

ENGLISH LANGUAGE TEST**GRADE SIX****Semester Two
Second Session**

| | | | |
|---------------|--|--------------|--|
| Name | | | |
| School | | Class | |


Write your answers on the Test Paper**Time: 1½ hours****Pages: 8**











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

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

You're going to hear five short texts.

*For each text, there is one statement. Is each statement **True** or **False**?*

Listen, and shade in the bubble  under the correct option.

| | Statements | True | False |
|------|----------------------------------|---|---|
| Text | | | |
| 1. | Ahmad's job is a driver. |  |  |
| 2. | Salim is older than his brother. |  |  |
| 3. | He is in a restaurant. |  |  |
| 4. | Last night, I watched a film. |  |  |
| 5. | Ameera is thirsty. |  |  |

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

You're going to hear **a story** about **Ahmed**.

Listen and for each item, shade in the bubble ☐ next to the correct option.

| | | | | | | |
|-----|-------------------------------------|-------------------|-----------------------|-------------------|-----------------------|---------------------|
| 6. | Ahmed's school finished at | | | | | |
| | <input type="radio"/> | half past one pm. | <input type="radio"/> | half past two pm. | <input type="radio"/> | half past three pm. |
| 7. | Ahmed's friends wanted to | | | | | |
| | <input type="radio"/> | climb a tree | <input type="radio"/> | play football | <input type="radio"/> | study |
| 8. | There was a on the tree. | | | | | |
| | <input type="radio"/> | bird | <input type="radio"/> | football | <input type="radio"/> | mango |
| 9. | His took him to the hospital. | | | | | |
| | <input type="radio"/> | father | <input type="radio"/> | friends | <input type="radio"/> | teacher |
| 10. | Ahmed's friends visited him..... | | | | | |
| | <input type="radio"/> | in school | <input type="radio"/> | in the hospital | <input type="radio"/> | at house |

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**LISTENING
SCORE**

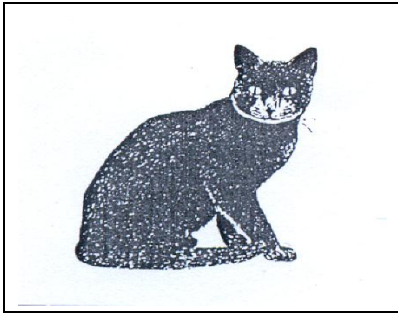
| |
|-----------|
| |
| 10 |

GRAMMAR/VOCABULARY 1 (Items 1-5)

(2½ marks)

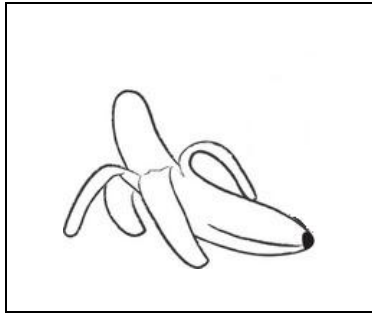
Under each picture, write the correct word, as in the example.

e.g.



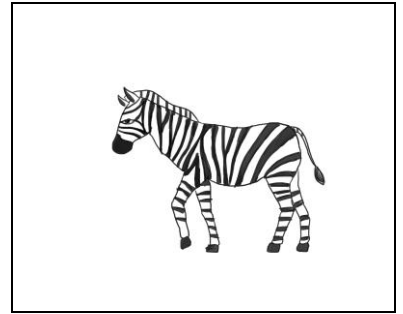
c a t

1.



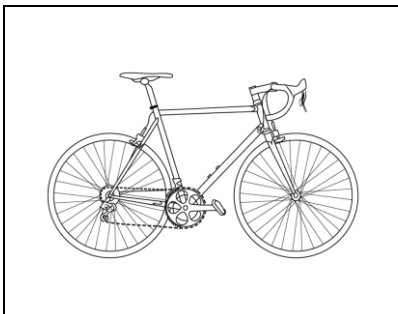
— — — — —

2.



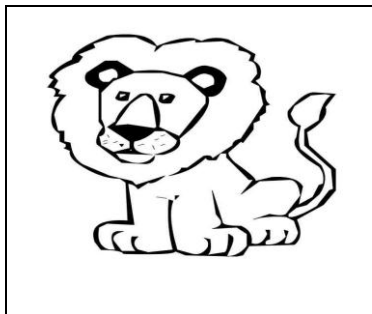
— — — — —

3.



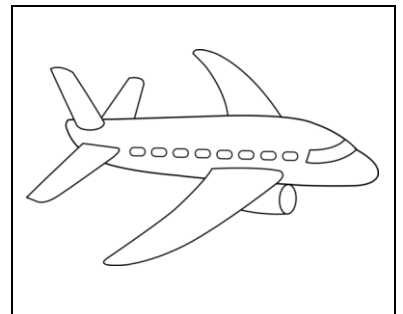
— — — — —

4.



— — — — —

5.



— — — — —



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

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

| | | | | | | | | |
|------------|---|------|-----------------------|---------|-----------------------|-------|-----------------------|-------|
| 6. | I _____ watching tv now. | | | | | | | |
| | <input type="radio"/> | am | <input type="radio"/> | are | <input type="radio"/> | is | <input type="radio"/> | was |
| 7. | Do you like spiders? No, I _____. | | | | | | | |
| | <input type="radio"/> | can | <input type="radio"/> | can't | <input type="radio"/> | do | <input type="radio"/> | don't |
| 8. | He has a car. _____ car is white. | | | | | | | |
| | <input type="radio"/> | His | <input type="radio"/> | She | <input type="radio"/> | They | <input type="radio"/> | You |
| 9. | _____ was he born? He was born in 1910. | | | | | | | |
| | <input type="radio"/> | What | <input type="radio"/> | When | <input type="radio"/> | Where | <input type="radio"/> | Why |
| 10. | Eggs _____ milk are healthy food. | | | | | | | |
| | <input type="radio"/> | and | <input type="radio"/> | because | <input type="radio"/> | but | <input type="radio"/> | from |

GRAMMAR/VOCABULARY 3 (Items 11-20)**(5 marks)**

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

| | |
|---|--|
| <p>Here is how ⁽¹¹⁾t make a cup ⁽¹²⁾o tea;</p> <p>1. ⁽¹³⁾Ge a cup.</p> <p>2. Pour some hot ⁽¹⁴⁾wa into it.</p> <p>3. ⁽¹⁵⁾Pu a tea bag ⁽¹⁶⁾i it.</p> <p>4. Add one ⁽¹⁷⁾spo of sugar.</p> <p>5. Stir ⁽¹⁸⁾t sugar. It is ready! ⁽¹⁹⁾Yo can ⁽²⁰⁾dri it now!</p> | |
|---|--|

| | |
|--------------------------|-----------|
| GRM/VCB SCORE | |
| | 10 |

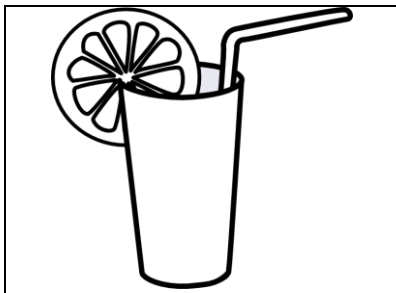
READING 1 (Items 1-5)**(5 marks)**

Match the texts with the pictures. For each text, shade in the bubble ☐ under the correct option.

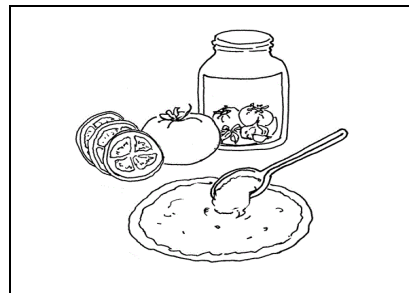
A.



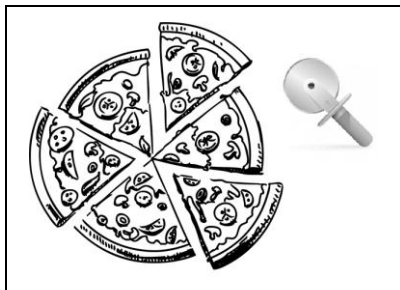
B.



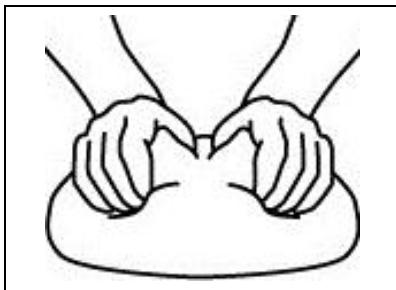
C.



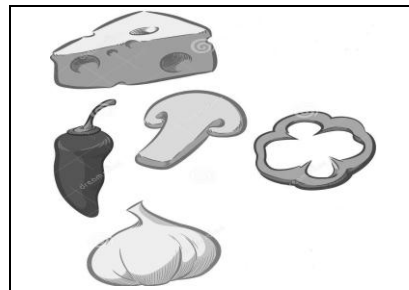
D.



E.



F.



| | | Pictures | | | | | |
|----|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Texts | A | B | C | D | E | F |
| 1. | There are five steps to make pizza, first knead the dough with your two hands. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | Second, use a spoon to spread tomato sauce on the dough. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | Third, add some vegetables and meat to the dough. You can add cheese too. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | Next, put the pizza in the oven and cook it for 30 minutes. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | Finally, cut the pizza into six small slices. It's better to use pizza cutting knife. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



READING 2 (Items 6-10)**(5 marks)**

Read the text. For each question, write a short answer (**not more than FOUR WORDS**).

Hello Patrick,

How are you?! I'm writing to tell you about Antony my best friend.

Antony is twelve years old. He is in class six and we are in the same class but he is shorter than me. Antony is a nice boy. I like him because he has a smiling face and never becomes angry.

Antony is a good student and we both like Science. We sometimes visit him at home to study and help each other in homework. We also like Music. Antony can play drums but I can play the guitar.

In summer, we go swimming in swimming pool but sometimes we play computer games.

What about you? Who is your best friend?

Goodbye for now,

Alex

6. Who's the email to? _____

7. How old is Antony? _____

8. Why does Alex like his best friend? **Because** _____

9. What school subjects does Alex like? _____

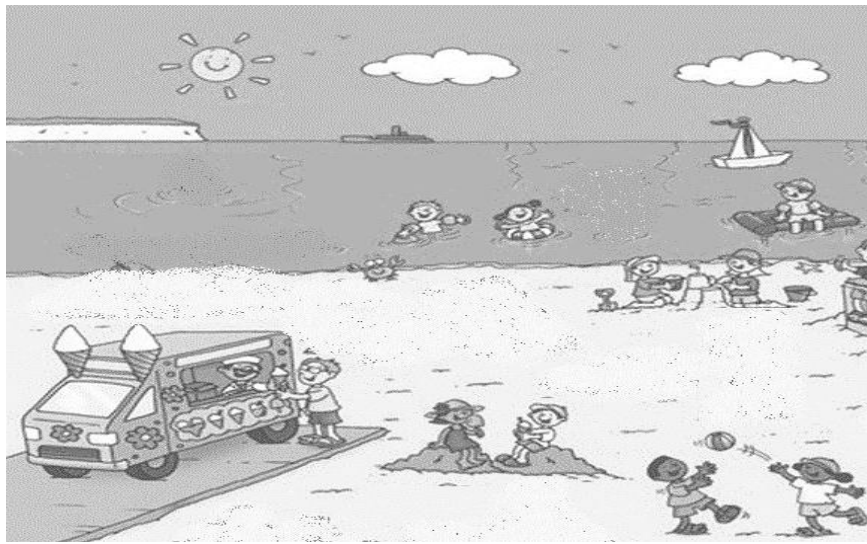
10. Where do Alex and Antony go swimming? _____

**READING
SCORE**

10

(5 marks]

ice cream

[illegible]

| Marker A | Marker B | Average |
|----------|----------|---------|
| | | |

WRITING 2

[5 marks]

Write a biography about **a mountain climber** called **Sir Edmund Hillary**. Use ALL the information in the box. Your paragraph should be **clear** and **well-organised**.

Sir Edmund Hillary

born/20 July, 1919/ New Zealand

started climbing/16 years old

first climb / Mount Everest/1953

explored/South Pole/1958

wrote/books/adventures

died/January 11, 2008 / New Zealand

[illegible]

| Marker A | Marker B | Average |
|----------|----------|---------|
| | | |

**WRITING
SCORE**

| |
|-----------|
| |
| 10 |

To teachers,

Before do the listening, kindly follow these instructions:-

- A. Draw exam takers' attention to listening part in question paper.
 - B. Give students 5 minutes to study the questions.
 - C. Stop any noise (e.g. slow fans, ACs..etc)
 - D. Check that everyone can hear you well.
- Read the texts **three times**. (1st listen, 2nd listen & answer and 3rd listen and check)

Listening 1: Listen. Tick True OR False.

1. " Ahmed is a policeman. He goes to work by car. His car is white."
2. " Salim is 15 years old. He has one brother. His brother is 10 years old. "
3. " Doctor, yesterday I couldn't go school. I had a terrible headache. I think I'm sick!"
4. " Last night, there was a film on tv. I slept so I couldn't watch it."
5. "Mum, it's hot! Can I have a glass of water, please?." Says Ameera

Listening 2: listen to the text and answer with tick √ or cross X.

- To be read **THREE** times for students.

One day, Ahmed finished school at 1:30 in the afternoon. He went home at 2 o'clock. He had chicken and rice for lunch. He ate a mango too. At 2:30, he slept.

At 4 o'clock, Ahmed met his friends. Ahmed's friends decided to play football but Ahmed didn't want to play football. He sat under a big tree.

Ahmed looked up and saw a beautiful bird on the tree. Ahmed decided to catch that bird. He climbed the tree but the bird flew away. Ahmed didn't catch the bird. He tried to come down but he couldn't. Ahmed fell down and broke his hand.

Ahmed's friends told his father. The father took Ahmed to the hospital. In the hospital, the doctor treated him and told him to stay home and not to go to school for one day!

The next day, Ahmed's teacher and friends visited him at home.

| LISTENING 1 (5 mks) | | | LISTENING 2 (5 mks) | | | | | | |
|---------------------|----------------------------------|----------------------------------|---------------------|----------------------------------|-------------------|----------------------------------|-------------------|-----------------------|---------------------|
| | True | False | | | | | | | |
| 1. | <input type="radio"/> | <input checked="" type="radio"/> | 6. | <input checked="" type="radio"/> | half past one pm. | <input type="radio"/> | half past two pm. | <input type="radio"/> | half past three pm. |
| 2. | <input checked="" type="radio"/> | <input type="radio"/> | 7. | <input type="radio"/> | climb a tree | <input checked="" type="radio"/> | play football | <input type="radio"/> | study |
| 3. | <input type="radio"/> | <input checked="" type="radio"/> | 8. | <input checked="" type="radio"/> | bird | <input type="radio"/> | football | <input type="radio"/> | mango |
| 4. | <input type="radio"/> | <input checked="" type="radio"/> | 9. | <input checked="" type="radio"/> | father | <input type="radio"/> | friends | <input type="radio"/> | teacher |
| 5. | <input checked="" type="radio"/> | <input type="radio"/> | 10. | <input checked="" type="radio"/> | at house | <input type="radio"/> | in the hospital | <input type="radio"/> | in school |

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

| GRM/ VCB 1 (2.5 mks) | | GRM/ VCB 2 (2.5 mks) | | | | | | | | |
|----------------------|--------|----------------------|----------------------------------|------|----------------------------------|---------|-----------------------|-------|----------------------------------|-------|
| | | | | | | | | | | |
| 1. | banana | 6. | <input checked="" type="radio"/> | am | <input type="radio"/> | are | <input type="radio"/> | is | <input type="radio"/> | was |
| 2. | zebra | 7. | <input type="radio"/> | can | <input type="radio"/> | can't | <input type="radio"/> | do | <input checked="" type="radio"/> | don't |
| 3. | bike | 8. | <input checked="" type="radio"/> | His | <input type="radio"/> | She | <input type="radio"/> | They | <input type="radio"/> | You |
| 4. | lion | 9. | <input type="radio"/> | What | <input checked="" type="radio"/> | When | <input type="radio"/> | Where | <input type="radio"/> | Why |
| 5. | plane | 10. | <input checked="" type="radio"/> | and | <input type="radio"/> | because | <input type="radio"/> | but | <input type="radio"/> | from |

Notes: Half-a-mark each. Spelling must be correct.

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

| GRM/ VCB 3 (5 mks) | | | |
|--------------------|-------|-----|-------|
| 11. | to | 16. | in |
| 12. | of | 17. | spoon |
| 13. | Get | 18. | the |
| 14. | water | 19. | You |
| 15. | Put | 20. | drink |

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

| READING 1 (5 mks) | | | | | | | READING 2 (5 mks) | |
|--|----------------------------------|-----------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|---|--|
| | A | B | C | D | E | F | | |
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | 6. | Patrick |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | 7. | Twelve/12 |
| 3. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 8. | he has a smiling face/never becomes angry. |
| 4. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 9. | Science and Music |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10. | In a swimming pool |
| <i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i> | | | | | | | <i>Notes: One mark each. Ignore grammar/spelling mistakes as long as the content of the response is <u>clearly</u> correct.</i> | |

| WRITING 1 (5 mks) | |
|-------------------|--|
| 5 | <ul style="list-style-type: none"> – Writing communicates clearly and is obviously appropriate to the picture. – Language is mostly correct. |
| 4 | <ul style="list-style-type: none"> – Writing communicates clearly enough and is appropriate to the picture. – However, there are some noticeable language errors. |
| 3 | <ul style="list-style-type: none"> – Manages to communicate some relevant information about the picture, but only in a limited way. – There are several very noticeable language errors. |
| 2 | <ul style="list-style-type: none"> – Attempts to communicate, but only with difficulty. Important points are missing or unclear. – Frequent language errors. |
| 1 | <ul style="list-style-type: none"> – A very unsatisfactory attempt at the task. Very little is communicated. – Language is seriously flawed. |
| 0 | <u>No attempt at the task:</u> <u>EITHER</u> Irrelevant. (Completely unrelated to the picture) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense |

| WRITING 2 (5 mks) | |
|-------------------|--|
| 5 | <ul style="list-style-type: none"> – Presents all the information, fully and clearly. – Writing is well-organised and coherent. Only minor language errors. |
| 4 | <ul style="list-style-type: none"> – Presents most of the information, clearly enough. – Language is mostly correct, despite a few noticeable errors. |
| 3 | <ul style="list-style-type: none"> – Presents some of the information, but with gaps or lack of clarity. – Language is reasonably correct, but writing sometimes lacks coherence. |
| 2 | <ul style="list-style-type: none"> – Manages to present only a limited amount of information; important points are missing or unclear. – Language contains frequent errors, some of which obscure meaning. |
| 1 | <ul style="list-style-type: none"> – A <u>very</u> feeble attempt at the task, presenting very little relevant information. – Language used is extremely limited and/or seriously distorted. |
| 0 | <p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the topic/ information provided) <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> |