

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

Name			
School		Class	

Write your answers on the Test Paper

Time: 1½ hours

Pages: 8

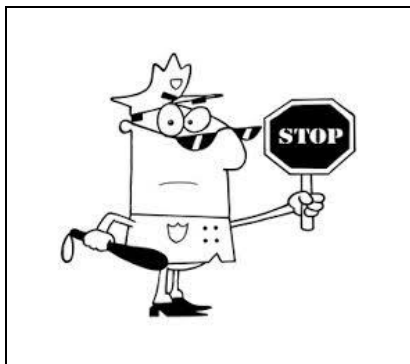
TEST SCORES	LISTENING	10	
	GRM/VCB	10	
	READING	10	
	WRITING	10	
	TOTAL	40	

LISTENING 1 (Items 1–5)

(5 marks)

You are going to hear five short texts about **“Salim’s family’s Jobs”**. Match the pictures with the texts. For each text, shade in the bubble ☐ under the correct option.

A.



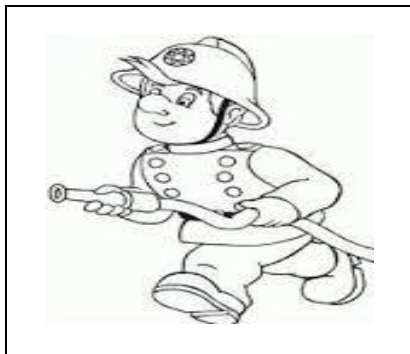
B.



C.



D.



E.



F.



Pictures



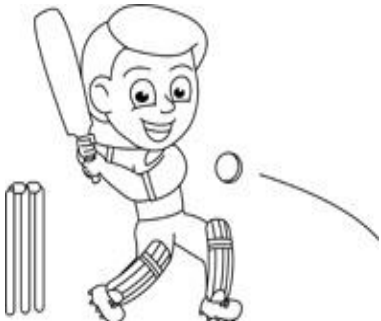



Text	A	B	C	D	E	F
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<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 Hamed talking about the **“Sports' Club”** in his city. Listen and put a tick (✓) if you can play the sport in the club or a cross (×) if you can't. The first picture is an example.

		
<p>(e.g.)</p> <p>(✓)</p>	<p>(6)</p> <p>()</p>	<p>(7)</p> <p>()</p>
		
<p>(8)</p> <p>()</p>	<p>(9)</p> <p>()</p>	<p>(10)</p> <p>()</p>


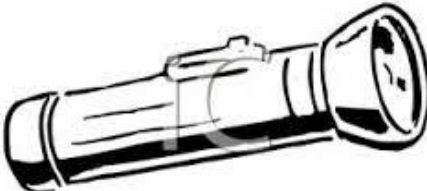

**LISTENING
SCORE**



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>1.</p>  <p><small>© Can Stock Photo - csp10369035</small></p>	<p>2.</p> 	<p>3.</p> 
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<p>4.</p>  <p><small>www.clipartof.com · 1242383</small></p>	<p>5.</p> 
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	earring	zebra	rectangle	torch	rug	pilot	foot	Water container
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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. Is he a teacher? Yes, he _____.
7. They _____ from Oman.
8. _____ do you feel?
9. _____ you use the computer, yesterday?
10. We start school _____ 7 o'clock.

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 y 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 ⁽¹¹⁾ **mor**_____ Ahmed. How are you?
- Speaker B: I am fine, ⁽¹²⁾ **th**_____ you.
- Speaker A: I didn't see you since last ⁽¹³⁾ **we**_____. Where were you?
- Speaker B: I went ⁽¹⁴⁾ **t**_____ the USA.
- Speaker A: Wow. Which ⁽¹⁵⁾ **ci**_____ did you visit?
- Speaker B: I visited New York.
- Speaker A: ⁽¹⁶⁾ **w**_____ did you stay with?
- Speaker B: I stayed with my ⁽¹⁷⁾ **un**_____, Omar.
- Speaker A: ⁽¹⁸⁾ **Wh**_____ did you do there?
- Speaker B: I went to see the Statue of Liberty ⁽¹⁹⁾ **a**_____ the Central Park.
- Speaker A: Did you have a good ⁽²⁰⁾ **ti**_____?
- Speaker B: Yes, I did.

**GRM/VCB
SCORE**

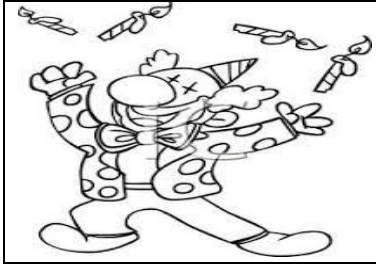
10

READING 1 (Items 1–5)

(5 marks)

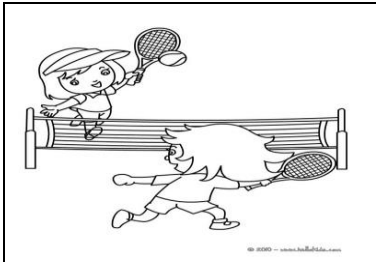
For each picture, shade in the bubble ● next to the correct option.

1.



- ☐ The clown is happy.
- ☐ The clown is scared.
- ☐ The clown is bored.

2.



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

3.



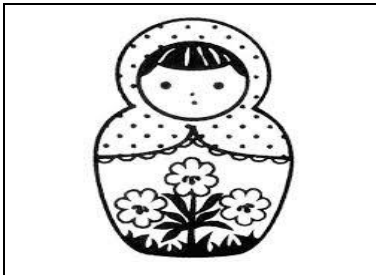
- ☐ Omani women like wearing necklace.
- ☐ Omani women like wearing rings.
- ☐ Omani women like wearing bracelets.

4.



- ☐ Salim is a fisherman. He likes catching fish.
- ☐ Salim is a farmer. He likes growing watermelons.
- ☐ Salim is an astronaut. He likes exploring space.


5.



- ☐ This is an Iranian rug. It is made of wool.
- ☐ This is a Matryoshka doll. It is made of wood.
- ☐ This is an origami birds. It is made of paper.



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 summer holidays, Sara visited her friend Maha in Oman. She arrived on Saturday morning. She decided to stay with her in her house. She did many exciting things with her. Early on Sunday morning, Sara and Maha went on a boat trip to see the dolphins in Musandam. Sara took a lot of photos. On Monday morning, they visited Nizwa Fort. It was fantastic! In the afternoon, they went shopping and Sara bought some postcards for her friends and family.

The day after that, Tuesday, they drove up to Jebel Al-Khdar. It was amazing. They saw a helicopter taking food and materials to the villages at the top of the mountain. The most exciting part of the holidays was the next day, Wednesday. Maha's brother Ali took them to the desert to see the camels. There, they had a real adventure. After two weeks, Sara returned to America. It took two days to travel back home. Sara loved her visit to Oman, and she wished to visit it again someday.

Statements	True	False
6. Sara visited Oman during the summer holidays.	<input type="radio"/>	<input type="radio"/>
7. On Sunday, Sara and Maha went on a helicopter trip.	<input type="radio"/>	<input type="radio"/>
8. On Monday, afternoon they visited Nizwa Fort.	<input type="radio"/>	<input type="radio"/>
9. On Monday evening, Sara bought perfumes.	<input type="radio"/>	<input type="radio"/>
10. Sara and Maha went to Jabel Al-Khdar on Tuesday.	<input type="radio"/>	<input type="radio"/>
11. Sara and Maha went to the desert with Ali.	<input type="radio"/>	<input type="radio"/>
12. They went to the desert to see the goats.	<input type="radio"/>	<input type="radio"/>
13. Sara stayed in Oman for three weeks.	<input type="radio"/>	<input type="radio"/>
14. Sara is from Japan.	<input type="radio"/>	<input type="radio"/>
15. Sara likes Oman.	<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.

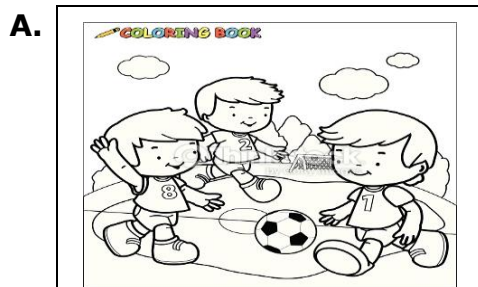
A. ali's birthday is in November

B. yesterday, i visited my uncle.

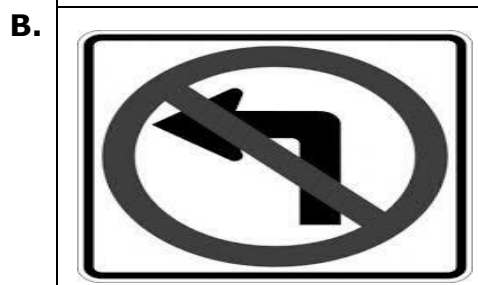
Marker A	Marker B	Average

WRITING 2**(3 marks)**

Look at the pictures. Then complete each sentence.



They _____



Don't _____



She _____

Marker A	Marker B	Average

WRITING 3

(5 marks)

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

Situation: Imagine that you are Ali/ Amna. Your friend Sam/ Sally who lives in America has written to you saying :

Dear Ali/ Amna,

My name is Sam/Sally. I live in America. I want you to be my new friend. I hope you will write to me soon and tell me about yourself.

Thanks,

Sam/Sally.

Write a reply to your friend. *Your writing should be **clear** and **well organized**.*

[illegible]

Marker A	Marker B	Average


**WRITING
SCORE**

10

GRADE-6 BASIC - LISTENING SCRIPT (SEMESTER ONE- 1st SESSION)

Listening Test - Semester ONE, 2015.

You will hear each QUESTION three times. The first time only listen, the second time write, and the third time check your work. Write your answers on your test paper.

Question One. *Look at Question One.* You are going to hear five short texts about "Salim's family's Jobs". Match the pictures with the texts. For each text, shed in the bubble  under the correct option.

Now listen for the first time.

1. Hello, everybody. I am Salim. I would like to tell you about my family members' jobs. My older brother Nasir spends most of his time driving from one place to another. Sometimes the people who he takes don't speak Arabic which made it difficult. He returns home late and feels tired.
2. My sister Muna likes her job so much. Although it needs a skill and imagination, but it makes her feel relax. When she draws, she uses some paints, a brush and drawing papers. She mostly likes to draw the nature.
3. My younger brother Ahmed works in a very dangerous job. He has to be ready any time. He gets calls from different places which have been burned. His duty is to stop fires.
4. My uncle Waleed has his own workshop. There, he designs doors, beds and cupboards. It took him time to make them because it isn't easy to cut and shape wood.
5. My cousin Shihab likes to take photos since he was young. He has albums full of our family's pictures. Now, it became an interesting job and he opened a new studio in Otheiba.

Question two:

You are going to hear Hamed talking about the "Sports' Club" in his city. Listen and put a tick (✓) if you can play the sport in the club or a cross (×) if you can't. The first picture is an example.

Hello everyone, I am Hamed from Sur. Today I want to tell you about the sport club in my city. The club has different activities and sports. The most popular sport is basketball because many people like it. Unfortunately, we can't play tennis because we do not have a tennis court there. Most of my friends enjoy swimming in the swimming pool. If you are a new member and you would like to run, you will enjoy it in the running line. However, it is so sad that you can't use your bike in the club. The good news is that cricket is added this season to the club and you can practice it in the playground. Finally, I would like to say that in the club we have many friendly trainers who are ready to provide help to you when you need it. The club opens all days of the week.

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

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

GRM/ VCB 1 (2.5 mks)								
	earring	zebra	rectangle	torch	rug	pilot	foot	Water container
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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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

GRM/ VCB 2 (2.5 mks)	GRM/ VCB 3 (5 mks)	
6. is	11. mor <u>ning</u>	16. W <u>ho</u>
7. are	12. th <u>ank</u>	17. un <u>cle</u>
8. How	13. we <u>ek</u>	18. Wh <u>at</u>
9. Did	14. t <u>o</u>	19. a <u>nd</u>
10. at	15. ci <u>ty</u>	20. ti <u>me</u>

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

READING 1 (5 mks)		READING 2 (5 mks)	
1. <input checked="" type="radio"/> The clown is happy. <input type="radio"/> The clown is scared. <input type="radio"/> The clown is bored.		6. <input checked="" type="radio"/> True <input type="radio"/> False	
2. <input type="radio"/> They are playing volleyball. <input checked="" type="radio"/> They are playing tennis. <input type="radio"/> They are playing basketball.		7. <input type="radio"/> True <input checked="" type="radio"/> False	
3. <input type="radio"/> Omani women like wearing necklace. <input type="radio"/> Omani women like wearing rings <input checked="" type="radio"/> Omani women like wearing bracelets.		8. <input type="radio"/> True <input checked="" type="radio"/> False	
4. <input checked="" type="radio"/> Salim is a fisherman. He likes catching fish. <input type="radio"/> Salim is a farmer. He likes growing watermelon. <input type="radio"/> Salim is an astronaut. He likes exploring space.		9. <input type="radio"/> True <input checked="" type="radio"/> False	
5. <input type="radio"/> This is an Iranian rug. It is made of wool <input checked="" type="radio"/> This is a Matroyshka doll. It is made of wood. <input type="radio"/> This is an origami bird. It is made of paper.		10. <input checked="" type="radio"/> True <input type="radio"/> False	
		11. <input checked="" type="radio"/> True <input type="radio"/> False	
		12. <input type="radio"/> True <input checked="" type="radio"/> False	
		13. <input type="radio"/> True <input checked="" type="radio"/> False	
		14. <input type="radio"/> True <input checked="" type="radio"/> False	
		15. <input checked="" type="radio"/> True <input type="radio"/> False	
<u>Notes:</u> One mark each. Responses must be indicated <u>clearly</u> .		<u>Notes:</u> Half-a-mark each. Responses must be indicated <u>clearly</u> .	

WRITING 1 (2 mks)		Criteria:
2	Very good.	<p>Consider the overall quality of the punctuation and use of capital letters in the two sentences as a whole:</p> <ul style="list-style-type: none"> – 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.	
###	#####	<p><u>Sentence A:</u> <u>Ali's</u> birthday is in November .</p>
###	#####	<p><u>Sentence B:</u> <u>Yesterday I</u> visited my uncle.</p>

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>