وزارة التربية والتعليم

ENGLISH LANGUAGE TEST

GRADE ELEVEN 'CORE'

Academic Year -2025/ 2026
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 radio presenter** and **Dr. Takahashi** about **Mira Robot**. Listen, and shade in the bubble ⬭ next to the correct option.*

1. The meaning of the word Mira is _____.

⬭ star ⬭ flower ⬭ future

2. Dr. Takahashi's _____ suggested building the robot Mira.

⬭ sister ⬭ father ⬭ son

3. Dr. Takahashi started making Mira in _____.

⬭ 2020 ⬭ 2022 ⬭ 2025

4. Mira can only speak in _____ for now.

⬭ English ⬭ Japanese ⬭ Russian

5. Mira can do daily work like _____.

⬭ bringing medicine ⬭ cooking meals ⬭ driving a car

6. Mira has _____ to call doctors and family for emergency.

⬭ a sensor ⬭ a camera ⬭ an alarm

7. The main problem with Mira is the _____.

⬭ need for electricity ⬭ high cost ⬭ lack of feelings

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

You are going to hear a ***report*** *about* ***a Young Hero called Ben Fallow****.*

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

8. Where is Ben from? (country)

_____

9. Who describes Ben as curious and creative?

_____

10. What did Ben open with the help of his mother?

_____

11. Which charity benefited from Ben's donation?

_____

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

12. Ben taught his _____ how to make gardens animal friendly.

⬭ mother ⬭ friends ⬭ neighbours

13. Ben helped to protect the _____ in Ecuador.

⬭ South Downs Way ⬭ Peak District ⬭ Cloud Forest

14. In _____ Ben won "*Dr. Mary Griffin-Jones"* Award.

⬭ 2023 ⬭ 2024 ⬭ 2026

15. Now, Ben is working on a _____.

⬭ website ⬭ book ⬭ YouTube channel

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. (noun) a record of news, people's opinions, photos, and videos on the internet
*e.g. They wrote about their experiences on a **b**_ _ _.*

2. (verb) to show, make something known
*e.g. She did not want to **rev** _ _ _ her secret.*

3. (noun) a fight or disagreement between people
*e.g. There was a **conf** _ _ _ _ between two students because they wanted the same book.*

4. (adjective) able to be obtained, used, or reached
*e.g. Her new book is **avai** _ _ _ _ _ in bookstores across the world.*

5. (adjective) very beautiful or attractive
*e.g. The view from the mountain was **stu**_ _ _ _ _.*

GRAMMAR (Items 6-10) **(2½ marks)**

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

6. She _____ playing the piano now.

7. She_____ reading a book when I called her.

8. _____ you go to school yesterday?

9. The students _____ given gifts by their teacher yesterday.

10. I _____ going to visit my friend next week.

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

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

Body language is an important part of **(11)** _____. People **(12)** _____ use different gestures can send meaningful **(13)**_____ without words. Some **(14)** _____ are easy to understand, **(15)**_____ others might have different meanings depending on the country. For example, **(16)**_____ the USA, strong eye contact shows **(17)**_____ in oneself, but in Japan, it can be seen as disrespectful action. In the future, technology **(18)** _____ help us understand body language better. Virtual reality and avatars can be used to show body language during **(19)** _____ talks. This technology allows people to **(20)** _____ emotions and reactions.

11.	⬭ transition	⬭ communication	⬭ innovation	⬭ destination
12.	⬭ who	⬭ whose	⬭ how	⬭ where
13.	⬭ messages	⬭ plans	⬭ habits	⬭ devices
14.	⬭ topics	⬭ signs	⬭ forms	⬭ ideas
15.	⬭ what	⬭ as	⬭ while	⬭ when
16.	⬭ on	⬭ in	⬭ of	⬭ from
17.	⬭ confidence	⬭ privacy	⬭ influence	⬭ shyness
18.	⬭ will	⬭ is	⬭ be	⬭ was
19.	⬭ harmful	⬭ busy	⬭ online	⬭ valuable
20.	⬭ express	⬭ expressing	⬭ expressed	⬭ expresses

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. Wakan a beautiful village in Oman, has seen a rise in visitors over the years. In the first half of 2024, more than 50,000 people visited the village, enjoying its traditional mud houses and ancient irrigation system. This number reached 115,000 visitors by the end of 2024.

Statement	True	False
The number of tourists to Wakan increased by the end of 2024.	⬭	⬭

2. Many companies have invented smart water bottles to help people drink enough water each day. These bottles have sensors that flash a light to remind users to drink, and they can connect to phone apps that track water intake. As a result, many people use these bottles to stay healthy.

Statement	True	False
The smart bottles can be linked to the phone.	⬭	⬭

3. Many teenagers around the world are influenced by Western culture. A recent study found that Western music, fashion, and movies affect young people's lives. For example, around 35% of teens enjoy Western pop music, and about 25% follow Western fashion trends.

Statement	True	False
Around 35% of teenagers are affected by Western fashion.	⬭	⬭

READING 1 (continued)

4. Elephants communicate using sounds, body language, and touch. They rumble to call others, flap ears to show anger, and use their trunks to comfort or greet. A loud call can show excitement. These signals help elephants stay safe, show feelings, and stay close to their family.

Statement	True	False
Elephants flap their ears to greet.	⬭	⬭

5. Dear Dad,

I understand that you want me to become a doctor because you believe it is a safe and strong career. But I really want to study art. It is something I care about, and I believe I can do well in it. I hope we can talk again and try to understand each other better.

Love,
Sami

Statement	True	False
Sami's father wants him to study art.	⬭	⬭

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

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

Virtual tourism is a modern way to explore the world without leaving your home. It does not require a plane or a car to visit a place. Instead, it uses technology such as virtual reality (VR), 360-degree videos, and online tours. Virtual tourism is very helpful in many situations, but it also has some clear disadvantages.

One of the main advantages is accessibility. Many people think that only strong, healthy people can travel, but virtual tourism makes it possible for those who are sick, old, or do not have enough money to travel as well and enjoy visiting places like the Eiffel Tower in France or the Great Wall of China. It is also cheaper than traditional travel because there are no costs for flights, hotels, or food.

Another benefit is that virtual tourism is better for the environment. Tourism causes about 8% of global carbon emissions, mostly from planes and cars. Since virtual travel does not require flying or driving, it creates much less pollution. For example, Costa Rica now offers virtual rainforest tours to teach people about nature and climate change. Virtual tourism is also very flexible, letting people visit places anytime, without problems like weather or time zones.

However, virtual tourism cannot replace real travel. You cannot try local food, enjoy the atmosphere, or meet new people. A 2023 survey found that 62% of tourists think food and meeting people are very important. In addition, good virtual tours need expensive devices and fast internet, which are not reachable everywhere. Some users also feel eyestrain or motion sickness — about 15% according to a 2022 study.

Many countries and museums already offer virtual tours. In 2021, the British Museum in London launched free online visits. In Thailand, the Tourism Authority created a VR app to show beaches and temples. Google Arts and Culture also lets users explore famous museums like the Louvre in Paris and the Uffizi Gallery in Italy. Moreover, Virtual tourism is growing fast. According to Grand View Research, the market was worth about 6.5 billion US dollars in 2023. Experts expect it to reach over 30 billion dollars by 2030.

In conclusion, virtual tourism is expanding quickly and offers convenient access to global attractions. However, it still cannot replace the authentic cultural experiences and personal connections of real travel.

READING 2 (continued)

6. Virtual tourism mainly uses_____ to visit the places.

○ planes ○ cars ○ online tours

7. Virtual Tourism is more useful for_____ people.

○ strong ○ sick ○ healthy

8. The cost of virtual tours is generally considered_____.

○ expensive ○ cheap ○ free

9. currently, _____ plans virtual rainforest tours to teach about climate change.

○ Costa Rica ○ China ○ France

10. About _____ of tourists believe it is important to try local food when travelling.

○ 8% ○ 15% ○ 62%

11. In 2021, the _____ museum offered free online visits.

○ British ○ Louvre ○ Uffizi

12. The writer thinks that virtual travel _____ real travel.

○ is better than ○ can replace ○ cannot fully replace

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

Read the text. Then complete the tasks.

Juliane and her parents lived in Peru, a country in South America. In the summer of 1971, Juliane, who was 17 years old, took a flight from Lima, the capital city, to Pucallpa, a town in the rainforest. She was going to visit her father, who was working there as a biologist.

Sadly, the plane never arrived in Pucallpa. During the flight, the plane flew into a big storm. Unfortunately, it crashed into the rainforest and fell more than 3,000 metres. Juliane was still sitting in her seat when it hit the ground. She survived the fall, which was almost a miracle.

Juliane was injured. She had a broken bone in her neck and many cuts on her arms. She had lost one shoe and her glasses, but she could still walk. First, she tried to find other people who might be alive, but she did not see anyone. Then she looked for food. She was lucky to find a small bag of sweets that had fallen from the plane. That was the only food she had. She was happy to find a river, so she could drink clean water.

Juliane's father had taught her how to survive in the rainforest. He had worked there for many years and had shared his knowledge with her. Juliane remembered that following a river could lead to people, so she started walking along a small river.

For nine days, Juliane walked and sometimes swam. She had no shoes and was very tired. Her injuries got worse, and insects bit her skin. However, she did not give up. Finally, she found a small wooden house near the river. She knocked on the door, but no one was there. She walked around the house and saw a small boat. She could not take it because of her injuries, so she decided to wait until somebody came to help her.

A few hours later, the owners of the house returned. They were surprised to see her and quickly helped her. The next day, they took her to a village by boat. From there, Juliane flew to a hospital in Pucallpa. Everyone was amazed that she had survived. Her family was very happy and thankful to see her again.

READING 3 (continued)

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

13. Where did Juliane live? (country)

_____

14. Why did the plane fall?

_____

15. What was the food she found?

_____

16. Where did she get water?

_____

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

17. Juliane knew that following a river could help her to find _____.

⬭ water ⬭ people ⬭ boat

18. Juliane spent _____ days in the rainforest.

⬭ 4 ⬭ 7 ⬭ 9

19. Juliane did not take the boat because _____.

⬭ she was injured ⬭ she did not like it ⬭ it was damaged

20. She arrived at the hospital by a _____.

⬭ boat ⬭ car ⬭ plane

READING SCORE	**20**

WRITING 1 **(5 marks)**

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

"Dangers of mobile phones on teenagers"

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

WRITING1 (continued)

Marker A	Marker B	Average

WRITING 2 **(10 marks)**

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

Situation: You are **Amal/Ahmed**. Your friend is doing a project about inventions and she/he asks you for ideas.

Task: Write a ***letter/*** *an* ***email*** to your friend **Sameera/Sameer** telling her/him about an invention that you find very useful.

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

WRITING 2 (continued)

Marker A	Marker B	Average

WRITING SCORE	
	15

****

LISTENING 1 (7 mks)

1.	○	star	○	flower	●	future
2.	○	father	○	sister	●	son
3.	○	2020	●	2022	○	2025
4.	●	English	○	Japanese	○	Russian
5.	●	bringing medicine	○	cooking meals	○	driving a car
6.	○	a sensor	○	a camera	●	an alarm
7.	○	need for electricity	●	high cost	○	lack of feelings

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

LISTENING 2 (8 mks)

Part One

8. England

9. (His) teachers

10. Online store/shop

11. Action for Nature

Part Two

12.	○	mother	○	friends	●	neighbours
13.	○	South Downs Way	○	Peak District	●	Cloud Forest
14.	○	2023	●	2024	○	2025
15.	○	website	●	book	○	YouTube channel

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. b**log** **2.** rev**eal** **3.** conf**lict** **4.** avai**lable** **5.** stu**nning**	**6.** is **7.** was **8.** Did **9.** were **10.** will
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.	○ transition	● communication	○ innovation	○ destination
12.	● who	○ whose	○ how	○ where
13.	● messages	○ plans	○ habits	○ devices
14.	○ topics	● signs	○ forms	○ ideas
15.	○ what	○ as	● while	○ when
16.	○ on	● in	○ of	○ from
17.	● confidence	○ privacy	○ influence	○ shyness
18.	● will	○ is	○ be	○ was
19.	○ harmful	○ busy	● online	○ valuable
20.	● express	○ expressing	○ expressed	○ expresses

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.	○ planes	○ cars	● online tours
7.	○ Strong	● sick	○ healthy
8.	○ expensive	● cheap	○ free
9.	● Costa Rica	○ China	○ France
10.	○ 8%	○ 15%	● 62%
11.	● British	○ Louvre	○ Uffizi
12.	○ is better than	○ can replace	● cannot fully replace

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

READING 3 (8 mks)

Task One

13. Peru

14. (because of a) storm / big storm / weather conditions

15. sweets

16. (a small) river

Task Two

17.	○ water	● people	○ boat
18.	○ 4	○ 7	● 9
19.	● she was injured	○ She did not like it	○ it was damaged
20.	○ boat	○ car	● plane

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.

ARRIVING AT FINAL SCORES

LST1/ RDG2: In these two sections, all student responses are of the objectively-marked, right-or-wrong type. So, there should never be any discrepancies in the marks awarded.

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

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

In such cases, there are two possible procedures:

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

CALCULATION OF AVERAGES:

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

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

وزارة التعليم

ENGLISH LANGUAGE TEST

GRADE ELEVEN 'CORE'

Academic Year -2025/ 2026
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 Laila** talking about **summer holiday**. Listen, and shade in the bubble ⬭ next to the correct option.*

1. Laila went to _____ for her summer holiday.

⬭ Jakarta ⬭ Bali ⬭ Lombok

2. Laila did not _____ in her holiday.

⬭ go shopping ⬭ visit temples ⬭ go snorkeling

3. Laila paid the airport taxi driver _____ Omani rials.

⬭ 4 ⬭ 5 ⬭ 20

4. For most of the trip, Laila travelled by a _____.

⬭ taxi ⬭ bus ⬭ private car

5. Laila cancelled hiking activity because the weather was _____.

⬭ sunny ⬭ windy ⬭ rainy

6. Laila liked the place because of the _____.

⬭ beaches ⬭ malls ⬭ food

7. Ahmed is going to visit Indonesia next _____.

⬭ summer ⬭ week ⬭ month

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

You are going to hear a talk about ***the Shoe House****.*

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

8. Where is the shoe house located? (country)

_____

9. When was the shoe house built?

_____

10. How long did the building of the house take?

_____

11. How much did people pay for staying in the house?

_____

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

12. The shoe house has _____ bedrooms.

⬭ two ⬭ three ⬭ four

13. The toe area of the shoe house contains the _____.

⬭ living room ⬭ kitchen ⬭ bedrooms

14 Between 1950s and 1960s, the house was turned into _____.

⬭ a hotel ⬭ an ice-cream shop ⬭ a museum

15. Today, visitors can _____ inside the house.

⬭ rent rooms ⬭ take photos ⬭ explore history

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. (noun) a hill made of sand.

*e.g. The children ran down the sand **du** _ _ in the desert.*

2. (adjective) not working correctly.

*e.g. The new phone was **fa** _ _ _ _ ,so we returned it to the shop.*

3. (verb) to correct errors in a piece of writing.

*e.g. He wants to **ed** _ _ his story before he submits it to the teacher.*

4. (verb) to move information from the internet to a computer.

*e.g. I want to **dow** _ _ _ _ _ a new game on my laptop.*

5. (verb) to join or be joined with something else.

*e.g. Technology helps us to **con** _ _ _ _ with people across the world.*

GRAMMAR (Items 6-10) **(2½ marks)**

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

6. Where _____ Salim go yesterday?

7. They _____sleeping now.

8. The room was cleaned _____ Amna yesterday.

9. We _____ walking to school, when it started raining.

10. _____ you come to the party next Friday?

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

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

Yesterday, Salma decided to **(11)** _____ in the city streets. She felt **(12)** _____ was following her. She turned and saw a man looking **(13)** _____her. She was **(14)** _____ of the man, so she started to run. The man started walking faster. Salma asked an old woman who **(15)** _____ fruits for help. However, the woman **(16)** _____ understand her words or the **(17)** _____ of her hands. When the man arrived, he gave Salma her handbag **(18)** _____ she had dropped before. Salma thanked **(19)** _____. She will never **(20)** _____ this story.

11.	⬭ interrogate	⬭ encounter	⬭ wander	⬭ repair
12.	⬭ anything	⬭ someone	⬭ everywhere	⬭ anyone
13.	⬭ on	⬭ in	⬭ to	⬭ at
14.	⬭ suspicious	⬭ selfish	⬭ critical	⬭ confused
15.	⬭ sell	⬭ selling	⬭ was selling	⬭ was sold
16.	⬭ wasn't	⬭ doesn't	⬭ couldn't	⬭ isn't
17.	⬭ gestures	⬭ adventures	⬭ transitions	⬭ pressures
18.	⬭ who	⬭ which	⬭ when	⬭ where
19.	⬭ them	⬭ it	⬭ her	⬭ him
20.	⬭ forgot	⬭ forget	⬭ forgetting	⬭ forgotten

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 Eliza,

I think my reading and listening skills are alright for my level, but I'm worried about my speaking. I don't feel very relaxed when I speak English and I want to improve. Do you have any ideas?

Maha

Statement	True	False
Maha is anxious about her speaking skill.	⬭	⬭

2.

I'm studying in London. While I'm here, I'm writing a blog to keep my friends and family at home up to date. Most of my friends use Facebook, but I prefer writing a blog. It is easy to do, and it is quicker than writing 50 emails.

Statement	True	False
The writer likes writing blogs than using Facebook.	⬭	⬭

3.

In 1974, local farmers were digging in Xi'an, a city in China. They were looking for water, but instead they found a soldier made of mud. Fortunately, the farmers stopped digging before they damaged anything.

Statement	True	False
Farmers were digging to search for soldiers.	⬭	⬭

READING 1 (continued)

4. Many teenagers today spend several hours a day on their phones. They use them for chatting, watching videos, and playing games. Some schools now teach students how to manage screen time and focus better.

Statement	True	False
Teenagers use their phones only for schoolwork.	⬭	⬭

5. Many people enjoy shopping online because it is easy and fast. You can buy clothes, books, or electronics from home. Some websites offer free delivery, but others charge extra money depending on your location or order size.

Statement	True	False
All websites offer free delivery for online shopping.	⬭	⬭

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

Read the text about the effect of AI on teenagers. Then, for each item, shade in the bubble ⬭ next to the correct option.

Artificial Intelligence (AI) is part of teenagers' daily lives. Teenagers' use of AI has grown from 60% in 2024 to 85% today. They use AI tools like ChatGPT, Snapchat My AI, and Google Bard to help with homework, write messages, or even talk when they feel lonely. A survey showed that teenagers use ChatGPT more than the other AI tools, followed by Snapchat My AI and Google Bard.

AI has many negative effects on teenagers. First, AI affects teenagers' use of formal language, especially at schools. In fact, 62% of teenagers talk to AI, 48% use AI to help with reading, and 57% use it for writing. Teachers reported that students have become nervous to speak in presentations or group discussions, and they are unable to understand reading texts. However, writing skill is affected the most. Students' essays are becoming shorter and full of grammar mistakes and spelling errors.

Another problem is that AI affects teenagers' social life. Teenagers use AI tools as a "digital friend". They tell them their secrets or ask them for personal advice. In fact, new AI tools, like Replika, are designed to offer emotional support to their users. Teens prefer talking to AI over family members or friends because AI makes teenagers feel important and that they are always right in everything they do. However, this makes teenagers spend less time with family and friends and leads to loneliness and depression.

Another problem is non-verbal communication. Teenagers who spend a long time talking to an app forget how to use body language such as eye contact or facial expressions. They also do not understand when someone is upset or not interested in a conversation. As a result, they may seem impolite when they talk to other people.

Finally, AI affects teenagers' thinking abilities. AI provides teenagers with solutions for their problems. Teenagers also ask AI to make choices for them like what to wear, what to say, or even how to feel. Studies show that boys are more active in this area. This can limit teenagers' problem-solving and independent- thinking abilities.

In conclusion, AI can be helpful, but it also causes serious problems. Teenagers should use AI carefully to live a happy and healthy life.

READING 2 (continued)

6. Nowadays, teenagers' use of AI has increased to _____%.

○ 60 ○ 62 ○ 85

7. The most popular AI tool among teenagers is _____.

○ ChatGPT ○ Snapchat My AI ○ Google Bard

8. The use of AI affects students'_____ skill more than the other skills.

○ speaking ○ reading ○ writing

9. Replika is created to provide support for its users' _____.

○ language ○ emotions ○ thinking

10. Teenagers prefer chatting with AI tools because they make them feel _____.

○ important ○ lonely ○ depressed

11. Misunderstanding body language makes teens seem_____ when talking.

○ nervous ○ impolite ○ upset

12. Boys use AI to choose things _____girls.

○ more than ○ as much as ○ less than

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

Read the text. Then complete the tasks.

Jessica Watson was born in Australia in 1993. During her childhood, she lived with her family on a cruise ship. Her family enjoys adventures and sailing. Jessica sailed with her family along the coast of Australia for the first time when she was twelve. When Jessica became a teenager, her family moved to live into a house, but Jessica's love for the sea remained very strong. Her dream was to become a sailor and to explore the world.

At the age of fourteen, Jessica wanted to sail around the world alone and without help. Her parents were worried at first, but later they supported her. Jessica spent two years preparing for the journey, learning how to fix sails, repair equipment, and survive in storms.

When Jessica was sixteen years old, she began her trip on her small pink boat, *Ella's Pink Lady*. At first, she felt nervous and lonely, but she was also excited to follow her dream. During the trip, she did not have any problems with food or water, as she had enough dried food and a machine that could turn sea water into drinking water. Jessica spent her time cooking meals, cleaning the boat and sailing. In her free time, she loved watching dolphins and whales, reading book and looking at the stars.

Jessica travelled thousands of miles across dangerous oceans. While her sailing in the Pacific and Indian Oceans was calm, her journey through the Atlantic Ocean was difficult because of strong winds and big waves**.** Her biggest challenge was feeling alone. She missed her family, friends and her teenage life. She kept a diary to express her feelings and she used a satellite phone to send emails to her family.

After 210 days, Jessica finally returned to Sydney. She was still only sixteen, but hundreds of people waited for her at the port. She received many awards including the Spirit of Sport Award in 2010, the Order of Australia Medal in 2012 and the Australian Sailing Hall of Fame in 2022. Jessica's story shows that even a teenager can do special things in life. All they need is courage and well-preparation.

READING 3 (continued)

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

13. Where is Jessica from? (country)

_____

14. Where did Jessica live in her childhood?

_____

15. How long did she take preparing for the trip?

_____

16. What did she eat during her trip?

_____

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

17. She enjoyed _____ during her free time.

⬭ cleaning the boat ⬭ cooking meals ⬭ watching dolphins

18. She faced difficulties while sailing in the _____ocean.

⬭ Pacific ⬭ Indian ⬭ Atlantic

19. She took _____ days to complete her trip.

⬭ 100 ⬭ 210 ⬭ 1000

20. She won the Order of Australia Medal in _____.

⬭ 2010 ⬭ 2012 ⬭ 2020

READING SCORE	**20**

WRITING 1 **(5 marks)**

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

"Useful activities teenagers can do in their free time"

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

WRITING1 (continued)

Marker A	Marker B	Average

WRITING 2 **(10 marks)**

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

Situation: You are **Amal/Ahmed**. You have a problem with a classmate at school.

Task: Write a ***letter/*** *an* ***email*** to your friend **Sameera/Sameer** telling her/him about your problem, its effect on you, and how you try to solve it.

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

WRITING 2 (continued)

Marker A	Marker B	Average

WRITING SCORE	
	15

****

LISTENING 1 (7 mks)

1.	○	Jakarta	●	Bali	○	Lombok
2.	●	go shopping	○	visit temples	○	go snorkelling
3.	○	4	○	5	●	20
4.	○	taxi	○	bus	●	private car
5.	○	sunny	○	windy	●	rainy
6.	●	beaches	○	malls	○	food
7.	○	summer	○	week	●	month

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

LISTENING 2 (8 mks)

Part One

8. the USA / America

9. 1948

10. (a / one) year / 12 months

11. Free/ no money/ nothing/ don't pay

Part Two

12.	○	two	●	three	○	four
13.	●	living room	○	kitchen	○	bedrooms
14.	○	a hotel	●	an ice-cream shop	○	a museum
15.	○	rent rooms	○	take photos	●	explore history

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. dune **2. faulty** **3. edit** **4. download** **5. connect**	**6. did** **7. are** **8. by** **9. were** **10. am**
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.	○ interrogate	○ encounter	● wander	○ repair
12.	○ anything	● someone	○ everywhere	○ anyone
13.	○ on	○ in	○ to	● at
14.	● suspicious	○ selfish	○ critical	○ confused
15.	○ sell	○ selling	● was selling	○ was sold
16.	○ wasn't	○ doesn't	● couldn't	○ isn't
17.	● gestures	○ adventures	○ transitions	○ pressures
18.	○ who	● which	○ when	○ where
19.	○ them	○ it	○ her	● him
20.	○ forgot	● forget	○ forgetting	○ forgotten

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.	○	60	○	62	● 85
7.	●	ChatGPT	○	Snapchat My AI	○ Google Bard
8.	○	speaking	○	reading	● writing
9.	○	language	●	emotions	○ thinking
10.	●	important	○	lonely	● depressed
11.	○	nervous	●	impolite	○ upset
12.	●	more than	○	as much as	○ less than

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

READING 3 (8 mks)

Task One

13. Australia

14. on a cruise

15. two years

16. dried food

Task Two

17.	○	cleaning the boat	○	cooking meals	● watching dolphins
18.	○	Pacific	○	Indian	● Atlantic
19.	○	*100*	●	*210*	○ *1000*
20.	○	2010	●	2012	○ 2020

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.

ARRIVING AT FINAL SCORES

LST1/ RDG2: In these two sections, all student responses are of the objectively-marked, right-or-wrong type. So, there should never be any discrepancies in the marks awarded.

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

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

In such cases, there are two possible procedures:

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

CALCULATION OF AVERAGES:

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

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

وزارة التعليم

ENGLISH LANGUAGE TEST

GRADE ELEVEN "CORE"

Academic Year -2025/2026

RESIT

Notice:	**Number of pages: 14**	**Time: 2½ hours**
	Write your answers on the Test Paper	

Important Instructions:

- **Write your full name, class, and school name in the space provided.**
- **Read the questions carefully before starting your answers.**
- **Write in a blue or black pen only.**
- **Shade in the bubbles with pencil.**

Name			
School		**Class**	**11/_____**

ELEMENT		**Marks**		**Signature with Name**	
		In Numbers	**In Words**	**First Marker**	**Second Marker**
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 **Ahmed and Laila** talking about **summer holiday**. Listen, and shade in the bubble ⬭ next to the correct option.*

1. Laila went to _____ for her summer holiday.

⬭ Jakarta ⬭ Bali ⬭ Lombok

2. Laila did not _____ in her holiday.

⬭ go shopping ⬭ visit temples ⬭ go snorkeling

3. Laila paid the airport taxi driver _____ Omani rials.

⬭ 4 ⬭ 5 ⬭ 20

4. For most of the trip, Laila travelled by a _____.

⬭ taxi ⬭ bus ⬭ private car

5. Laila cancelled hiking activity because the weather was _____.

⬭ sunny ⬭ windy ⬭ rainy

6. Laila liked the place because of the _____.

⬭ beaches ⬭ malls ⬭ food

7. Ahmed is going to visit Indonesia next _____.

⬭ summer ⬭ week ⬭ month

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

You are going to hear a text about a famous writer, ***Lewis Carrol.***

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

8. Where was Louis Braille born? (country)

_____

9. How old was he when he became blind?

_____

10. Who supported him during his childhood?

_____

11. When did he join the Royal Institute for Blind Youth?

_____

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

12. Braille's idea for the invention came from a system used for _____.

⬭ students ⬭ soldiers ⬭ teachers

13. In a Braille cell there are _____ dots.

⬭ two ⬭ three ⬭ six

14. His first book was published in _____.

⬭ English ⬭ French ⬭ Spanish

15. The students liked Braille's system because it _____.

⬭ was faster and easier ⬭ looked like normal writing ⬭ spread fast worldwide

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. (noun) a hill made of sand

*e.g. The children ran down the sand **du** _ _ in the desert.*

2. (adjective) not working correctly

*e.g. The new phone was **fa** _ _ _ _ ,so we returned it to the shop.*

3. (verb) to correct errors in a piece of writing

*e.g. He wants to **ed** _ _ his story before he submits it to the teacher.*

4. (verb) to move information from the internet to a computer

*e.g. I want to **dow** _ _ _ _ _ a new game on my laptop.*

5. (verb) to join or be joined with something else

*e.g. Technology helps us to **con** _ _ _ _ with people across the world.*

GRAMMAR (Items 6-10) **(2½ marks)**

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

6. Where _____ Salim go yesterday?

7. They _____sleeping now.

8. The room was cleaned _____ Amna yesterday.

9. We _____ walking to school, when it started raining.

10. _____ you come to the party next Friday?

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

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

Last night, I (11) _____ a documentary about athletes. It shows how they (12) _____with courage to become (13) _____. Our English teacher (14) _____ this documentary because she wanted to (15) _____the value of hard work. The film has (16) _____ been released recently, and it shows in detail how national (17) _____, filled with music and flags make success more (18) _____ for both the athletes and the audience. It was (19) _____ best sports story we had ever seen, reminding us that we (20) _____ respect effort and success.

11.	⬭ watch	⬭ watched	⬭ watching	⬭ watches
12.	⬭ flock	⬭ review	⬭ compete	⬭ propose
13.	⬭ groom	⬭ speech	⬭ champions	⬭ corpse
14.	⬭ recommended	⬭ alleviated	⬭ directed	⬭ visited
15.	⬭ alleviate	⬭ affirm	⬭ sail	⬭ volunteer
16.	⬭ yet	⬭ just	⬭ since	⬭ for
17.	⬭ tragedy	⬭ disorder	⬭ litter	⬭ celebrations
18.	⬭ memorable	⬭ equestrian	⬭ maritime	⬭ confusing
19.	⬭ more	⬭ the	⬭ than	⬭ most
20.	⬭ have	⬭ need	⬭ should	⬭ has

GRM/VCB SCORE

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 Eliza,

I think my reading and listening skills are alright for my level, but I'm worried about my speaking. I don't feel very relaxed when I speak English and I want to improve. Do you have any ideas?

Maha

Statement	True	False
Maha is anxious about her speaking skill.	⬭	⬭

2.

I'm studying in London. While I'm here, I'm writing a blog to keep my friends and family at home up to date. Most of my friends use Facebook, but I prefer writing a blog. It is easy to do, and it is quicker than writing 50 emails.

Statement	True	False
The writer likes writing blogs than using Facebook.	⬭	⬭

3.

In 1974, local farmers were digging in Xi'an, a city in China. They were looking for water, but instead they found a soldier made of mud. Fortunately, the farmers stopped digging before they damaged anything.

Statement	True	False
Farmers were digging to search for soldiers.	⬭	⬭

READING 1 (continued)

4. The age at which people can start working differs from country to country, depending on the education system. In the US, people can do part-time work at the age of 14. In Bangladesh, the minimum working age is 12, while in many European countries, it is 15.

Statement	True	False
In Bangladesh people can work at age of 12.	⬭	⬭

5. In 2023, Ringling and Bailey Circus returned with new rules. The famous American circus no longer features wild animals, focusing instead on human talent such as acrobats, jugglers, and clowns to entertain audiences worldwide.

Statement	True	False
In 2023, the Ringling and Bailey Circus reopened with wild animals.	⬭	⬭

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

Read the text about the effect of AI on teenagers. Then, for each item, shade in the bubble ⬭ next to the correct option.

Artificial Intelligence (AI) is part of teenagers' daily lives. Teenagers' use of AI has grown from 60% in 2024 to 85% today. They use AI tools like ChatGPT, Snapchat My AI, and Google Bard to help with homework, write messages, or even talk when they feel lonely. A survey showed that teenagers use ChatGPT more than the other AI tools, followed by Snapchat My AI and Google Bard.

AI has many negative effects on teenagers. First, AI affects teenagers' use of formal language, especially at schools. In fact, 62% of teenagers talk to AI, 48% use AI to help with reading, and 57% use it for writing. Teachers reported that students have become nervous to speak in presentations or group discussions, and they are unable to understand reading texts. However, writing skill is affected the most. Students' essays are becoming shorter and full of grammar mistakes and spelling errors.

Another problem is that AI affects teenagers' social life. Teenagers use AI tools as a "digital friend". They tell them their secrets or ask them for personal advice. In fact, new AI tools, like Replika, are designed to offer emotional support to their users. Teens prefer talking to AI over family members or friends because AI makes teenagers feel important and that they are always right in everything they do. However, this makes teenagers spend less time with family and friends and leads to loneliness and depression.

Another problem is non-verbal communication. Teenagers who spend a long time talking to an app forget how to use body language such as eye contact or facial expressions. They also do not understand when someone is upset or not interested in a conversation. As a result, they may seem impolite when they talk to other people.

Finally, AI affects teenagers' thinking abilities. AI provides teenagers with solutions for their problems. Teenagers also ask AI to make choices for them like what to wear, what to say, or even how to feel. Studies show that boys are more active in this area. This can limit teenagers' problem-solving and independent- thinking abilities.

In conclusion, AI can be helpful, but it also causes serious problems. Teenagers should use AI carefully to live a happy and healthy life.

READING 2 (continued)

6. Nowadays, teenagers' use of AI has increased to _____%.

⬭ 60 ⬭ 62 ⬭ 85

7. The most popular AI tool among teenagers is _____.

⬭ ChatGPT ⬭ Snapchat My AI ⬭ Google Bard

8. The use of AI affects students'_____ skill more than the other skills.

⬭ speaking ⬭ reading ⬭ writing

9. Replika is created to provide support for its users' _____.

⬭ language ⬭ emotions ⬭ thinking

10. Teenagers prefer chatting with AI tools because they make them feel _____.

⬭ important ⬭ lonely ⬭ depressed

11. Misunderstanding body language makes teens seem_____ when talking.

⬭ nervous ⬭ impolite ⬭ upset

12. Boys use AI to choose things _____girls.

⬭ more than ⬭ as much as ⬭ less than

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

Read the text about The Walker. Then complete the tasks.

Right now, somewhere in the world, Tom Turcich is walking. He started his journey in April 2015 with the intention of walking across all seven continents.

Tom made the decision to travel the world after his close friend's death at the age of 17. This tragedy encouraged him to make the most of his own life. He spent the next few years finishing college and working to save money, and in 2015, he finally quit his job as a photographer, packed a few belongings, and set off on foot from his home in New Jersey. His father was initially concerned about the long and challenging journey, but he later became one of Tom's biggest supporters.

He took a route south through the USA, Central America, and down the west coast of South America. After that, he traveled by ship to Antarctica and Europe, and he is currently walking across North Africa. From there, he plans to hike east through Asia and Australia. He will then fly to the west coast of the USA and cross the country on foot, returning to his final destination—his home in New Jersey.

Tom isn't walking alone. He adopted a dog named Savannah from an animal shelter in Texas. At first, he thought having a dog would provide protection, but the two soon became perfect travel companions. He expected difficulties when crossing borders with a dog, but he obtained the necessary health certificate proving that Savannah was free of disease.

Tom usually walks about 38 kilometers a day, burning around 5,000 calories. He has encountered several challenges along the way, such as crossing the mountains and volcanoes of Guatemala, which were so steep that he could only manage about 10 miles per day. He carries only a tent, a sleeping bag, and a few basic supplies, transporting them in a baby stroller, which he found requires less effort than carrying a backpack. He has worn out several pairs of hiking boots, each lasting about 800 kilometers. Tom has an arrangement with a shoe store manager who sends him new shoes whenever he needs them.

Tom keeps a blog where he documents his travels and shares the photographs he has taken along the way. He hopes that after returning to New Jersey, he will be able to work as a travel writer .

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

13. What is Tom's intention?

_____

14. How old was his friend when he died?

_____

15. Where is Tom from?

_____

16. How did he travel to Europe?

_____

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

17. Tom is now walking in _____.

⬭ Antarctic ⬭ North Africa ⬭ Europe

18. Tom's travelling companion is his _____.

⬭ dog ⬭ friend ⬭ father

19. Tom puts the tent and his supplies in a _____.

⬭ baby carriage ⬭ backpack ⬭ bag

20. After returning to New Jersey Tom hopes to work as a _____.

⬭ manager ⬭ writer ⬭ photographer

READING SCORE	
	20

WRITING 1 **(5 marks)**

*Complete the following task. Write **at least 85 words**.*

***Situation**: You are **Amal/Ahmed**. You have a problem with a classmate at school.*

Task**:* Write *an **email to your friend **Sameera/Sameer** telling her/him about your problem, its effect on you, and how you try to solve it.

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

WRITING1 (continued)

Marker A	Marker B	Average

WRITING 2 **(10 marks)**

*Complete the following task. Write at least **100 words**. Write a story about:*

"A memorable event in your life."

- What happened?
- When did it happen?
- Who was with you?
- What did you do?

*Your writing should be **clear** and **well organized**.*

WRITING 2 (continued)

Marker A	Marker B	Average

WRITING SCORE	
	15

وزارة التعليم

English Language Test- Marking Guide

Grade Eleven "Core"

Academic Year -2025/2026

Resit

Notice:	• **Number of Pages: 7**	• **Total Marks: 60**

LISTENING 1 (7 mks)						
1.	○	Jakarta	●	Bali	○	Lombok
2.	●	go shopping	○	visit temples	○	go snorkelling
3.	○	4	○	5	●	20
4.	○	taxi	○	bus	●	private car
5.	○	sunny	○	windy	●	rainy
6.	●	beaches	○	malls	○	food
7.	○	summer	○	week	●	month

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

LISTENING 2 (8 mks)			
Part One			
8. France			
9. Five/ 5 (years old)			
10. His parents / mother and father			
11. 1820/eighteen twenty			
Part Two			
12. ○ students	● soldiers	○ teachers	
13. ○ two	○ three	● six	
14. ○ English	● French	○ Spanish	
15. ● was faster and easier	○ looked like normal writing	○ spread fast worldwide	
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. dune	**6. did**
2. faulty	**7. are**
3. edit	**8. by**
4. download	**9. were**
5. connect	**10. Will**
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.	○	watch	●	watched	○	watching	○	watches
12.	○	flock	○	review	●	compete	○	propose
13.	○	groom	○	speech	●	champions	○	corpse
14.	●	recommended	○	alleviated	○	directed	○	visited
15.	○	alleviate	●	affirm	○	sail	○	volunteer
16.	○	yet	●	just	○	since	○	for
17.	○	tragedy	○	disorder	○	litter	●	celebrations
18.	●	memorable	○	equestrian	○	maritime	○	confusing
19.	○	more	●	the	○	than	○	most
20.	○	have	○	need	●	should	○	has

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.	○	60	○	62	●	85
7.	●	ChatGPT	○	Snapchat My AI	○	Google Bard
8.	○	speaking	○	reading	●	writing
9.	○	language	●	emotions	○	thinking
10.	●	important	○	lonely	○	depressed
11.	○	nervous	●	impolite	○	upset
12.	●	more than	○	as much as	○	less than

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

READING 3 (8 mks)			
13.	to walk across all continents		
14.	17 years old/seventeen		
15.	New Jersey		
16.	through a ship		
17.	○ Antarctic	● North Africa	○ Europe
18.	● dog	○ friend	○ father
19.	● baby carriage	○ backpack	○ bag
20.	○ manager	● writer	○ photographer

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 (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)	
5	– 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.
4	– 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.
3	– 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.
2	– 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.
1	– 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.

WRITING 2 (10 mks)	
10	– 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	-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	– 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	– 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	-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	No attempt at the task: EITHER Irrelevant (Completely unrelated to the pictures/ task/ instructions) OR Hardly any writing at all, or not written in English OR Completely nonsense.

ARRIVING AT FINAL SCORES

LST2/ RDG3: In these two sections, all student responses are of the objectively-marked, right-or-wrong type. So, there should never be any discrepancies in the marks awarded.

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

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

In such cases, there are two possible procedures:

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

CALCULATION OF AVERAGES:

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

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