marks should be awarded. • However, if a student has genuinely attempted the task, but their answer is only partly relevant, then a reduced mark (<u>not zero</u>) should be awarded. • If markers are in any doubt, they should consult with other markers and with the Table Head.

WRITING 1 (5 mks)	
5	<ul style="list-style-type: none"> - Expresses opinions on topics in a lively, convincing way. - Supports all points effectively with relevant evidence and detail. - Essays are very well-organised, clear and coherent. - A varied range of grammar and vocabulary with a very good level of accuracy.
4	<ul style="list-style-type: none"> - Expresses opinions on topics in a reasonably convincing way. - Supports most points with relevant evidence and detail. - Essays are generally well-organised and, for the most part, clear and coherent. - A fair range of grammar and vocabulary with a good level of accuracy
3	<ul style="list-style-type: none"> - Expresses opinions on topics, in a somewhat limited way. - Is inconsistent in supporting points with relevant evidence and detail. - Essays are poorly-organised, but are 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"> - Express opinions on topics, but the results are clearly inadequate. - Is generally weak in supporting points with relevant evidence. - Essays lack organization, lacking in coherence and sometimes unclear. - A very limited range of grammar and vocabulary with frequent errors.
1	<ul style="list-style-type: none"> - Makes only very feeble attempts to express opinions on topics. - Fails to support points with any relevant evidence. - Essays are incoherent and confusing. - Extremely limited range of grammar and vocabulary with frequent serious errors.
0	<p><u>No attempt at the task:</u> EITHER 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"> - Produces narratives which are fully successful in engaging the reader. - Lively, effective use of appropriate detail. - Writing is very well-structured, clear and coherent. - A varied range of grammar and vocabulary with a very good level of accuracy
8	<ul style="list-style-type: none"> - Produces narratives which are reasonably successful in engaging the reader. - Generally good use of appropriate detail. - Writing is generally well-structured, 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"> - Produces narratives which are only partially successful in engaging the reader. - Somewhat limited use of appropriate detail. - Writing is well-structured, 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"> - Produces narratives which have very limited success in engaging the reader. - Inadequate use of appropriate detail. - Writing is poorly-structured, and often unclear. - A very limited range of grammar and vocabulary with frequent errors.
2	<ul style="list-style-type: none"> - Produces narratives which fail entirely to engage the reader. - Little or no use of appropriate detail. - 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> EITHER Irrelevant (Completely unrelated to the pictures/ task/ instructions) OR Hardly any writing at all, or not written in English OR Complete nonsense</p>