سلطنة عمان
وزارة التربية والتعليم

ENGLISH LANGUAGE TEST

GRADE ELEVEN 'CORE'

Academic Year -2024/ 2025
Semester One _ First Session

Name			
School		**Class**	

Write your answers on the Test Paper	**Total Marks: 60**
Time: 2½ hours	**Pages: 14**

ELEMENT		**Marks**		**Signature with Name**	
		In Numbers	**In Words**	**First Marker**	**Second Marker**
LISTENING	**15**				
VOCABULARY/ GRAMMAR	**10**				
READING	**20**				
WRITING	**15**				
TOTAL	**60**				

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

*You are going to hear a conversation between **a school teacher and a parent**.*
Listen, and shade in the bubble ⬭ next to the correct option.

1. The teacher met Mrs. Hana to talk about her son's _____.

⬭ grade ⬭ behaviour ⬭ blog

2. At the weekend, Salim was working with his _____.

⬭ teacher ⬭ father ⬭ friend

3. Salim wrote an article about smart _____.

⬭ games ⬭ cars ⬭ gardens

4. Salim's project will use _____power.

⬭ solar ⬭ electrical ⬭ chemical

5. The school's backyard will be controlled through _____.

⬭ robots ⬭ students ⬭ phones

6. The International School Exhibition will be in _____.

⬭ December ⬭ January ⬭ February

7. Salim's parents will only pay for his _____for the exhibition.

⬭ accommodation ⬭ transport ⬭ flight

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

You are going to hear a talk about ***Sulawesi Island****.*

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

8. Where is Sulawesi Island located? (country)

_____

9. Which activity is not allowed to do on the island?

_____

10. How many marine parks are there in Sulawesi?

_____

11. When was a study conducted on the Mola Mola fish? (year)

_____

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

12. Moving between islands around Sulawesi is only possible by a _____.

⬭ boat ⬭ bus ⬭ car

13. A Chinese tourist was killed by a _____.

⬭ sunfish ⬭ jellyfish ⬭ lizard

14. Taman Leang Park has the oldest _____ in the world.

⬭ birds ⬭ trees ⬭ handprints

15. Local food in Sulawesi Island is mostly _____.

⬭ vegetables ⬭ seafood ⬭ meat

LISTENING SCORE	
	15

VOCABULARY (Items 1–5) (2½ marks)

For each item, read the definition and the example.
Then complete the word in the space provided.
You are given the first letter(s) of the word. Make sure your spelling is correct.

Example:	(noun) a room where food is prepared and cooked *e.g. They keep the fridge in the **kit** c h e n.*

1. (verb) to join or to link something to another thing.
e.g. I need to **co** _ _ _ _ _ the charger to my phone because the battery is low.

2. (adjective) causing damage.
e.g. Using your mobile phone all night can be very ***har*** _ _ _ _ for your eyes.

3. (noun) a way of communicating with others.
e.g. I sent you a ***mes*** _ _ _ _ last night. Did you get it?

4. (verb) to fix something that is broken.
e.g The technician found it hard to **re** _ _ _ _ my broken laptop.

5. (noun) someone who says something not true.
e.g. I discovered that he was a ***li*** _ _ and the whole story was made up.

GRAMMAR (Items 6-10) (2½ marks)

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

6. They _____ watching a movie at the moment.
7. I am going _____ visit my grandparents this weekend.
8. _____ you think Brazil will win the World Cup next year?
9. This house is designed _____ a famous architect.
10. While I _____ walking home, it started to rain.

GRAMMAR/VOCABULARY (Items 11–20) (5 marks)

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

A police report mentioned that the fifteen-year-old boy **(11)**_____ ran away from school last week was **(12)** _____family problems and poor academic progress. His **(13)** _____were very low in all subjects and he **(14)** _____to keep up with his homework. He was **(15)**_____ to tell his parents, thinking they would call **(16)**_____ lazy. The school teacher **(17)** _____the big change in the boy's habits. He thought that this boy was going through peer **(18)**_____ .He wasn't accepted among his peers. He **(19)** _____ felt lonely. The school teacher called his parents but they **(20)** _____show up for the meeting.

11.	⬭ who	⬭ which	⬭ where	⬭ how
12.	⬭ have	⬭ had	⬭ having	⬭ has
13.	⬭ classes	⬭ grades	⬭ behaviours	⬭ plans
14.	⬭ tried	⬭ tries	⬭ try	⬭ trying
15.	⬭ bored	⬭ excited	⬭ amused	⬭ scared
16.	⬭ its	⬭ him	⬭ his	⬭ it
17.	⬭ closed	⬭ helped	⬭ noticed	⬭ decided
18.	⬭ pleasure	⬭ pressure	⬭ freedom	⬭ wisdom
19.	⬭ accidently	⬭ systematically	⬭ definitely	⬭ confidently
20.	⬭ wasn't	⬭ hadn't	⬭ weren't	⬭ didn't

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.

Dear teacher,
I hope this message finds you well. I am sorry that I won't be able to submit my project on time as we agreed. An urgent matter has come up—my mother is scheduled for an operation this week, and I will be busy looking after her. Can I submit it next Monday? Thank you for your understanding.

Regards: Muna

Statement	True	False
Muna's mother will have an operation next week.	⬭	⬭

2.

There was a sudden increase in the number of people who participated in the marathon this year. The organizers said it was because people have become more aware of a healthy lifestyle, and many participants wanted to challenge themselves after last year's event.

Statement	True	False
The marathon had fewer participants this year.	⬭	⬭

3.

Abdulrahman bought a laptop online, but he was unhappy with the service. He discovered that the screen was broken. Despite waiting for more than 40 days, he still had not received a replacement from the company as promised. Eventually, he decided to write a complaint.

Statement	True	False
Abdulrahman was upset with the laptop he received.	⬭	⬭

READING 1 (continued)

4. China has developed robots to be used in hospitals to help doctors and surgeons. For the time being, robots can handle tasks like giving medicines and writing patients' reports which give surgeons more time for operations.

Statement	True	False
Robots are not responsible for operations.	⬭	⬭

5. Most South Africans communicate directly and confidently, often speaking straight to the point. They may openly tell you when you are wrong with a great sense of humor. Silence in conversations can be seen as a sign that the discussion is not interesting.

Statement	True	False
South Africans feel comfortable to tell others that they are wrong.	⬭	⬭

READING 2 (Items 6-12) **(7 marks)**

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

For years, AirPods have been recognised for their convenience and advanced technology. However, worries have been raised about their possible health impacts. Recent findings suggest that while AirPods has many benefits, there are also health risks that should not be ignored.

To start with, AirPods make life easier. They allow users to listen to music, make phone calls, and even navigate hands-free. It helps to improve lifestyle activity to many users. A survey shows that Japan has the highest number of AirPods users, followed by the United States in second place, and South Korea in third.

Furthermore, AirPods are designed with advanced features like noise cancellation, which blocks outside noise. This helps people focus and work better. A study by North Carolina University found that AirPods improve work performance. For example, about 90% of airline pilots and cabin crew use AirPods for clear communication in noisy environments. Followed by 67% of musicians and audio engineers use them for high-quality audio, and 58% of salespeople use them to talk to clients more effectively.

AirPods have also helped positively to the economy and innovation since their launch in 2016. Their success has inspired many companies to develop wireless headphones. For example, Sony Company in Japan and Sennheiser Company in Germany created competitive wireless earbuds in 2017. These earbuds offered advanced features and high-quality sound. Sennheiser, in particular, became one of the top sellers in 2019 due to its more affordable pricing, which suits many people budget.

On the other hand, some health risks linked with AirPods have been discovered. Listening at high volumes for a long time can harm your hearing. For example, sounds above 85 dB can cause hearing loss. It is known that AirPods at maximum volume can exceed 100 dB. A well-known case involved a twelve-year-old boy who suffered hearing loss after listening to music at a loud 90 dB using his AirPods.

In conclusion, I believe that AirPods have many benefits that have changed how we interact with audio technology. However, their possible risks should not be ignored. It is important to develop safe listening habits and keep updated to reduce the side-effects.

READING 2 (continued)

6. According to the survey, most users of AirPods are _____.

○ Japanese ○ Americans ○ Koreans

7. The noise cancellation feature increases _____ in workplace.

○ convenience ○ activity ○ focus

8. Pilots wear AirPods to help them in _____environments.

○ effective ○ noisy ○ clear

9. Japan and Germany released their wireless earbuds in _____.

○ 2016 ○ 2017 ○ 2019

10. Sennheiser Company was a fast-selling brand because of its _____.

○ reasonable price ○ sound quality ○ free navigation

11. The twelve year old boy lost his hearing due to a loud _____dB.

○ 85 ○ 90 ○ 100

12. The writer thinks that it is needed to develop safe _____habits.

○ competitive ○ communicative ○ listening

READING 3 (Items 13-20) **(8 marks)**

Read the text. Then complete the tasks.

In Italy during the 19th century, young Marco Astorre lived with his parents. He was deeply curious about his father's work. His father was a talented glassmaker, and Marco enjoyed watching him craft vases and windows, which were often sold to wealthy businessmen.

In 1923, at the age of sixteen, Marco left his parents' house to live with his grandmother. He became interested in the way light passed through different pieces of glass. One day, he noticed that when he held up pieces of glass to the sunlight, objects appeared larger than they were in reality. This observation made him think of his grandmother, who struggled to read because of her poor eyesight. Marco wondered if glass could help her see better and began testing the idea of making glass lenses.

In the summer of 1924, Marco started his experiments. He gathered small, round pieces of glass and shaped them into different sizes and curves. He tested each piece by holding it over his eye. Some lenses made objects appear smaller and unclear, while others made things bigger but left him feeling dizzy. After ten days, Marco managed to isolate the lenses that made objects look larger.

On day 23, he used the lenses to examine the details of paintings in his house, but the images still weren't clear. After 35 days of trial and error, Marco discovered that lenses could make objects appear smaller or larger depending on their shape and thickness. One afternoon in 1925, Marco put the lenses on his eyes and looked out the window. The view wasn't too small or too large, it was just right. He ran excitedly to his grandmother and asked her to try them. When she put them on, she was excited and said: "I can see better, Marco! I can see better."

In that moment, he was eager to share his success. He told his friend about the lenses, and when his friend tried them, he was so impressed that he told everyone he met on the street. News of Marco's lenses spread quickly throughout the town. Soon, many old people came to Marco's workshop, hoping he could help them as well.

READING 3 (continued)

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

13. Where did Marco and his family live?

_____

14. What was Marco's father's job?

_____

15. How old was Marco when he left his parents' house?

_____

16. Who did Marco want to help with his invention?

_____

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

17. Marco felt dizzy because some lenses made things look _____.

⬭ smaller ⬭ unclear ⬭ bigger

18. Marco tested the paintings with the lenses on day_____.

⬭ 10 ⬭ 23 ⬭ 35

19. His grandmother successfully tried Marco's lenses in _____.

⬭ 1923 ⬭ 1924 ⬭ 1925

20. The news of Marco's invention spread because of his _____.

⬭ friend ⬭ father ⬭ old people

READING SCORE	**20**

WRITING 1 **(5 marks)**

*Write an informative text of at least **85 words** on the following topic:*

"A country or a city you want to travel to in the summer."

*Your writing should be **clear** and **well-organised**.*

WRITING1 (continued)

Marker A	Marker B	Average

WRITING 2 **(10 marks)**

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

Situation: Imagine that you are Bader/Badria who is a grade 11 student. Your friend Sami/Samia is going to participate in an international English-speaking competition in London.

Task: Write a ***letter/*** *an* ***email*** giving him/her ideas on how to prepare for the competition and what communication skills he/she might need. *Your writing should be* ***clear*** *and* ***well-organised****.*

WRITING 2 (continued)

Marker A	Marker B	Average

WRITING SCORE	
	15

****

LISTENING 1 (7 mks)

1.	○ grade	○ behaviour	● blog
2.	○ teacher	● father	○ friend
3.	○ games	○ cars	● gardens
4.	● solar	○ electrical	○ chemical
5.	○ robots	○ students	● phones
6.	● December	○ January	○ February
7.	○ accommodation	○ transport	● flight

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

LISTENING 2 (8 mks)

Part One

8. Indonesia

9. fishing

10. four

11. 2009

Part Two

12.	● *boat*	○ *bus*	○ *car*
13.	○ sunfish	● jellyfish	○ lizard
14.	○ *birds*	○ *trees*	● *handprints*
15.	○ vegetables	○ seafood	● meat

Notes: One mark each.

Qs 8-11: (i) Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct. (ii) In general, apply the 'not more than four words'. HOWEVER, use common sense for any slightly longer, but obviously correct answers.

Qs 12-15: Responses must be indicated clearly.

VCB (2.5 mks)	GRM (2.5 mks)
1. connect **2.** harmful **3.** message **4.** repair **5.** liar	**6.** are\aren't **7.** to **8.** Do\Don't **9.** by **10.** was
Notes: Half-a-mark each. Spelling must be correct.	*Notes: Half-a-mark each. Spelling must be correct, including grammatical endings.*

GRM/ VCB (5 mks)			
11. ● who	○ which	○ where	○ how
12. ○ have	○ had	● having	○ has
13. ○ classes	● grades	○ behaviours	○ plans
14. ● tried	○ tries	○ try	○ trying
15. ○ bored	○ excited	○ amused	● scared
16. ○ its	● him	○ his	○ it
17. ○ closed	○ helped	● noticed	○ decided
18. ○ pleasure	● pressure	○ freedom	○ wisdom
19. ○ accidently	○ systematically	● definitely	○ confidently
20. ○ wasn't	○ hadn't	○ weren't	● didn't

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

READING 1 (5 mks)		
	True	**False**
1.	○	●
2.	○	●
3.	●	○
4.	●	○
5.	●	○

READING 2 (7 mks)					
6.	●	*Japanese*	○ *Americans*	○	*Koreans*
7.	○	convenience	○ activity	●	focus
8.	○	*effective*	● *noisy*	○	*clear*
9.	○	2016	● 2017	○	2018
10.	●	reasonable price	○ sound quality	○	free navigation
11.	○	*85*	● *90*	○	100
12.	○	competitive	○ communicative	●	listening

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

READING 3 (8 mks)

Task One

13. Italy

14. glassmaker\ making vase, glass and window

15. 16\sixteen years old

16. His grandmother

Task Two

17.	○	smaller	○ unclear	●	bigger
18.	○	10	● 23	○	35
19.	○	1923	○ 1924	●	1925
20.	●	friend	○ father	○	old people

Notes: One mark each.

Qs 13-16: (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 any slightly longer, but obviously correct answers.

Qs 17-20: Responses must be indicated clearly.

WRITING (GENERAL NOTES)
• *The **wording of the descriptors** in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.* • *There may be different individual ways of 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 (<u>not</u> zero) should be awarded.* • *If markers are in any doubt, they should consult with other markers and with the Table Head.*

WRITING 1 (5 mks)	
5	– 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	– 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	– 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	– 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	– 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	<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

WRITING 2 (10 mks)	
10	– Message to the intended reader(s) is very clear. – 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	– 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	– 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	– 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	– 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	*No attempt at the task:* EITHER Irrelevant (Completely unrelated to the task/ instructions) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR Complete nonsense

*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 one mark** from the content-score.*

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

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ENGLISH LANGUAGE TEST

GRADE ELEVEN 'CORE'

Academic Year -2024/ 2025
Semester One _ Second Session

Name			
School		**Class**	

Write your answers on the Test Paper	**Total Marks: 60**
Time: 2½ hours	**Pages: 14**

ELEMENT		**Marks**		**Signature with Name**	
		In Numbers	**In Words**	**First Marker**	**Second Marker**
LISTENING	**15**				
VOCABULARY/ GRAMMAR	**10**				
READING	**20**				
WRITING	**15**				
TOTAL	**60**				

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

*You are going to hear a conversation between **Ahmed and Fatima talking about their visit to Nizwa Souq.** Listen, and shade in the bubble ⬭ next to the correct option.*

1. Ahmed visited Nizwa Souq on _____.

⬭ Wednesday ⬭ Thursday ⬭ Friday

2. Ahmed went to Nizwa Souq by a _____ during the holiday.

⬭ taxi ⬭ bus ⬭ car

3. Ahmed and Fatima bought handmade _____ for their mothers.

⬭ cups ⬭ vases ⬭ plates

4. The smell of _____ attracted Fatima the most.

⬭ frankincense ⬭ saffron ⬭ coffee

5. Last year, Fatima's husband bought a Khanjar for _____Omani Rials.

⬭ 250 ⬭ 280 ⬭ 320

6. Ahmed's brother asked him to buy a _____.

⬭ kuma ⬭ dishdasha ⬭ scarf

7. Fatima bought a _____ for herself.

⬭ ring ⬭ bracelet ⬭ necklace

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

You are going to hear a radio program about ***Bamboo Island****.*

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

8. Where is Bamboo Island located? (country)

_____

9. How long does it take to reach Bamboo Island?

_____

10. When was the project completed?

_____

11. What are the main features of the beaches? (list one)

_____

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

12. Tourists enjoy _____ on Bamboo Island.

⬭ fishing ⬭ motorcycling ⬭ snorkelling

13. The island is also called the _____ Island.

⬭ Starfish ⬭ Turtle ⬭ Seashell

14. The best time to visit the island is on _____.

⬭ November ⬭ October ⬭ September

15. The only expensive food on the island is _____.

⬭ rice ⬭ seafood ⬭ meat

LISTENING SCORE	
	15

VOCABULARY (Items 1–5) **(2½ marks)**

For each item, read the definition and the example. Then complete the word in the space provided. You are given the first letter(s) of the word. Make sure your spelling is correct.

Example:	(noun) a room where food is prepared and cooked *e.g. They keep the fridge in the **kit** c h e n.*

1. (adjective) attractive and fashionable.
*e.g. Her new sunglasses made her look **co** _ _ and confident.*

2. (noun) short piece of writing about specific topic.
*e.g. My English teacher finished marking my **es** _ _ _ and I got a good grade.*

3. (verb) to state that you are annoyed about something.
*e.g. He **comp** _ _ _ _ _ _ about the bad service he got.*

4. (adjective) having sudden changes of emotions for no reason.
*e.g. He has been a little **mo _ _ _** ever since the meeting, and I think something is bothering him.*

5. (verb) to find something for the first time.
*e.g. The first diamond was **disc** _ _ _ _ _ _ in India.*

GRAMMAR (Items 6-10) **(2½ marks)**

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

6. I _____ going to have a piano lesson next week.

7. Omar saw an accident while he _____ driving his car.

8. It is almost sunny, so I do not think it _____ rain today.

9. Where _____ you go last week?

10. She is helping her mother _____ the kitchen.

GRAMMAR/VOCABULARY (Items 11–20) **(5 marks)**

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

Online blogs are digital journals **(11)**_____ websites. They are a great way **(12)**_____ people to share their ideas and connect with others. Many bloggers write **(13)**_____ their personal experiences. Blogs usually cover a variety of **(14)**_____, like travel and food. Readers often **(15)**_____ blogs for fun and inspiration. Some blogs allow comments to encourage **(16)**_____. Their popularity is growing **(17)**_____ and attracting new followers every day. Blogs offer several advantages as a **(18)**_____ communication tool. Blogging will **(19)**_____ to exist, despite the rise of social media **(20)**_____ most people use nowadays.

11.	⬭ at	⬭ as	⬭ to	⬭ or
12.	⬭ of	⬭ for	⬭ from	⬭ by
13.	⬭ about	⬭ with	⬭ under	⬭ after
14.	⬭ devices	⬭ tools	⬭ topics	⬭ forms
15.	⬭ follow	⬭ buy	⬭ spend	⬭ attract
16.	⬭ productions	⬭ decisions	⬭ discussions	⬭ operations
17.	⬭ carelessly	⬭ loudly	⬭ politely	⬭ quickly
18.	⬭ useless	⬭ silly	⬭ valuable	⬭ harmful
19.	⬭ continue	⬭ continues	⬭ continued	⬭ continuing
20.	⬭ who	⬭ which	⬭ when	⬭ why

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.

Hello students,

I am sending you this message to tell you that we will have a math test tomorrow morning at 10:00 a.m. and the history lesson will be cancelled. Please, don't forget to bring a calculator and extra pencils.

Statement	True	False
The history test will be at 10:00 a.m.	⬭	⬭

2.

Yesterday, I was at the café with my friend Humood. However, when I got home, I realised that I had accidentally left my phone there. I quickly called the café, and luckily, they had kept it safe for me.

Statement	True	False
The writer forgot his phone at the café.	⬭	⬭

3.

Sami participated in the international swimming competition in Dubai. He travelled with his coach and other Omani students. He felt proud to have won first place. His success was celebrated by his classmates and coach.

Statement	True	False
Sami went alone to Dubai.	⬭	⬭

READING 1 (continued)

4. Emily's tour of India was full of surprises. Her group got lost in the crowded streets of Delhi and missed the booked elephant show. However, they explored amazing places and enjoyed tasty street food.

Statement	True	False
Emily's tour of India went exactly as she planned.	⬭	⬭

5. Duolingo is a mobile app that helps you learn new languages such as English, Spanish and Chinese and many more. It uses fun exercises to make learning easy and enjoyable. You can use it anytime and it is free.

Statement	True	False
Duolingo allows you to learn many languages for free.	⬭	⬭

READING 2 (Items 6-12) **(7 marks)**

Read the text. Then, for each item, Shade in the bubble ⬭ next to the correct option.

In my opinion, emails are still one of the most important ways to communicate, especially for formal situations. While texting apps are faster, I think emails are better for professional communication because they are more organised.

From my point of view, one big advantage of emails is that they are professional. They are commonly used in schools, workplaces, and other formal settings to send important messages. Emails have features like subject lines, signatures, and attachments, which make them great for sharing detailed information or documents. Emails began to be used in the 1970s, but they were improved in 1971. One year later, in 1972, Ray Tomlinson sent the first email, marking an important step in the development of digital communication. It was a simple message that said "QWERTYUIOP," but it marked the beginning of a communication revolution.

Another reason why emails are useful, is that they are accessible from anywhere in the world with an internet connection. Today, there are over 4.3 billion people using email globally, and this number is expected to grow to 4.6 billion by 2025. Additionally, about 6.5 billion people check their email every day, making it one of the most used communication tools worldwide. Every day, more than 306 billion emails are sent across the globe, proving their importance in daily life for school, work, and personal use.

However, I think emails have some problems too. For example, spam emails can be annoying and waste of time. Spam emails make up approximately 45% of all emails sent, which means nearly half of our inboxes can get filled with unnecessary messages! Moreover, emails can be slow compared to instant messaging apps, which are better for quick, casual conversations or group chats. Studies show that 54% of people prefer using WhatsApp for work-related communication. Additionally, a survey found that 72% of teenagers prefer messaging apps like Snapchat and Instagram for real-time interactions.

In conclusion, I believe emails are a very important tool for communication. Their tone, organizational features, and global reach make them essential for formal situations. Using emails for official matters and chat apps for casual conversations is the best way to communicate effectively. Emails may have their challenges, but they remain an important part of modern life.

READING 2 (continued)

6. One of the biggest advantages of using emails is that they are _____.

⬭ professional ⬭ fast ⬭ informal

7. The first email was sent by Ray Tomlinson in _____.

⬭ 1970 ⬭ 1971 ⬭ 1972

8. The number of email users will increase to _____ billion by 2025.

⬭ 4.3 ⬭ 4.6 ⬭ 6.5

9. More than 306 billion emails are sent _____ around the world.

⬭ daily ⬭ monthly ⬭ yearly

10. About _____ of all emails are considered spam.

⬭ 45% ⬭ 54% ⬭ 72%

11. Compared to instant messaging apps, emails can be _____.

⬭ informal ⬭ casual ⬭ slow

12. The writer thinks that emails are _____ for communication.

⬭ useless ⬭ important ⬭ unnecessary

READING 3 (Items 13-20) **(8 marks)**

Read the text. Then complete the tasks.

Amina had always been a bright and curious student, but her journey through education was far from easy. Growing up in a small village, Amina faced many difficulties that made her path to academic success challenging. Her family lived in a modest home, and with several younger siblings to care for, Amina often had to help her parents with household tasks and looking after her brothers and sisters. Despite her love for learning, it was difficult to find time to focus on her studies.

The village school where Amina studied lacked proper facilities, and access to books and educational materials was limited. Many of her classmates were happy with passing exams, but Amina had bigger dreams. She wanted to become a doctor and help improve the healthcare system in her community. However, she knew that achieving this dream would require more than just attending classes. It meant sacrificing her free time and working harder than ever.

Every day after finishing her housework, Amina would sit by the only lamp in the house and study late into the night. Although her parents were supportive, they were concerned about her health and the stress she was placing on herself. However, Amina remained determined. She used old textbooks handed down from older students and she spent hours solving math problems and memorizing science facts. When her school did not have enough resources and books, she walked to the nearby town's library to borrow books and take notes. She had a friend named Zahra, who always supported her with her studies.

Despite her efforts, the road was still tough. Amina's first set of exams did not go as well as she hoped, and she was distressed. But instead of giving up, she used the experience as motivation. She asked for help from teachers, improved her study techniques, and worked even harder. Slowly but surely, her grades improved.

Years later, Amina's dedication paid off when she was offered scholarships to medical schools in Kuwait, Canada, and Ireland. She decided to pursue her studies in Ireland, where she believed she would succeed the most. Amina's story serves as a reminder that, no matter how challenging the journey, hard work and determination can lead to success.

READING 3 (continued)

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

13. Where did Amina grow up?

_____

14. What was Amina's dream job?

_____

15. Where did Amina get additional books and resources?

_____

16. Who always helped Amina with her studies?

_____

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

17. Amina wanted to improve the _____ in her community.

⬭ education ⬭ healthcare ⬭ library

18. Amina's parents were worried about her_____.

⬭ studies ⬭ health ⬭ grades

19. Amina had textbooks from _____.

⬭ her parents ⬭ her friends ⬭ older students

20. Amina chose to study in _____.

⬭ Kuwait ⬭ Ireland. ⬭ Canada

READING SCORE	
	20

WRITING 1 **(5 marks)**

*Write an informative text of at least **85 words** on the following topic:*

"Activities people do on the Omani National Day."

*Your writing should be **clear** and **well-organised**.*

WRITING1 (continued)

Marker A	Marker B	Average

WRITING 2 **(10 marks)**

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

Situation: Imagine that you are Bader/Badria, a grade 11 student. Your friend Sami/Samia is planning to design a school magazine for teenagers and needs your help.

Task: Write *an* ***email*** giving him/her **ideas or topics** related to teenagers that he/she can include in this magazine.

Your writing should be ***clear*** *and* ***well-organised****.*

WRITING 2 (continued)

Marker A	Marker B	Average

WRITING SCORE	
	15

****

LISTENING 1 (7 mks)

1.	○	Wednesday	○	Thursday	● Friday
2.	○	taxi	○	bus	● car
3.	○	cups	●	vases	○ plates
4.	●	frankincense	○	saffron	○ coffee
5.	○	250	●	280	○ 320
6.	●	kuma	○	dishdasha	○ scarf
7.	●	ring	○	bracelet	○ necklace

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

LISTENING 2 (8 mks)

Part One

8. Cambodia

9. 30

10. 2016

11. Soft white sand beaches, calm waters, vibrant coral reefs /or any equivalents

Part Two

12.	○	*fishing*	○	*motorcycling*	● *snorkelling*
13.	○	Starfish	●	Turtle	○ Seashell
14.	●	*November*	○	*October*	○ *September*
15.	○	rice	○	seafood	● meat

Notes: One mark each.

Qs 8-11: (i) Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct. (ii) In general, apply the 'not more than four words'. HOWEVER, use common sense for any slightly longer, but obviously correct answers.

Qs 12-15: Responses must be indicated clearly.

VCB (2.5 mks)	GRM (2.5 mks)
1. cool **2.** essay **3.** complained **4.** moody **5.** discovered	**6.** am **7.** was **8.** will **9.** did **10.** in\ at
Notes: Half-a-mark each. Spelling must be correct.	*Notes: Half-a-mark each. Spelling must be correct, including grammatical endings.*

GRM/ VCB (5 mks)			
11. ○ at	○ as	○ to	● or
12. ○ of	● for	○ from	○ by
13. ● about	○ with	○ under	○ after
14. ○ devices	○ tools	● topics	○ forms
15. ● follow	○ buy	○ spend	○ attract
16. ○ productions	○ decisions	● discussions	○ operations
17. ○ carelessly	○ loudly	○ politely	● quickly
18. ○ useless	○ silly	● valuable	○ harmful
19. ● continue	○ continues	○ continued	○ continuing
20. ○ who	● which	○ when	○ why

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

READING 1 (5 mks)			**READING 2 (7 mks)**			
	True	**False**	**6.**	● *professional*	○ fast	○ informal
1.	○	●	**7.**	○ 1970	○ 1971	● 1972
2.	●	○	**8.**	○ *4.3*	● 4.6	○ 6.5
3.	○	●	**9.**	● daily	○ monthly	○ yearly
4.	○	●	**10.**	● 45%	○ 54%	○ 72%
5.	●	○	**11.**	○ *quick*	○ casual	● slow
			12.	○ useless	● important	○ unnecessary

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

READING 3 (8 mks)			
Task One			
13.	Small village		
14.	doctor		
15.	library		
16.	zahra		
Task Two			
17.	○ *education*	● healthcare	○ library
18.	○ studies	● health	○ grades
19.	○ *her parents*	○ her friends	● older students
20.	● Irland	○ Kuwait	○ Canada

Notes: One mark each.

Qs 13-16: (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 any slightly longer, but obviously correct answers.

Qs 17-20: Responses must be indicated clearly.

WRITING (GENERAL NOTES)
• *The **wording of the descriptors** in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.* • *There may be different individual ways of 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 (<u>not</u> zero) should be awarded.* • *If markers are in any doubt, they should consult with other markers and with the Table Head.*

WRITING 1 (5 mks)	
5	– 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	– 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	– 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	– 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	– 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	<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

WRITING 2 (10 mks)	
10	– Message to the intended reader(s) is very clear. – 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	– 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	– 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	– 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	– 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	*No attempt at the task:* EITHER Irrelevant (Completely unrelated to the task/ instructions) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR Complete nonsense

*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 one mark** from the content-score.*

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

GRADE 11 'CORE'- LISTENING SCRIPT- SECOND SESSION

LISTENING 1

You are going to hear a conversation between Ahmed and Fatima talking about their visit to Nizwa Souq.

Fatima: Hi Ahmed! How was your holiday? Ah! I had a wonderful time. It just came on the right time to refresh.

Ahmed: Hi Fatma. It was wonderful. I went to Al Jabal Al Akhdhar on Wednesday and had a wonderful time in Nizwa souq on Thursday.

Fatima: Really! I was in the souq on Friday. It was an amazing experience to witness the culture and the history. But tell me first, I know you don't have a car. So how did you go to these places? Did you go by a taxi or a bus?

Ahmed: Neither of these. I actually rented a four-wheel car. It was a brand new one.

Fatima: Aha! Very well.

Ahmed: So tell me, what did you do there?

Fatima: We checked the pottery section. There were impressive designs of pots, cups, and plates. I bought plates for my wife and a vase as a souvenir for my mom. She loves pottery.

Ahmed: Oh! I bought the same for my mom too. I also went to the spicies section. I like to buy saffron. It smells very nice along with the coffee.

Fatima: indeed, but I was mostly attracted to the smell of frankincense. It was so refreshing.

Ahmed: Did you go to the silver shop. I like the way they made the khanjars. Do you know that the price is ranging from 250 Omani rials to three thousand. I bought one with 320 Omani rials.

Fatima: Wow! You know, my husband bought one last year with only 280 Omani rials.

Ahmed: Oh, he was lucky!

Fatima: Indeed he was! What about clothes, did you buy something from there like a dishdasha or a kuma?

Ahmed: Of course! My brother asked me to buy him an Omani kuma and my father told me to buy a turban.

Fatima: Very nice. I bought a scarf for my daughter.

Ahmed: What about you Fatima? Did you buy something for you?

Fatima: You know us. We like gold so I bought a ring from the gold market.. I wanted to buy a necklace or a bracelet, but they were too expensive, and I couldn't afford them.

Ahmed: That's great! I didn't have the time to visit the gold market. Ok now, back to work, any news about the upcoming conference. ***((sound goes down to close it))***

(391 *words*) (*Target length: 250-350*)

LISTENING 2
(*Listen to a talk about Bamboo Island)*

(Part One):

Bamboo Island, or Koh Russei, stands out as a paradise. It is a peaceful, charming island located in Cambodia. This isolated island offers a relaxing escape for travelers looking to relax in nature. You can reach Bamboo Island in about 30 minutes by boat from southern Cambodia. Previously, the island was used as a small outpost of the Cambodian Navy. However, the government decided to transform it into a tourist island because of the rising tourist numbers in the country. The project to develop the island was given to a company called Citystar, to build some luxury hotels and resorts, with sustaining the environment. The project was completed in 2016. The island's major features are its sandy beaches, calm waters, and vibrant coral reefs. The atmosphere remains calm, allowing tourists to truly disconnect from everyday life and enjoy the simple pleasures on the island.

(Part Two):

The island has clear waters and shallow coral reefs which allow visitors to see a variety of marine life up close, making it a fantastic place for tourists who enjoy snorkeling. However, fishing and water motorcycling are not allowed to protect the sea life on the island. Besides, for those who prefer walking on the beach, they can watch colorful starfish, sea turtles and seashells. In fact, the island is also called the 'Turtle Island' because of the huge number of turtles.

The best time to visit Bamboo Island is in November, as this time brings cooler and dry weather. Also, it is advised to avoid the wet season especially in September and October. However, Bamboo Island remains less crowded, therefore, few restaurants are available with limited dining options. Most restaurants offer seafood and vegetables with rice. Meat is expensive and not available every day.

(144 + 145 = 289 *words*) (*Target length: 300-350*)