

**ENGLISH LANGUAGE TEST****GRADE SIX****Semester One****First Session**

<b>Name</b>			
<b>School</b>		<b>Class</b>	

**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)**

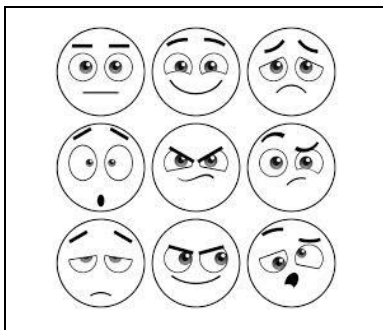
**(5 marks)**

You are going to hear five short texts about different ways of communicating. Match the pictures with the texts. For each text, shade in the bubble ☐ under the correct option.

A.



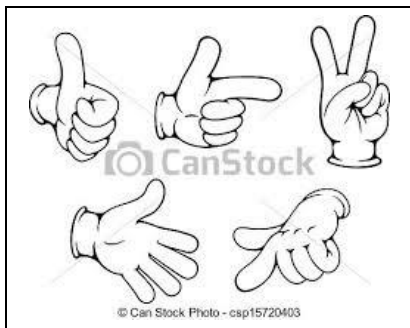
B.



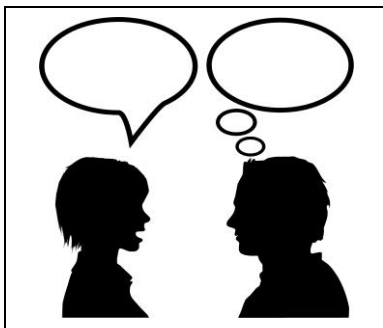
C.



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 a report about The National Day.  
Listen and complete the table by writing the numbers (1 – 6).*

		
<p>(e.g.)</p> <p style="text-align: center;">5</p>	<p>(6)</p>	<p>(7)</p>
		
<p>(8)</p>	<p>(9)</p>	<p>(10)</p>




**LISTENING  
SCORE**

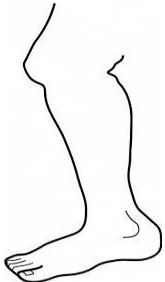
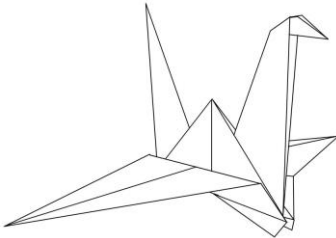
**10**

**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.

<p><b>1.</b></p> 	<p><b>2.</b></p> 	<p><b>3.</b></p> 
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<p><b>4.</b></p> 	<p><b>5.</b></p> 
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tent	hand	origami	torch	compass	boat	earring	leg
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<b>1.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>2.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>3.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>5.</b>	<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.** Hello, I \_\_\_\_\_ Chao from China.

**7.** Where \_\_\_\_\_ the family go last month?

**8.** \_\_\_\_\_ old are you?

**9.** I have got \_\_\_\_\_ blue bike.

**10.** I bought a bottle of water \_\_\_\_\_ a bag of chips.



**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: Good afternoon. How are you do\_\_\_\_\_?

Speaker B: I'm fi\_\_\_\_\_ thanks. Are you ready to g\_\_\_\_\_ camping tomorrow?

Speaker A: Yes, I prepared my bag, first aids bo\_\_\_\_\_ and some food. What abo\_\_\_\_\_ you?

Speaker B: I'm ready also. This i\_\_\_\_\_ an ax\_\_\_\_\_, compass, and other things.

Speaker A: Great! D\_\_\_\_\_ you think we ne\_\_\_\_\_ anything else?

Speaker B: I don't think so.

Speaker A: Good, s\_\_\_\_\_ you tomorrow.

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**GRM/VCB  
SCORE**

<b>10</b>

**READING 1 (Items 1-5)**

**(5 marks)**

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

1.



- ☐ The kids are running.
- ☐ The kids are exercising.
- ☐ The kids are swimming.

2.



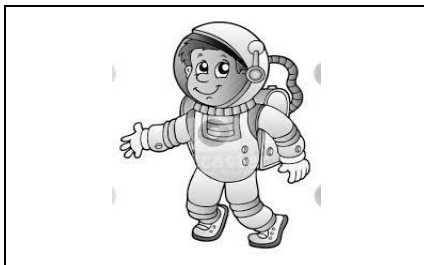
- ☐ The children are drawing pictures.
- ☐ The children are reading stories.
- ☐ The children are playing computer games.

3.



- ☐ The boy and the girl are driving a car.
- ☐ The boy and the girl are playing with their pet.
- ☐ The boy and the girl are riding a camel.

4.



- ☐ Ali is dreaming to be a pilot.
- ☐ Ali is dreaming to discover the space.
- ☐ Ali is dreaming to dive in the sea.

5.



- ☐ The two brothers are climbing a tree.
- ☐ The two brothers are jumping in the park.
- ☐ The two brothers are climbing a mountain.



**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.

Last Saturday, Sara saw a little dog lying on the side of the road and it looked hurt. She walked up to it and it was crying. She thought it was hit by a car. She told her mom and she said she would take it to the doctor.

Sara's mom put the dog in the back seat of the car, on a blanket, and they went to the clinic. The doctor looked at the dog, he said that it had a broken leg and he treated it. Then, he looked at his notebook and felt happy because a woman phoned him before and asked if anyone saw her dog.

The doctor was happy because he found the women's pet and he gave Sara a candy. Her mom was happy too. Sara felt proud about herself because she did a good thing.



**READING 2 (continued)**

Statements	True	False
<b>6.</b> Sara saw a little dog laying on the road.	<input type="radio"/>	<input type="radio"/>
<b>7.</b> She thought that a car hit it.	<input type="radio"/>	<input type="radio"/>
<b>8.</b> She told her mother about the dog.	<input type="radio"/>	<input type="radio"/>
<b>9.</b> Sara's mom took the dog to the zoo.	<input type="radio"/>	<input type="radio"/>
<b>10.</b> Sara and her mother took the dog in the bus.	<input type="radio"/>	<input type="radio"/>
<b>11.</b> The dog broke its tail.	<input type="radio"/>	<input type="radio"/>
<b>12.</b> The doctor took care of the dog.	<input type="radio"/>	<input type="radio"/>
<b>13.</b> The doctor gave Sara some biscuits.	<input type="radio"/>	<input type="radio"/>
<b>14.</b> Sara's mom was happy.	<input type="radio"/>	<input type="radio"/>
<b>15.</b> Sara felt proud because she did a good thing.	<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.** we've got a math test next monday

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**B.** sara was born in tanuf. it's a small village in nizwa

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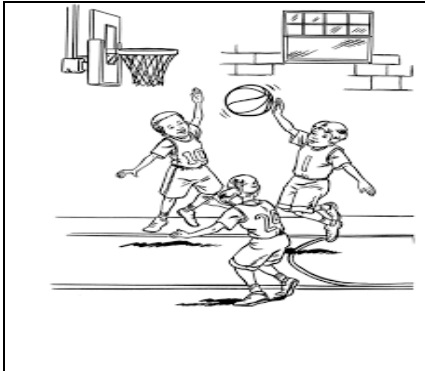
Marker A	Marker B	Average

## WRITING 2

(3 marks)

Look at the pictures. Then complete each sentence.

A.



They

\_\_\_\_\_

B.



She

\_\_\_\_\_

C.



It

\_\_\_\_\_

Marker A	Marker B	Average

## WRITING 3

**(5 marks)**

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

Situation: Your friend Mike/Macy who lives in the USA needs your help because he/she is getting fat and feels very sad. Write an **e-mail** to Mike/Macy advising him/her to lose weight and keep fit

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

[illegible]

Marker A	Marker B	Average

**WRITING  
SCORE**

<b>10</b>


## ENGLISH LANGUAGE TEST

GRADE SIX

Semester One

First Session

**LISTENING 1 (Items 1–5)**  
**(5 marks)**

*You are going to hear five short texts about different ways of communicating. Match the pictures with the texts. For each text, shade in the bubble  under the correct option.*

1. Amal has a friend from Brazil called Julia. She phones her every Friday evening.
2. Talal and Rashid cannot go to the stadium to see the football match. They will watch it on TV.
3. Bader has a new smart phone. He likes using happy faces when he sends messages to his friends.
4. Laila cannot hear very well. She uses her hands and fingers to communicate with others.
5. Emily is talking to her father. She is telling him about the new English teacher in her school.

**LISTENING 2 (Items 6–10)**  
**(5 marks)**

*You are going to hear a report about The National Day.  
Listen and complete the table by writing the numbers (1 – 6).*

Today, our school celebrates the National Day. We start from the morning assembly. First, all pupils sit on the ground holding the Omani flags. Second, Adel recites verses from the Holy Quran to start the celebration. Third, grade one pupils play the musical chairs game. It is interesting because there is only one winner at the end of the game. Forth, we have some traditional activities about the national day. For example, grade ten pupils sing some traditional songs in two lines using some sticks and swords. Fifth, by the end of morning assembly, the headmaster gives gifts to the excellent pupils and the winners of the competitions. Finally, we have the Book Fair in the Learning Resource Centre. There are many lovely stories and puzzle books that all pupils like to read.

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LISTENING 1 (5 mks)						LISTENING 2 (5 mks)			
	A	B	C	D	E	F		6.	7.
1.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(e.g.) 5	3	4
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>			
3.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8.	9.	10.
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	2	6	1
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>			
<u>Notes:</u> One mark each. Responses must be indicated <u>clearly</u> .									

GRM/ VCB 1 (2.5 mks)								
	tent	hand	origami	torch	compass	boat	earring	leg
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Notes: Half-a-mark each. Responses must be indicated <u>clearly</u>.</i>								

GRM/ VCB 2 (2.5 mks)		GRM/ VCB 3 (5 mks)	
6. am		11. <u>doing</u>	16. <u>is</u>
7. did		12. <u>fine</u>	17. <u>axe</u>
8. How		13. <u>go</u>	18. <u>Do</u>
9. a		14. <u>box</u>	19. <u>need</u>
10. and		15. <u>about</u>	20. <u>see</u>
<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct, including grammatical endings.</i>			

READING 1 (5 mks)		READING 2 (5 mks)		
1.	<input type="radio"/> The kids are running. <input checked="" type="radio"/> The kids are exercising. <input type="radio"/> The kids are swimming.		True	False
2.	<input checked="" type="radio"/> The children are drawing pictures. <input type="radio"/> The children are reading stories. <input type="radio"/> The children are playing computer games.	6.	<input checked="" type="radio"/>	<input type="radio"/>
3.	<input type="radio"/> The boy and the girl are driving a car. <input type="radio"/> The boy and the girl are playing with their pet. <input checked="" type="radio"/> The boy and the girl are riding a camel.	7.	<input checked="" type="radio"/>	<input type="radio"/>
4.	<input type="radio"/> Ali is dreaming to be a pilot. <input checked="" type="radio"/> Ali is dreaming to discover the space. <input type="radio"/> Ali is dreaming to dive in the sea.	8.	<input checked="" type="radio"/>	<input type="radio"/>
5.	<input checked="" type="radio"/> The two brothers are climbing a tree. <input type="radio"/> The two brothers are jumping in the park. <input type="radio"/> The two brothers are climbing a mountain.	9.	<input type="radio"/>	<input checked="" type="radio"/>
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		10.	<input type="radio"/>	<input checked="" type="radio"/>
		11.	<input type="radio"/>	<input checked="" type="radio"/>
		12.	<input checked="" type="radio"/>	<input type="radio"/>
		13.	<input type="radio"/>	<input checked="" type="radio"/>
		14.	<input checked="" type="radio"/>	<input type="radio"/>
		15.	<input checked="" type="radio"/>	<input type="radio"/>
		<i>Notes: Half-a-mark each. Responses must be indicated <u>clearly</u>.</i>		

WRITING 1 (2 mks)		Criteria:
2	Very good.	Consider the <b>overall quality</b> of the punctuation and use of capital letters in the two sentences <b>as a whole</b> :  – 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?  <b>Sentence A: We've got math test next</b>
1.5	Good.	
1	Adequate. (Just good enough)	
0.5	Inadequate. (Not good enough)	
0	No attempt at the task.	

		<b>Monday.</b>  <b>Sentence B:</b> Sara was born in <b>Tanuf</b> , a small village in <b>Nizwa</b> .
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WRITING 2 (3 mks)		Criteria:
3	Very good.	<p>Consider the <b>overall quality</b> of the three sentences <b>as a whole</b>:</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"> <li>– Task achievement is <u>very good</u>.</li> <li>– Meaning is very clear.</li> <li>– Grammar/ Vocab are correct and appropriate.</li> <li>– Spelling and punctuation are very good.</li> </ul>
4	<ul style="list-style-type: none"> <li>– Task achievement is <u>good</u>.</li> <li>– Meaning is almost always clear.</li> <li>– Grammar/ Vocab are mostly correct and appropriate.</li> <li>– Spelling and punctuation are good.</li> </ul>
3	<ul style="list-style-type: none"> <li>– Task achievement is <u>adequate</u>.</li> <li>– Meaning is clear enough.</li> <li>– Grammar/ Vocab are reasonably correct and appropriate.</li> <li>– Spelling and punctuation are reasonably good.</li> </ul>
2	<ul style="list-style-type: none"> <li>– Task achievement is <u>inadequate</u>.</li> <li>– Meaning is sometimes unclear.</li> <li>– Grammar/ Vocab are quite often incorrect or inappropriate.</li> <li>– Spelling and punctuation are often inaccurate.</li> </ul>



1	<ul style="list-style-type: none"> <li>– Task achievement is <u>poor</u>.</li> <li>– Meaning is often unclear.</li> <li>– Grammar/ Vocab are very often incorrect and inappropriate.</li> <li>– Spelling and punctuation are very poor.</li> </ul>
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the task/ instructions)</p> <p><u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English</p> <p><u>OR</u> Complete nonsense</p>