

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

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

**Write your answers on the Test Paper****Time: 1½ hours****Pages: 9**

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

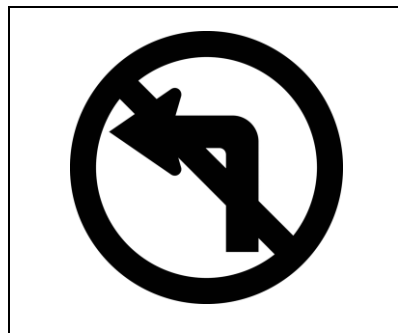
A.



B.



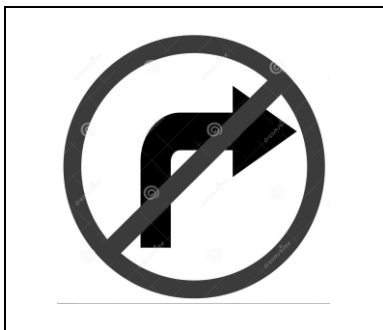
C.



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"/>





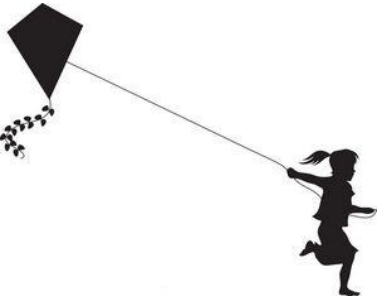



**LISTENING 2 (Items 6–10)**

**(5 marks)**

You are going to hear a text about **Basma's likes and dislikes**.

Listen and complete the table with (✓) for her **likes** or (✗) for her **dislikes**.

		
<p>(e.g.) ✓</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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	angry	deaf	dentist	feet	moon	mountain	snow	strong
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.** \_\_\_\_\_ do you live? I live in Oman.

**7.** It can sing but it \_\_\_\_\_ fly.

**8.** They \_\_\_\_\_ from the USA.

**9.** Ahmed didn't come to school because \_\_\_\_\_ was ill.

**10.** There is \_\_\_\_\_ orange on the table.



**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**

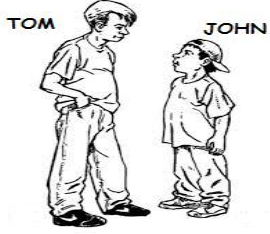
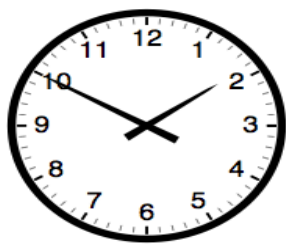



Speaker A:	Hi, how <sup>(11)</sup> a__ you?
Speaker B:	I <sup>(12)</sup> a_ fine. How can I <sup>(13)</sup> he__ you?
Speaker A:	Can I <sup>(14)</sup> a__ you some questions for a survey?
Speaker B:	<sup>(15)</sup> Y__, you can.
Speaker A:	What <sup>(16)</sup> ti__ do you watch tv?
Speaker B:	<sup>(17)</sup> A_ four o'clock in the afternoon.
Speaker A:	And what <sup>(18)</sup> i_ your favourite programme?
Speaker B:	I <sup>(19)</sup> li__ cartoons.
Speaker A:	<sup>(20)</sup> Tha__ you!
Speaker B:	You are welcome!

**GRM/VCB  
SCORE**

10

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

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

1.		<input type="radio"/>	John is taller than Tom.
		<input type="radio"/>	Tom is taller than John.
		<input type="radio"/>	Tom is shorter than John.
2.		<input type="radio"/>	It is ten past ten.
		<input type="radio"/>	It is ten to two.
		<input type="radio"/>	It is two o'clock.
3.		<input type="radio"/>	It is made of clay.
		<input type="radio"/>	It is made of glass.
		<input type="radio"/>	It is made of wood.
4.		<input type="radio"/>	Bend to the left side.
		<input type="radio"/>	Jump with one leg.
		<input type="radio"/>	Stand up with your feet apart.
5.		<input type="radio"/>	His job is a driver.
		<input type="radio"/>	His job is a nurse.
		<input type="radio"/>	His job is a photographer.



**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.

Emily is 8 years old. She is in class two. She lives in a big house with six rooms. She has many toys and she has a lot of friends too. But Emily is not happy. She has a problem.

Emily doesn't write her English homework. She can't read and write. Emily doesn't remember the letters of the alphabet.

One day, Emily's mother decided to visit her school and talk to teacher. The teacher asked Emily to write on the board. But Emily couldn't write. The teacher decided to help Emily. The teacher and Emily agreed to meet every day in break. After one month, Emily could read and write the Alphabet letters well. Emily was very happy and thanked the teacher.

	Statements	True	False
6.	Emily is in class eight.	<input type="radio"/>	<input type="radio"/>
7.	There are six rooms in the house.	<input type="radio"/>	<input type="radio"/>
8.	Emily is sad because she has no friends.	<input type="radio"/>	<input type="radio"/>
9.	Emily does her homework every day.	<input type="radio"/>	<input type="radio"/>
10.	Emily can't read and write English.	<input type="radio"/>	<input type="radio"/>
11.	The father visited the school.	<input type="radio"/>	<input type="radio"/>
12.	The teacher helped Emily.	<input type="radio"/>	<input type="radio"/>
13.	The teacher and Emily meet in the house.	<input type="radio"/>	<input type="radio"/>
14.	Emily was good after a month.	<input type="radio"/>	<input type="radio"/>
15.	At the end, Emily was happy	<input type="radio"/>	<input type="radio"/>

**READING  
SCORE**

**10**



**WRITING 1****(2 marks)**


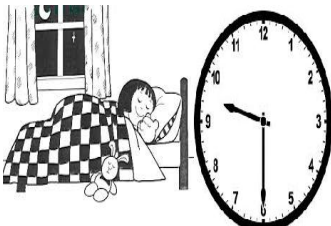

Write these two sentences correctly. Put in **capital letters** and **punctuation marks**.

<b>A.</b>	how much is a kilo of bananas
<b>B.</b>	it's 700 baisa

Marker A	Marker B	Average

**WRITING 2****(3 marks)**

Look at the pictures. Then complete each sentence.

<b>A.</b>		He _____
<b>B.</b>		She _____
<b>C.</b>		It _____

Marker A	Marker B	Average

## WRITING 3

**(5 marks)**

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

**Situation:** A friend sent an e-mail to you asking you about your **father's OR mother's job, what's his/her job** and his/her **job daily routine**. Write an **e-mail** replying to Salim/Salma.

*Your writing should be **clear** and **organised**.*

[illegible]

Marker A	Marker B	Average

**WRITING  
SCORE**

<b>10</b>

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.
- E. Read the texts **three times**. ( 1<sup>st</sup> listen, 2<sup>nd</sup> listen & answer and 3<sup>rd</sup> listen and check )

**Listening 1: Match the pictures with the texts.**

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

1. "This symbol says that cycling is not allowed. So, don't ride your bike here!."
2. "When you see this symbol, be careful because it means that children are crossing."
3. " Keep your town always clean. Throw rubbish in baskets. "
4. "This symbol says that it is not allowed to use your camera and take photos."
5. "If you see this sign, be careful because it says that don't turn to the left side."

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

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

This is Basma. She is twelve years old. She lives with her father and mother. She is a kind girl. She always helps her mother in the kitchen. She likes cooking and knows to cook different types of food. But Basma doesn't like to eat fruit and use computer.

Basma is an active student. She likes her school. Her favourite subjects are English and Science. When she grows up, she wants to be a doctor. Basma doesn't know to paint because she doesn't like Art.

Basma's house is near to the sea. In the afternoon, she goes to the beach to fly her kite but she doesn't like collecting sea shells.

\*\*\*\*\*

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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	√	x	√
2.	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	8.	9.	10.
4.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	x	√	x
5.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
<u>Notes:</u> One mark each. Responses must be indicated <u>clearly</u> .									

GRM/ VCB 1 (2.5 mks)								
	angry	deaf	dentist	feet	moon	mountain	snow	strong
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 checked="" 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 checked="" 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"/>
<u>Notes:</u> Half-a-mark each. Responses must be indicated <u>clearly</u> .								

GRM/ VCB 2 (2.5 mks)		GRM/ VCB 3 (5 mks)	
6.	where	11.	are
7.	can't	12.	am
8.	are	13.	help
9.	he	14.	ask
10.	an	15.	Yes
16.	time	17.	At
18.	is	19.	like
20.	Thank		
<u>Notes:</u> Half-a-mark each. Spelling <u>must</u> be correct, including grammatical endings.			

READING 1 (5 mks)			READING 2 (5 mks)		
1.	<input type="radio"/>	John is taller than Tom.		True	False
	<input checked="" type="radio"/>	Tom is taller than John.	6.	<input type="radio"/>	<input checked="" type="radio"/>
	<input type="radio"/>	Tom is shorter than John.	7.	<input checked="" type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	It is ten past ten.	8.	<input type="radio"/>	<input checked="" type="radio"/>
	<input checked="" type="radio"/>	It is ten to two.	9.	<input type="radio"/>	<input checked="" type="radio"/>
	<input type="radio"/>	It is two o'clock.	10.	<input checked="" type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	It is made of clay.	11.	<input type="radio"/>	<input checked="" type="radio"/>
	<input checked="" type="radio"/>	It is made of glass.	12.	<input checked="" type="radio"/>	<input type="radio"/>
	<input type="radio"/>	It is made of wood.	13.	<input type="radio"/>	<input checked="" type="radio"/>
4.	<input checked="" type="radio"/>	Bend to the left side.	14.	<input checked="" type="radio"/>	<input type="radio"/>
	<input type="radio"/>	Jump with one leg.	15.	<input checked="" type="radio"/>	<input type="radio"/>
	<input type="radio"/>	Stand up with your feet together.	<i>Notes: Half-a-mark each. Responses must be indicated clearly.</i>		
5.	<input type="radio"/>	His job is a driver.			
	<input type="radio"/>	His job is a nurse.			
	<input checked="" type="radio"/>	His job is a photographer.			
<i>Notes: One mark each. Responses must be indicated clearly.</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:</b> <u>H</u> ow much is a kilo of bananas? <b>Sentence B:</b> <u>I</u> t's 700 baisa.
1.5	Good.	
1	Adequate. (Just good enough)	
0.5	Inadequate. (Not good enough)	
0	No attempt at the task.	
###	#####	
###	#####	

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)  <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>