

تم تحميل هذا الملف من موقع المناهج العُمانية



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MINISTRY OF EDUCATION

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

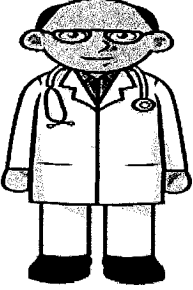

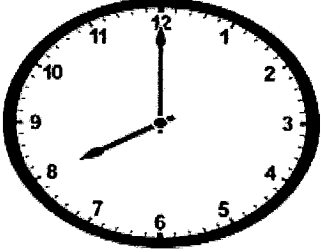
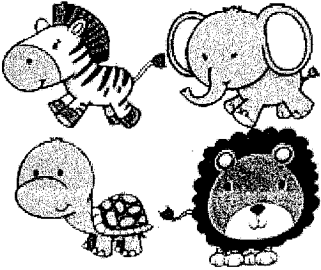
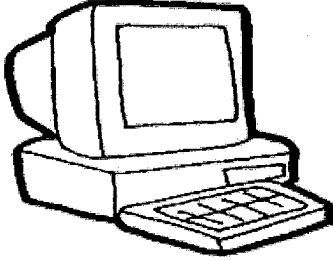
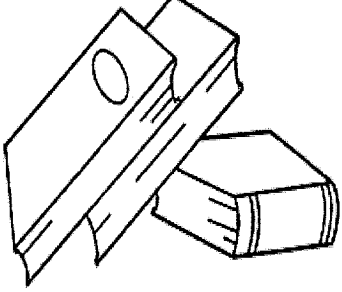
<b>TEST SCORES</b>	<b>LISTENING</b>	<b>10</b>	
	<b>GRM/VCB</b>	<b>10</b>	
	<b>READING</b>	<b>10</b>	
	<b>WRITING</b>	<b>10</b>	
	<b>TOTAL</b>	<b>40</b>	



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

**(5 marks)**

You are going to hear Hari talking about his dad.  
Listen and complete the table with (√) or (×).

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

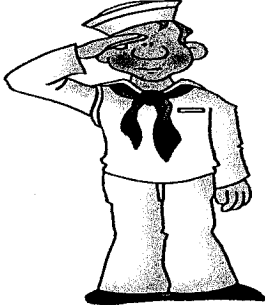
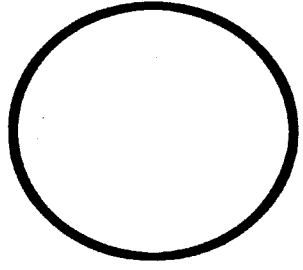

**LISTENING  
SCORE**

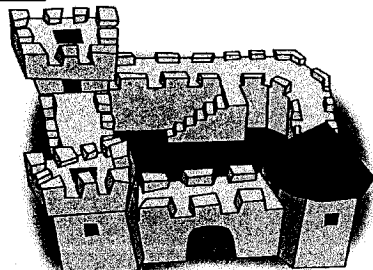
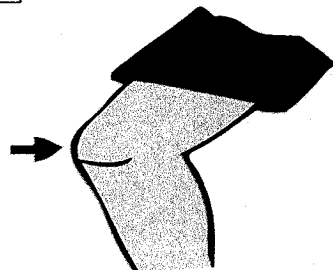
<b>10</b>

**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.
	

	fort	compass	candle	sailor	anchor	knee	Circle	matches
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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 \_\_\_\_ you feel? I'm bored.
7. Mohammed \_\_\_\_\_ from Bahrain.
8. Laila \_\_\_\_\_ work. She is a student.
9. Where \_\_\_\_\_ you go in the last summer holiday?
10. He used \_\_\_\_\_ axe to cut the wood.



**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:* Hello Khalid. Where did you go in the holi \_\_\_\_\_ ?

*Speaker B:* Hello Ali. I vis\_\_\_\_\_ Ras Al Jenz.

*Speaker A:* Tell me what hap\_\_\_\_\_ with you at Ras Al Jenz.

*Speaker B:* It was ama\_\_\_\_\_. We arrived at 3 o'cl\_\_\_\_\_ in the afternoon.

*Speaker A:* Did you go to the be\_\_\_\_\_?

*Speaker B:* Yes, we did I played football with my brother. My sister made a house from the sa\_\_\_\_\_.

*Speaker A:* Wh\_\_\_\_\_ did you do at night?

*Speaker B:* It was very dark so we used a tor\_\_\_\_\_ to look at the turtles. Then we we\_\_\_\_\_ to sleep in our tent.

**GRM/VCB  
SCORE**

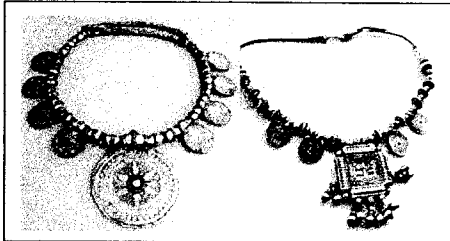
**10**

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

**(5 marks)**

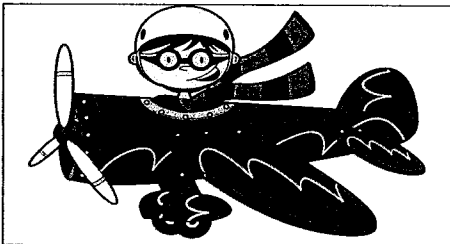
For each picture, shade in the bubble  next to the correct option.

1.



- Omani women wear shirt and jeans.
- Omani women wear Khanjars.
- Omani women wear necklace.

2.



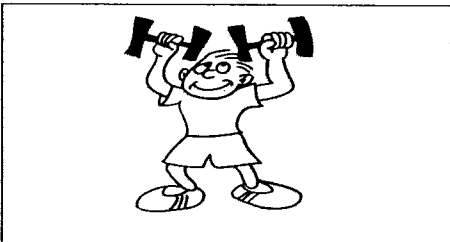
- Sami wants to be a journalist in the future.
- Sami wants to be a pilot in the future
- Sami wants to be a doctor in the future.

3.



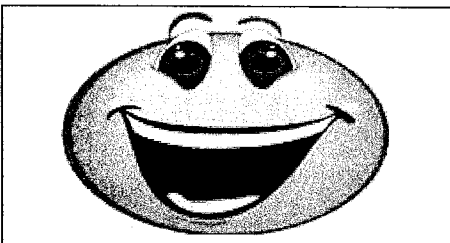
- Aisha wore a spotted dress in her birthday party.
- Aisha wore a zigzag dress in her birthday party.
- Aisha wore a flowery dress in her birthday party.

4.



- Ahmed likes playing music.
- Ahmed likes doing sports and exercise.
- Ahmed likes tools and machines.

5.



- He feels excited.
- He feels sad.
- He feels tired.





**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.

One day, Ahmed went fishing on a boat with his father and uncle. They took some food, water and fishing rods with them. After two hours, they stopped the boat. They took their fishing rods and started fishing. They didn't catch any fish.

After that, they felt hungry. They ate their food and drank water. Then, they decided to go back home. They tried to start the engine but it did not work. The weather became bad. It started raining. They were lost in the sea for two days. They drank some water left with them. Then they slept to save their energy.

They were very tired, thirsty and hungry. Suddenly, they saw a fishing boat. They waved their hands and shouted for help. The fisherman saw them and came for help. The fisherman repaired the boat. They returned home and told their family about their exciting experience.

**READING 2 (continued)**

<b>Statements</b>	<b>True</b>	<b>False</b>
6. Ahmed decided to go fishing on a boat with his father and uncle.	<input type="radio"/>	<input type="radio"/>
7. After three hours, they stopped the boat.	<input type="radio"/>	<input type="radio"/>
8. They caught a lot of fish.	<input type="radio"/>	<input type="radio"/>
9. They ate food and drank water.	<input type="radio"/>	<input type="radio"/>
10. They tried to start the engine but it did not work.	<input type="radio"/>	<input type="radio"/>
11. They were lost in the sea for three days.	<input type="radio"/>	<input type="radio"/>
12. Suddenly, they saw a helicopter.	<input type="radio"/>	<input type="radio"/>
13. They waved their hands and shouted for help.	<input type="radio"/>	<input type="radio"/>
14. The fisherman saw them but did not come for help.	<input type="radio"/>	<input type="radio"/>
15. They told their friends about their exciting experience.	<input type="radio"/>	<input type="radio"/>

<b>READING SCORE</b>
<b>10</b>

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

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

**A.** where did Huda live

---

**B.** ahmed Khalid and Salim went to the supermarket

---

Marker A	Marker B	Average

**WRITING 2**

**(3 marks)**

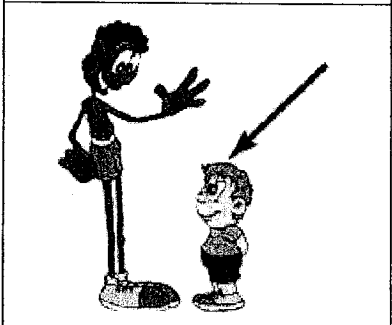
Look at the pictures. Then complete each sentence.

A.



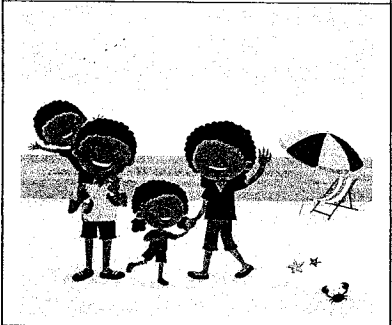
She \_\_\_\_\_

B.



He \_\_\_\_\_

C.



They \_\_\_\_\_

Marker A	Marker B	Average



## LISTENING SCRIPTS

### LISTENING 1

1. Braille is a code of raised dots that can be read with the fingers by people who are blind or who cannot see well.
2. Morse code is an alphabet or code in which letters are represented by dots and dashes.
3. In sign language, people use their fingers and hands to represent the alphabet to communicate with each other.
4. Thousands years ago, people used simple drawings to communicate. They drew on stones or in wadis.
5. We use our faces to help us to communicate with others. The face tells how we feel.

### LISTENING 2

This is my dad. His name is Sami. He is a doctor. He wears a white coat. He works in a big hospital. There are many doctors and nurses there. He starts work at 8 o'clock. He works for seven hours. He goes to work five days a week. He looks after the sick people. He has a big office. He writes notes when people talk to him using a computer. He sometimes travels outside to know more about his job. He hopes that people exercise and keep fit so they will be in a good health. He likes reading about his job. He likes his job very much because he talks to people and help them. When I grow up, I want to be a doctor like my dad.

\*\*\*\*\*

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.)	<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"/>		(x)	(√)
3.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8.	9.	10.
4.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(x)	(√)	(√)
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>		(√)	(√)

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

GRM/ VCB 1 (2.5 mks)								
	fort	compass	candle	sailor	anchor	knee	circle	matches
1.	<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"/>
2.	<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"/>
3.	<input type="radio"/>	<input checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input 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. do		11. holiday	16. beach
7. is		12. visited	17. sand
8. doesn't		13. happened	18. What
9. did		14. amazing	19. torch
10. an		15. O'clock	20. went

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

READING 1 (5 mks)		READING 2 (5 mks)		
1.	<input type="radio"/> Omani women wear shirt and jeans. <input type="radio"/> Omani women wear khanjar. <input checked="" type="radio"/> Omani women wear necklace.	6.	True <input checked="" type="radio"/>	False <input type="radio"/>
2.	<input type="radio"/> Sami wants to be a journalist in the future. <input checked="" type="radio"/> Sami wants to be a pilot in the future. <input type="radio"/> Sami wants to be a doctor in the future.	7.	<input type="radio"/>	<input checked="" type="radio"/>
3.	<input checked="" type="radio"/> Aisha wore a spotted dress in her birthday party. <input type="radio"/> Aisha wore a zigzag dress in her birthday party <input type="radio"/> Aisha wore a flowery dress in her birthday party	8.	<input type="radio"/>	<input checked="" type="radio"/>
4.	<input type="radio"/> Ahmed likes playing music. <input checked="" type="radio"/> Ahmed likes doing sports and exercise. <input type="radio"/> Ahmed likes meeting people.	9.	<input checked="" type="radio"/>	<input type="radio"/>
5.	<input checked="" type="radio"/> He feels excited. <input type="radio"/> He feels sad <input type="radio"/> He feels tired	10.	<input checked="" type="radio"/>	<input type="radio"/>
		11.	<input type="radio"/>	<input checked="" type="radio"/>
		12.	<input type="radio"/>	<input checked="" type="radio"/>
		13.	<input checked="" type="radio"/>	<input type="radio"/>
		14.	<input type="radio"/>	<input checked="" type="radio"/>
		15.	<input type="radio"/>	<input checked="" type="radio"/>
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		<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</b> ; Where did Huda live?  <b>Sentence B</b> : Ahmed, Khalid and Salim went to the supermarket.
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> <ul style="list-style-type: none"> <li>- Do the sentences <u>make sense</u>? [ <i>Is the meaning clear?</i> ]</li> <li>- 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> ]</li> <li>- Is the <u>language</u> in the sentences <u>correct</u>? [ <i>Is the grammar/ vocabulary/ spelling/ punctuation(mostly) correct?</i> ]</li> </ul>
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>