

ENGLISH LANGUAGE TEST

GRADE SIX

**Semester One
Second Session**


Name			
School		Class	

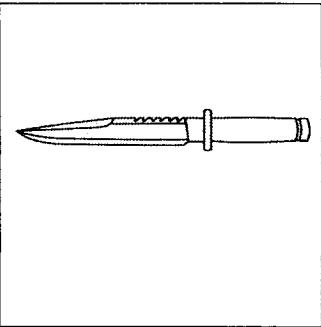
Write your answers on the Test Paper	
Time: 1½ hours	Pages: 11

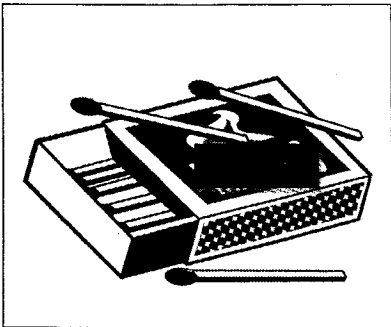
TEST SCORES	LISTENING	10	
	GRM/VCB	10	
	READING	10	
	WRITING	10	
	TOTAL	40	

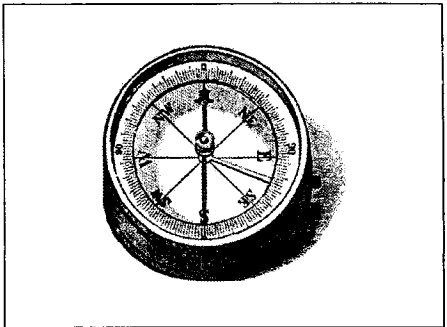
LISTENING 1 (Items 1–5)

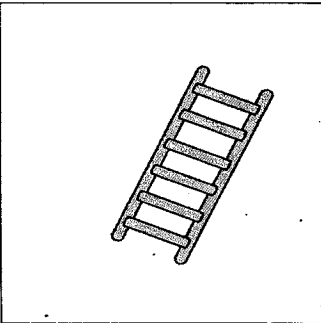
(5 marks)

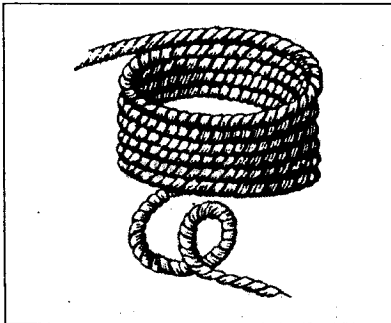
You are going to hear five short texts about useful camping tools. Match the pictures with the texts. For each text, shade in the bubble  under the correct option.

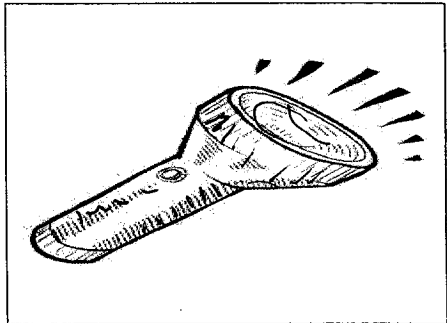
A.

B.

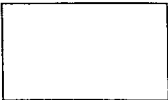
C.

D.

E.

F.

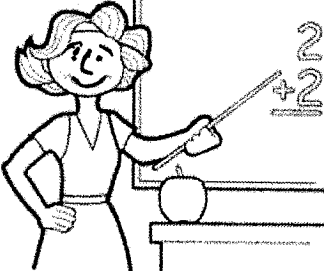





Pictures						
Text	A	B	C	D	E	F
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



LISTENING 2 (Items 6–10)

(5 marks)

*You are going to hear short story about Mohammed and his family.
Listen and complete the table with numbers.*

		
(e.g.)	(6)	(7)
		
(8)	(9)	(10)

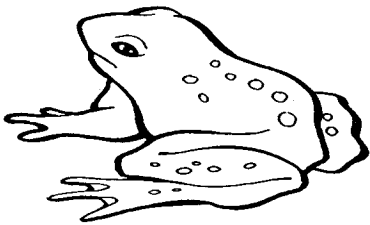
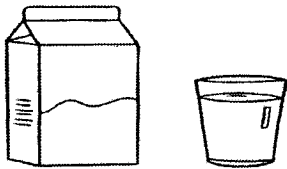
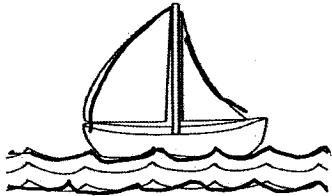
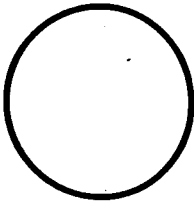

**LISTENING
SCORE**

10

GRAMMAR/VOCABULARY 1 (Items 1-5)

(2½ marks)

Match the pictures with the words. For each picture, shade in the bubble ☐ under the correct option.

1. 	2. 	3. 
4. 	5. 	

circle	home	boat	fish	milk	water	frog	fort
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1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GRAMMAR/VOCABULARY 2 (Items 6–10)**(2½ marks)**

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

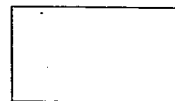
6. How _____ brothers have you got?

7. There _____ a bowl on the table.

8. I _____ to Buhla last month.

9. I _____ happy.

10. I can see _____ elephant.



GRAMMAR/VOCABULARY 3 (Items 11–20)

(5 marks)

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

EXAMPLE:

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

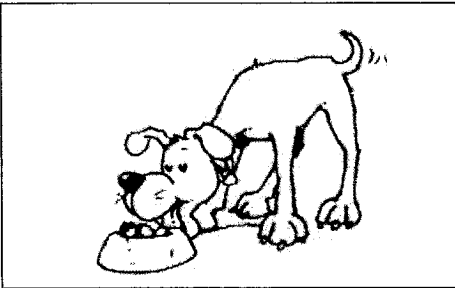
TEXT

Speaker A: W__ is that?
Speaker B: That is Ahmed. Nassir's bro_____.
Speaker A: Where does he come fr____?
Speaker B: He co_____ from Nizwa.
Speaker A: Why i__ he so happy?
Speaker B: Because h_____ father brought him a new computer.
Speaker A: How old is h____?
Speaker B: He is eleven? Do you wa_____ to meet him?
Speaker A: Yes, sure. C____ you call him please?
Speaker B: Oh yeah. Just wait for two minutes, I wi_____ invite him to come.

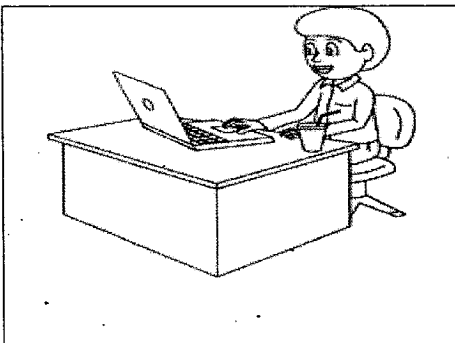
GRM/VCB SCORE	10

READING 1 (Items 1–5)**(5 marks)**

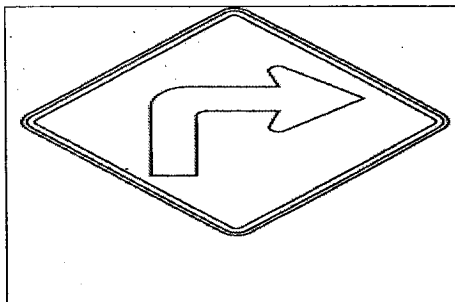
For each picture, shade in the bubble ☐ next to the correct option.

1.

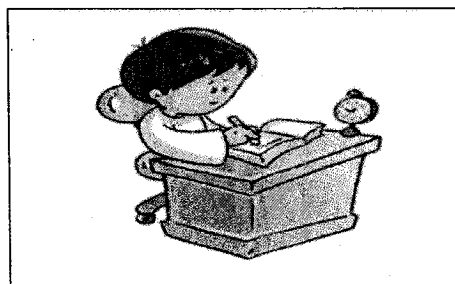
- ☐ The dog is playing.
- ☐ The dog is eating.
- ☐ The dog is running.

2.

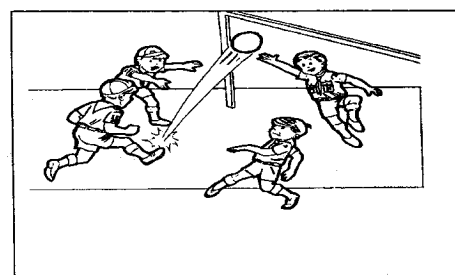
- ☐ He can use computer.
- ☐ He can ride a camel.
- ☐ He can cycle a bike.

3.

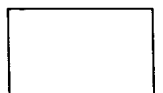
- ☐ Turn left.
- ☐ Drive fast.
- ☐ Turn right.

4.

- ☐ He is studying.
- ☐ He is walking.
- ☐ He is playing.

5.

- ☐ They are playing volleyball.
- ☐ They are playing football.
- ☐ They are playing basketball.



READING 2 (Items 6–15)**(5 marks)**

Read the text. Are the statements **True** or **False**?

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

Dear Sulieman,

I haven't heard from you for a long time. Today I will tell you about my last summer holiday. I spent my holiday in Salalah with my friends Ali and Ahmed. We had a great time there. We saw very nice places and went through many adventures!

Our first trip was to the mountains. We climbed the mountains and spent the night there in our tents. And guess what?!!! We forgot our blankets, so we couldn't sleep well because it was very cold!!

In our second trip we went to Al Maghseel. It has a long clean beach. We were very excited but we couldn't swim because the sea was rough and there were high waves.

We visited al Haffah market in our last trip. I bought so many presents to bring back home. Don't worry! I bought one for you !!!

Bye for now.

Love,
Majed

READING 2 (continued)

Statements	True	False
6. Ali wasn't in Salalah with Majed and his friends.	<input type="radio"/>	<input type="radio"/>
7. Majed enjoyed his summer holiday.	<input type="radio"/>	<input type="radio"/>
8. Majed and his friends used blankets when they had to sleep.	<input type="radio"/>	<input type="radio"/>
9. Majed bought a present for Sulaiman.	<input type="radio"/>	<input type="radio"/>
10. Majed and his friends swam when they visited Al-Maghseel.	<input type="radio"/>	<input type="radio"/>
11. Majed bought the presents from Al-Haffa souq.	<input type="radio"/>	<input type="radio"/>
12. Majed and his friends slept well in the mountains.	<input type="radio"/>	<input type="radio"/>
13. They lived in a house when they were in the mountains.	<input type="radio"/>	<input type="radio"/>
14. In the second trip Majed and his friends went to a beach in Salalah.	<input type="radio"/>	<input type="radio"/>
15. The mountains in Salalah were very hot when they visited it.	<input type="radio"/>	<input type="radio"/>

**READING
SCORE**

	10

WRITING 1

(2 marks)

Write these two sentences correctly. Put in capital letters and punctuation marks.

A. last sunday, we visited india

B. does faiza live in sohar


Marker A	Marker B	Average

WRITING 2

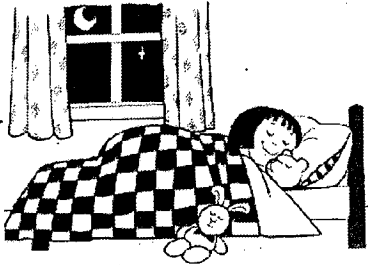
(3 marks)

Look at the pictures. Then complete each sentence.

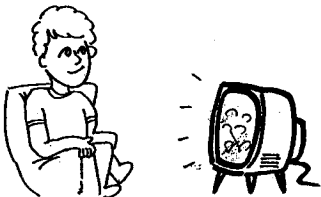
A.



B.



C.



He _____

She _____

He _____

Marker A	Marker B	Average

WRITING 3

(5 marks)

Complete the following task. Write at least **40 words**.

Situation: You are Saif. You go to the beach with your parents. Write an **e-mail** to your friend Khalid. Tell him about the trip.

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

Marker A	Marker B	Average

**WRITING
SCORE**

	10

listening 1

- 1- People who go to deserts need a compass to know the correct directions.
- 2- They usually take torches to use them at night when it gets dark.
- 3- When they want to cook their meals, they use matches to start fire.
- 4- They also keep a long rope to use it when they want tie up things or to fix their tents.
- 5- They take a sharp knife with them to use it when they want to kill animals or cut things.

listening 2

Mohammed lives with his family in Muscat. He has grown up his children very well and they love him very much. They all sit together discussing their ambitions and what they would like to be when they finish school. The oldest son said that he wants to be a **doctor** because he wants to help people. His younger brother wants to be a **policeman** as he likes adventures. On the other hand, their younger brother doesn't want to work in the government and likes to have his own **farm** and grow different crops. Their father encourages them to achieve their ambitions and help them to be good people. His forth son likes cars and motors so his ambition is to be a **mechanic**. The last one wants to a **fisherman** as he likes fish and other sea creatures.

LISTENING 1 (5 mks)							LISTENING 2 (5 mks)		
	A	B	C	D	E	F	(e.g.)	6.	7.
1.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		1	3
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	8.	9.	10.
3.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5	2	4
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>			
5.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

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

GRM/ VCB 1 (2.5 mks)								
	circle	home	boat	fish	milk	water	frog	fort
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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

GRM/ VCB 2 (2.5 mks)		GRM/ VCB 3 (5 mks)	
6. many		11. <u>who</u>	16. <u>his</u>
7. is		12. bro <u>ther</u>	17. <u>he</u>
8. went		13. <u>from</u>	18. <u>want</u>
9. am		14. co <u>mes</u>	19. <u>Can</u>
10. an		15. <u>is</u>	20. <u>will</u>

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

READING 1 (5 mks)		READING 2 (5 mks)	
1. <input type="radio"/> The dog is playing. <input checked="" type="radio"/> The dog is eating. <input type="radio"/> The dog is running.		True	False
2. <input checked="" type="radio"/> He can use computer. <input type="radio"/> He can ride a camel. <input type="radio"/> He can cycle a bike.		6. <input checked="" type="radio"/>	<input type="radio"/>
3. <input type="radio"/> Turn left. <input type="radio"/> Drive fast. <input checked="" type="radio"/> Turn right.		7. <input checked="" type="radio"/>	<input type="radio"/>
4. <input checked="" type="radio"/> He is studying. <input type="radio"/> He is walking. <input type="radio"/> He is playing.		8. <input type="radio"/>	<input checked="" type="radio"/>
5. <input type="radio"/> They are playing volleyball. <input checked="" type="radio"/> They are playing football. <input type="radio"/> They are playing basketball.		9. <input checked="" type="radio"/>	<input type="radio"/>
		10. <input type="radio"/>	<input checked="" type="radio"/>
		11. <input checked="" type="radio"/>	<input type="radio"/>
		12. <input type="radio"/>	<input checked="" type="radio"/>
		13. <input type="radio"/>	<input checked="" type="radio"/>
		14. <input checked="" type="radio"/>	<input type="radio"/>
		15. <input type="radio"/>	<input checked="" type="radio"/>
Notes: One mark each. Responses must be indicated <u>clearly</u> .		Notes: Half-a-mark each. Responses must be indicated <u>clearly</u> .	

WRITING 1 (2 mks)		Criteria:
2	Very good.	Consider the overall quality of the punctuation and use of capital letters in the two sentences as a whole : – Have all the correct punctuation marks and capital letters been inserted in the correct places? – Have any been inserted that should <u>not</u> be there?
1.5	Good.	
1	Adequate. (Just good enough)	
0.5	Inadequate. (Not good enough)	
0	No attempt at the task.	
###	#####	Sentence A: Last Sunday, we visited India.
###	#####	Sentence B: Does Faiza live in Sohar?

WRITING 2 (3 mks)		Criteria:
3	Very good.	<p>Consider the overall quality of the three sentences as a whole:</p> <p>– Do the sentences <u>make sense</u>? [<i>Is the meaning clear?</i>]</p> <p>– How much <u>relevant information</u> do the sentences communicate? [<i>Are the sentences extremely simple, or does the student try to say a little more about the pictures?</i>]</p> <p>– Is the <u>language</u> in the sentences <u>correct</u>? [<i>Is the grammar/ vocabulary/ spelling/ punctuation(mostly) correct?</i>]</p>
2.5	Good.	
2	Quite good.	
1.5	Adequate. (Just good enough)	
1	Inadequate. (Not good enough)	
0.5	A <u>very</u> weak attempt at the task.	
0	No attempt at the task.	

WRITING 3 (5 mks)	
5	<ul style="list-style-type: none"> – Task achievement is <u>very good</u>. – Meaning is very clear. – Grammar/ Vocab are correct and appropriate. – Spelling and punctuation are very good.
4	<ul style="list-style-type: none"> – Task achievement is <u>good</u>. – Meaning is almost always clear. – Grammar/ Vocab are mostly correct and appropriate. – Spelling and punctuation are good.
3	<ul style="list-style-type: none"> – Task achievement is <u>adequate</u>. – Meaning is clear enough. – Grammar/ Vocab are reasonably correct and appropriate. – Spelling and punctuation are reasonably good.
2	<ul style="list-style-type: none"> – Task achievement is <u>inadequate</u>. – Meaning is sometimes unclear. – Grammar/ Vocab are quite often incorrect or inappropriate. – Spelling and punctuation are often inaccurate.
1	<ul style="list-style-type: none"> – Task achievement is <u>poor</u>. – Meaning is often unclear. – Grammar/ Vocab are very often incorrect and inappropriate. – Spelling and punctuation are very poor.
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the task/ instructions) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>