



I. Reading



Text 1

Read the following text and answer the questions below.

- Paragraph 1 Olive oil offers a wide range of benefits to your hair, skin and nails. It is a cleansing ingredient that also leaves **protective** barriers on your skin to fight environmental damage. Olive oil soap is ideal for people with normal to dry skin type, and it is easy to make at home with minimal ingredients. Knowing how to make your own olive oil soap at home is easy and fun, and gives you the ability to experiment with vegetal ingredients for your skin.
- Paragraph 2 What You Need:
1 cup goat milk soap base
¼ cup extra virgin olive oil
A glass bowl
Disposable stirring stick
Soap mold
- Paragraph 3 Step 1: Combine the goat's milk soap base and olive oil in a glass bowl. These two ingredients blend together to create a rich, lathery soap and each can be obtained via craft and hobby suppliers or online. Microwave the bowl on high for three minutes, or until the contents **melt** into a thin, white liquid.
- Paragraph 4 Step 2: Stir the melted soap solution to thoroughly disperse the ingredients. The olive oil soap must be fully blended so that it does not form inconsistencies in the texture of the bar.
- Paragraph 5 Step 3: Pour the melted mixture into the soap mold you have selected. Place the mold in the freezer for one hour. Do not leave it in for more than an hour; otherwise the bar will begin to sweat.
- Paragraph 6 This gentle formula is hypoallergenic (has few allergic reactions) thanks to the goat milk soap base and can be used on all of your body parts, including your face. The homemade olive oil soap gently cleanses your skin without leaving behind chemical **elements** that can irritate sensitive skin.

Questions:

Circle the most suitable answer from a, b, c or d.

1. Which of the following describes the organization of the text?
 - a. Contrasting opinions
 - b. A theory followed by examples
 - c. A sequence of a process
 - d. Stating a problem and solutions
2. The word **protective** in Paragraph 1 is a/an _____.
 - a. verb
 - b. noun
 - c. adverb
 - d. adjective
3. The **OPPOSITE** of the word **melt** in Paragraph 3 is _____.
 - a. mix
 - b. freeze
 - c. change
 - d. develop
4. The word **elements** in Paragraph 6 is similar in meaning to _____.
 - a. vapors
 - b. problems
 - c. substances
 - d. experiments
5. The goat milk base helps reduce _____.
 - a. bar sweating
 - b. allergic reactions
 - c. environmental damage
 - d. texture inconsistencies
6. If you want to use another oil to the soap, in which step can you do that?
 - a. During combining
 - b. During molding
 - c. After blending
 - d. After cooling
7. Which of the following is **NOT** mentioned about the soap?
 - a. Where to buy the ingredients
 - b. Healthy components
 - c. The right quantities
 - d. Packing the soap

Complete the following table with information from Paragraph 1.

The body parts that benefit from olive oil		
8. _____	9. _____	10. _____

Text 2

Read the following text and answer the questions below.

- Paragraph 1 Would year round school solve our concerns about school performance? Would it help to **produce** more globally competitive citizens? These questions lay at the heart of debate about whether or not to make school a year round institution.
- Paragraph 2 Many who argue for a year round school believe this system allows students with lower test scores increase academic skills. Another advantage is that the school system would be more like that of many other countries, providing students with the ability to have a more global educational experience.
- Paragraph 3 Moreover, vacation time can be more evenly distributed throughout the year. It makes it easier to schedule family vacations and gives students **opportunity** to regenerate more frequently. This may cut down on the need to re-teach skills after long vacations.
- Paragraph 4 Not all educators agree that more time is better. Studies published in the *Economics of Education Review* (2008) found that for most students there is no relationship between the length of the school year and academic achievement. They found that it is not how long kids are in the classroom, it is how engaged in learning they are there.
- Paragraph 5 Some argue that maintenance costs, including day-to-day upkeep and utilities, can increase up to 10 percent if schools are open for longer. Another disadvantage is that young students are not ready to attend for longer periods. They are **unlikely** to get more out of a longer school year. This, too, may increase the amount of behavioral issues in the classroom.

Questions:

Circle the most suitable answer from a, b, c or d.

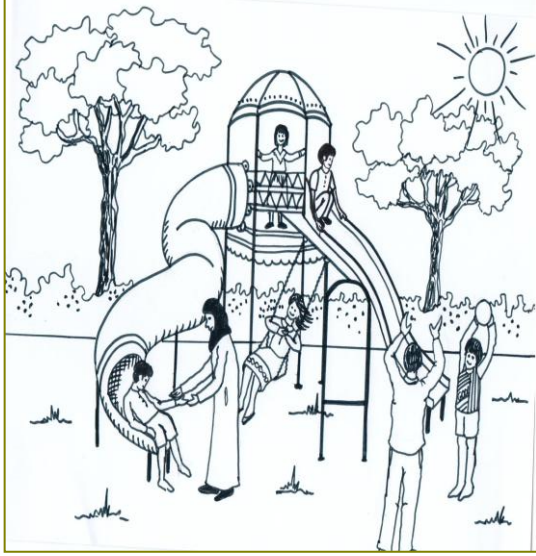
11. The text is mainly about _____.
a. a schooling system
b. a family vacation
c. behavioural issues
d. global experiences
12. The text would most probably be seen in a/an _____.
a. calendar
b. magazine
c. dictionary
d. commercial
13. The word **produce** in Paragraph 1 is a/an _____.
a. adjective
b. adverb
c. noun
d. verb
14. One of the pros of a year round school is that it _____.
a. provides students with universal experiences
b. keeps students interested all the time
c. targets the bright students mainly
d. requires developing skills
15. Paragraph 3 is mainly about _____.
a. increasing test scores
b. cons of making schedules
c. pros of distributing vacations
d. re-teaching the learnt skills
16. The word **opportunity** in Paragraph 3 is similar in meaning to _____.
a. need
b. tool
c. cause
d. chance
17. *Economics of Education Review* is most probably a _____.
a. journal
b. company
c. school
d. study
18. The root of the word **unlikely** in Paragraph 5 is _____.
a. likeliness
b. likely
c. unlike
d. like
19. "Day-to-day upkeep" is an example of _____.
a. school utilities
b. student readiness
c. maintenance costs
d. behavioral issues
20. In which paragraph would the following sentence BEST fit?
"Shorter breaks means students are less likely to experience summer learning loss."
a. Paragraph 2
b. Paragraph 3
c. Paragraph 4
d. Paragraph 5

II. Writing

1. Sentence Writing

Write **TWO** meaningful simple sentences and **THREE** compound or complex sentences about the pictures below.

You may use connectives such as and, but, so, yet, ...etc.



Picture 1



Picture 2

1. _____

2. _____

3. _____

4. _____

5. _____

2. Essay Writing

Write an essay of about 200 words on the following topic.

Some people like to keep pets such as birds or cats.

Discuss the pros and cons of keeping pets.

The following ideas might help you.

Pros	Cons
<ul style="list-style-type: none"> - as a hobby - sense of responsibility - a lot of enjoyment - cheerful companionship 	<ul style="list-style-type: none"> - busy life - costly hobby - time and effort - health problems

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

I. Reading

Text 1

1. c (A sequence of a process)
2. d (adjective)
3. b (freeze)
4. c (substances)
5. b (allergic reactions)
6. a (During combining)
7. d (Packing the soap)

8 - 9 - 10 hair / skin / nails (In any order)

Text 2

11. a (a schooling system)
12. b (magazine)
13. d (verb)
14. a (provides students with universal experiences)
15. c (pros of distributing vacations)
16. d (chance)
17. a (journal)
18. d (like)
19. c (maintenance costs)
20. b (Paragraph 3)

II. Writing

1. Sentence Writing

Please follow the rubrics.

Every sentence gets 3 marks: 0 or 1 for Meaning, 0 or 1 for Vocabulary, 0 or 1 for Grammar

	Meaning	Vocabulary	Grammar
	A complete sentence that has meaning related to the prompt.	Accurate and specific word choice that fully describes the picture, the situation, the cause and effect.	Gender, pronouns, person agreement, tense, plural, etc., must all be correct.
Correct	1	1	1
Incorrect	0	0	0

Remarks:

- * If all the sentences are simple, the first TWO Correct Sentences get full marks and the other THREE sentences half of the mark even if correct.
- * If all or most of the sentences are compound or complex, give full marks for each CORRECT sentence.
- * Any written piece that might reflect any of the following will be scored Zero:
 - Canned (sentences/ essays)
 - Romanized Arabic (sentences/ essays)
 - Memorized (sentences/ essays)
 - Clichés (sentences/ essays)
 - Copying the prompts or chunks from other parts of the text

2. Writing Essay

Points	Content*	Grammar & Syntax	Vocabulary	Organization	Spelling/Punctuation
5	Writes with a clear purpose. A range of ideas that are well structured.	Writes using a combination of sentences – simple, compound and complex where meaning is clear. Maybe be some minor errors.	A wide range of accurate and appropriate word choices that fully express complete ideas. May use idioms.	Logical sequence introduction, body, conclusion Ideas supported in the body of the text.	Uses sentence level punctuation most of the time. Spells complex words correctly most of the time. Spelling of common words is consistently correct.
4	Writes with some understanding of purpose. Presents some ideas on the topic.	Writes using simple sentences. Meaning is mostly clear.	Appropriate vocabulary used but not always clear.	Uses paragraphs with some sequence and organization evident but lacks an element e.g. introduction or conclusion.	Uses some sentence level punctuation e.g. commas. Spells complex words correctly intermittently. Spelling of common words is correct.
3	Presents one idea within the topic with some elaboration.	Writes with some errors of tenses, prepositions, pronouns, subject/verb agreement.	Simple vocabulary choices. Common words used appropriately.	Uses paragraphs with some sequence evident e.g. within the body only.	Uses capital letters and full stops. Spells some common words correctly.
2	Presents only one idea within the topic without any elaboration. Content limited.	Writes simple sentences with some confusion.	Simple vocabulary used appropriately sometimes.	Sequence is not clear.	Punctuation sometimes used correctly. Spelling interferes with meaning.
1	Content vaguely address the topic or question.	Writes a list of words with a little / very confusing meaning.	Limited expression / repeated structures and vocabulary.	Sequence is not evident, could be a list of words.	Capital letters and full stops not used. Spelling interferes with meaning.
0	Non Attempt / Off-point				

Remarks:

* Any written piece that might reflect any of the following will be scored Zero:

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- Romanized Arabic (sentences/ essays)
- Memorized (sentences/ essays)
- Clichés (sentences/ essays)
- Copying the prompts or chunks from other parts of the text