

تم تحميل هذا الملف من موقع المناهج العمانية



تجميع اختبارات نهائية سابقة

موقع فايلاتي ← المناهج العمانية ← الصف السادس ← لغة انجليزية ← الفصل الأول ← اختبارات ← الملف

تاريخ إضافة الملف على موقع المناهج: 19:41:48 2024-12-14

ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي للمدرس

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف السادس



صفحة المناهج
العمانية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف السادس والمادة لغة انجليزية في الفصل الأول

| | |
|---|---|
| اختبار تشخيصي في وحدة الاشراف Diagnostic Unti Supervision | 1 |
| اختبار قصير ثاني نموذج جديد | 2 |
| ملخص قواعد المنهج | 3 |
| ملخص الوحدة الأولى fun time Free | 4 |
| اختبار قصير ثاني 2 test class | 5 |

تجميع اختبارات نهائية

(العام الدراسي 2023/2024)

مادة اللغة الإنجليزية

الصف: السادس

تجميع: خالد بن سالم الجابري
(معلم مادة الكيمياء)



@PYTHAGORATH

ENGLISH LANGUAGE TEST

GRADE SIX

Semester One

Morning Session

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

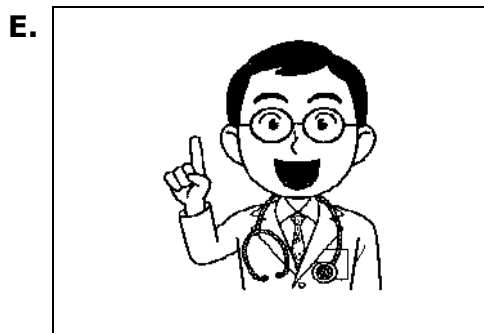
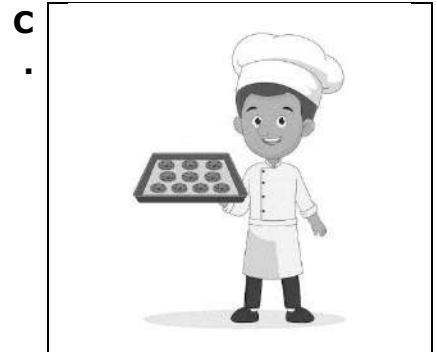
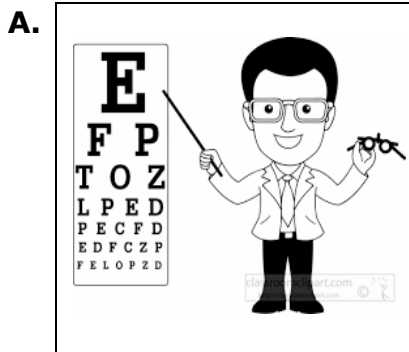
Write your answers on the Test Paper
Time: 1½ hours **Pages: 10**

| | | | |
|------------------------|------------------|-----------|--|
| 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 **jobs**. Match the pictures with the texts. For each text, shade in the bubble under the correct option.



Pictures


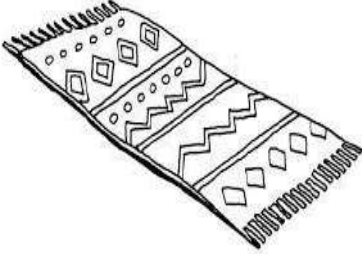

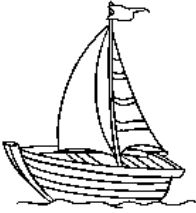


| Text | A | B | C | D | E | F |
|------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <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 list of the things **Samia** took photos of when he travelled to different places. Listen and put a tick (✓) for objects she has and a (✗) for objects she doesn't have.

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

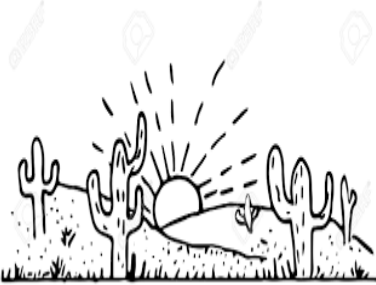


**LISTENING
SCORE**


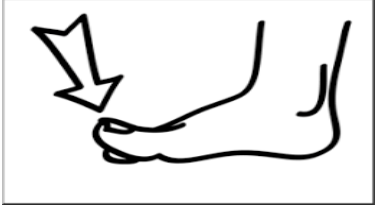
| |
|----|
| |
| 10 |

VOCABULARY (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. |
|  |  |

- | | | | | | | | |
|-----|-----|------|------|--------|----------|------------|-------|
| axe | toe | Tent | feet | Desert | Scissors | helicopter | plane |
|-----|-----|------|------|--------|----------|------------|-------|

| | | | | | | | | |
|-----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 (Items 6–10) (2½ marks)

Complete each sentence with **ONE** word only.

- 6. Hello, I _____ Salma. I live in Muscat.
- 7. She has _____ brown hair.
- 8. _____ did you go in the holiday? I went to Salah.
- 9. Did they watch television? No, they _____
- 10. Huda is _____ teacher.

GRAMMAR/VOCABULARY (Items 11–20) (5 marks)

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

There (11) _____ many ways of communication. Some people (12) _____ body language such as hands (13) _____ heads. People (14) _____ can't see well, use (15) _____ to read Braille writing. People with hearing problems use (16) _____ language. When we cross the road, we can see (17) _____ symbols that tell us not to (18) _____ right or (19) _____. There are also signs that (20) _____ us not to cross the road.

| | | | | | | | | |
|-----|-----------------------|------------|-----------------------|---------------|-----------------------|------------|-----------------------|------------|
| 11. | <input type="radio"/> | Is | <input type="radio"/> | are | <input type="radio"/> | be | <input type="radio"/> | been |
| 12. | <input type="radio"/> | Use | <input type="radio"/> | uses | <input type="radio"/> | using | <input type="radio"/> | is use |
| 13. | <input type="radio"/> | So | <input type="radio"/> | when | <input type="radio"/> | if | <input type="radio"/> | or |
| 14. | <input type="radio"/> | When | <input type="radio"/> | who | <input type="radio"/> | what | <input type="radio"/> | why |
| 15. | <input type="radio"/> | their eyes | <input type="radio"/> | their fingers | <input type="radio"/> | their legs | <input type="radio"/> | their ears |
| 16. | <input type="radio"/> | Book | <input type="radio"/> | computer | <input type="radio"/> | sign | <input type="radio"/> | phone |
| 17. | <input type="radio"/> | Some | <input type="radio"/> | the | <input type="radio"/> | an | <input type="radio"/> | a |
| 18. | <input type="radio"/> | Move | <input type="radio"/> | look | <input type="radio"/> | turn | <input type="radio"/> | watch |
| 19. | <input type="radio"/> | Left | <input type="radio"/> | sofa | <input type="radio"/> | tissue | <input type="radio"/> | head |
| 20. | <input type="radio"/> | is showing | <input type="radio"/> | shows | <input type="radio"/> | showed | <input type="radio"/> | show |

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

READING 1 (Items 1-5)

(5 marks)

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

1.



- He is happy
- He is excited.
- He is sad.

2.



- They are cooking food.
- They are doing exercise.
- They are running

3.



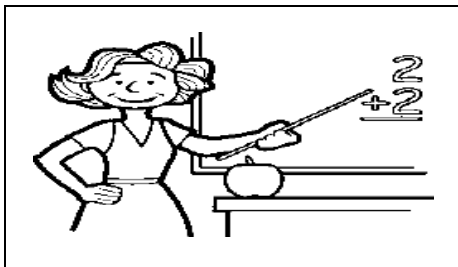
- They are dolphins.
- They are birds.
- They are camels.

4.

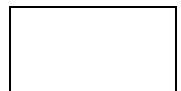


- Ahmed is listening to music.
- Ahmed is reading a book.
- Ahmed is sleeping in his bed.

5.



- Sandra is a teacher.
- Sandra is a doctor.
- Sandra is a pilot.



READING 2(Items 6–10)

(5 marks)

Read the text. Are the statements **True** or **False**?

For each item, shade in the bubble **O** under the correct option.

Last week, Asma, her parents and her two brothers went to visit her grandparents. Her grandparents live in Sohar. They have a beautiful farm. It has a falaj and they grow many trees such as mango, lemon, and dates.

They arrived at the farm at ten o'clock. Asma and her brothers ran happily greeting their grandparents. At 10:15, they had a walk in the farm and ate some dates. At half past one, they ate lunch. It was rice, chicken, and salad. In the afternoon, her brothers played hide and seek. Asma sat with her grandmother listening to her stories. At half past eight, they had dinner outside near a fire camp. It was barbeque. Then they had a delicious cake as a dessert. Her grandfather told them some stories about Omani history.

At ten o'clock, Asma and her family went back home. They arrived at half past ten. It was a beautiful and unforgettable day.

Statements

| True | False |
|------|-------|
|------|-------|

6. Asma's grandparents live in Sohar.

| | |
|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|

7. There are mango and lemon trees in the farm.

| | |
|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|

8. They ate pasta and fish for lunch.

| | |
|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|

9. They had dinner at half past eight.

| | |
|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|

10. They arrived home at ten o'clock.

| | |
|-----------------------|-----------------------|
| <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. what did ahmed buy from the suq

B. the man bought bananas oranges and apples

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

WRITING 2

(3 marks)

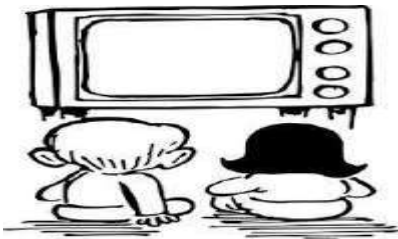
Look at the pictures. Then complete each sentence.

A.



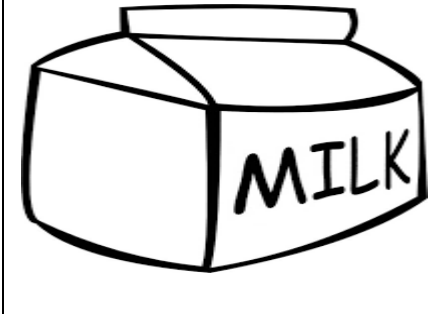
Sami _____

B.



They _____

C.



She _____

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

| 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 checked="" type="radio"/> | <input type="radio"/> | (e.g.) | | |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | (v) | (×) | (v) |
| 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"/> | (×) | (v) | (v) |
| 5. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | |

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

| VCB (2.5 mks) | | | | | | | | |
|---------------|-----------------------|----------------------------------|-----------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------|
| | axe | toe | Tent | feet | Desert | scissors | helicopter | plane |
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" 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 type="radio"/> | <input type="radio"/> | <input checked="" 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 checked="" type="radio"/> | <input 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"/> | <input type="radio"/> | <input type="radio"/> |

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

| GRM (2.5 mks) | |
|---------------|--------|
| 6. | am |
| 7. | got |
| 8. | Where |
| 9. | didn't |
| 10. | a |

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

| GRM/ VCB (5 mks) | | | |
|------------------------------|-----------------|--------------|--------------|
| 11. <input type="radio"/> Is | ● Are | ○ Be | ○ been |
| 12. ● use | ○ Uses | ○ Using | ○ Is use |
| 13. ○ so | ○ when | ○ if | ● or |
| 14. ○ where | ● Who | ○ what | ○ why |
| 15. ○ Their eyes | ○ Their fingers | ○ Their legs | ● Their ears |
| 16. ○ Book | ○ Computer | ● sign | ○ phone |
| 17. ● Some | ○ The | ○ a | ○ an |
| 18. ○ Move | ○ Look | ● turn | ○ watch |
| 19. ● Left | ○ Sofa | ○ tissue | ○ head |
| 20. ○ Is showing | ○ shows | ○ showed | ● show |

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

| READING 1 (5 mks) | READING 2 (5 mks) | |
|---|-------------------|--------------|
| 1. <input type="radio"/> He is happy. <input type="radio"/> He is excited. ● He is sad. | True | False |
| 2. <input type="radio"/> They are cooking food.. ● They are doing exercise. <input type="radio"/> They are running | 6. ● | ○ |
| 3. ● They are dolphins. <input type="radio"/> They are birds. <input type="radio"/> They are camels. | 7. ● | ○ |
| 4. <input type="radio"/> Ahmed is listening to music. ● Ahmed is reading a book. <input type="radio"/> Ahmed is sleeping in his bed.. | 8. ○ | ● |
| 5. ● Sandra is a teacher. <input type="radio"/> Sandra is a doctor. <input type="radio"/> Sandra is a pilot. | 9. ● | ○ |
| | 10. ○ | ● |

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

| 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> <p>– Have all the correct punctuation marks and capital letters been inserted in the correct places? – Have any been inserted that should not be there?</p> <p>Sentence A: Xxxxxx xxx xxxxx xxxxxx xxxxx xxxx xxxxx.</p> <p>Sentence B: Xxxx xxx xx xxxxx xxxx xxxx xxxxxxxx xxxxx xxxxxxxxx.</p> |
| 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 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>verygood</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 mostlycorrect 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 OR Hardly any writing at all, <u>OR</u>Not written in English <u>OR</u> Complete nonsense</p> |

ENGLISH LANGUAGE TEST

GRADE SIX

**Semester One
Evening Session**

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

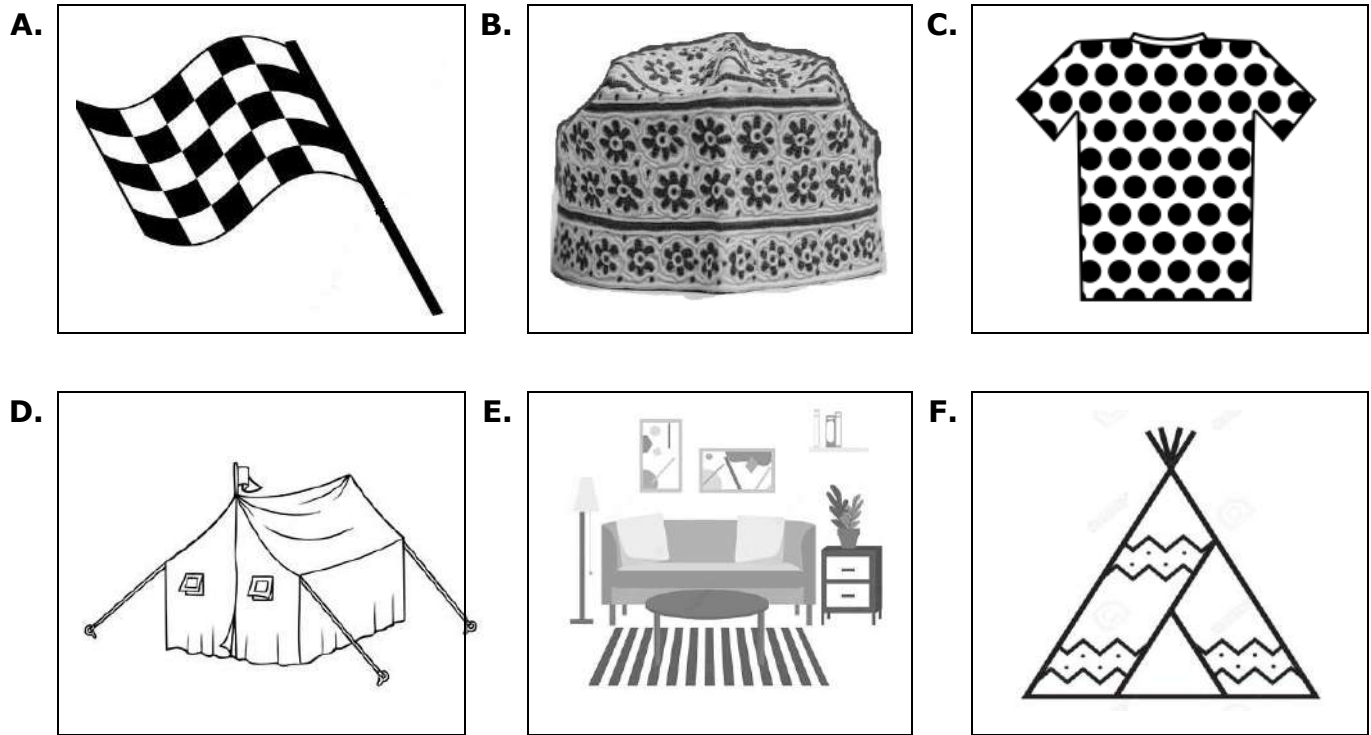
Write your answers on the Test Paper
Time: 1½ hours **Pages: 9**

| | | | |
|------------------------|------------------|-----------|--|
| 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 **patterns**. Match the pictures with the texts. For each text, shade in the bubble under the correct option.



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"/> |




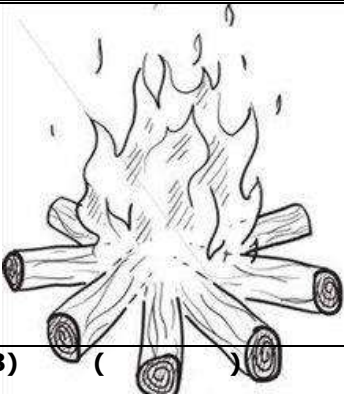

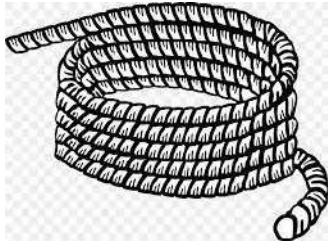


LISTENING 2 (Items 6–10)

(5 marks)

You are going to hear a text about **tools Ahmed and his father will take or don't take in their hiking trip.**

Listen and complete the table with (√) for tools they will take or (×) for the tools they will not take

| | | |
|--|--|--|
|  |  |  |
| <p>(e.g.) (√)</p> | <p>(6) ()</p> | <p>(7) ()</p> |
|  |  |  |
| <p>(8) ()</p> | <p>(9) ()</p> | <p>(10) ()</p> |




**LISTENING
SCORE**

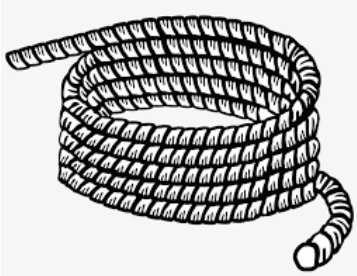

| |
|-----------|
| |
| 10 |

VOCABULARY (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. |
|  |  |

- | | | | | | | | |
|------|------|------|--------|------|--------|-----------|-------|
| bowl | doll | knee | mirror | rope | scared | telescope | tired |
|------|------|------|--------|------|--------|-----------|-------|

| | | | | | | | | |
|-----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 (Items 6–10)

(2½ marks)

Complete each sentence with **ONE** word only.

- 6. Ahmad is from Oman. _____ is Omani.
- 7. Look! There _____ six books in the bag.
- 8. I have got a new bike. I _____ happy now!
- 9. Where _____ you go yesterday? I went to Muscat.
- 10. Who _____ the e-mail from? It's from Maha.

GRAMMAR/VOCABULARY (Items 11–20)

(5 marks)

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

Hello, I'm Majid. I am twelve years old. I live in Sohar. I'm in ⁽¹¹⁾ _____ six. I get ⁽¹²⁾ _____ at 5:00. After that, I brush ⁽¹³⁾ _____ teeth. My mother always advises me to clean them after each meal. Then, I ⁽¹⁴⁾ _____ breakfast, get dressed, and go ⁽¹⁵⁾ _____ school by bus. My school starts at 7:00 and ⁽¹⁶⁾ _____ at 1:30 pm. My favorite subjects are sports ⁽¹⁷⁾ _____ English. I always play football with my friends for one hour. I usually ⁽¹⁸⁾ _____ my homework before dinner. Finally, I go to ⁽¹⁹⁾ _____ and sleep ⁽²⁰⁾ _____ ten o'clock. I sleep early to wake up early.

| | | | | | | | | |
|------------|-----------------------|-------|-----------------------|---------|-----------------------|----------|-----------------------|--------|
| 11. | <input type="radio"/> | class | <input type="radio"/> | door | <input type="radio"/> | house | <input type="radio"/> | window |
| 12. | <input type="radio"/> | at | <input type="radio"/> | from | <input type="radio"/> | of | <input type="radio"/> | up |
| 13. | <input type="radio"/> | him | <input type="radio"/> | his | <input type="radio"/> | my | <input type="radio"/> | your |
| 14. | <input type="radio"/> | do | <input type="radio"/> | go | <input type="radio"/> | have | <input type="radio"/> | play |
| 15. | <input type="radio"/> | in | <input type="radio"/> | on | <input type="radio"/> | the | <input type="radio"/> | to |
| 16. | <input type="radio"/> | lives | <input type="radio"/> | has | <input type="radio"/> | finishes | <input type="radio"/> | makes |
| 17. | <input type="radio"/> | and | <input type="radio"/> | because | <input type="radio"/> | but | <input type="radio"/> | who |
| 18. | <input type="radio"/> | do | <input type="radio"/> | listen | <input type="radio"/> | ride | <input type="radio"/> | watch |
| 19. | <input type="radio"/> | chair | <input type="radio"/> | book | <input type="radio"/> | bus | <input type="radio"/> | bed |
| 20. | <input type="radio"/> | in | <input type="radio"/> | at | <input type="radio"/> | on | <input type="radio"/> | under |


**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"/> It's six o'clock. |
| | | <input type="radio"/> It's half past four. |
| | | <input type="radio"/> It's six thirty. |

| | | |
|----|---|--|
| 2. |  | <input type="radio"/> Don't turn right. |
| | | <input type="radio"/> You can't use your GSM. |
| | | <input type="radio"/> Look out! Children crossing! |

| | | |
|----|--|---|
| 3. |  | <input type="radio"/> I feel angry! |
| | | <input type="radio"/> I'm very excited! |
| | | <input type="radio"/> I feel bored. |

| | | |
|----|---|---|
| 4. |  | <input type="radio"/> It can fly high. |
| | | <input type="radio"/> It can run fast. |
| | | <input type="radio"/> It can swim well. |

| | | |
|----|---|---|
| 5. |  | <input type="radio"/> Don't stand up. |
| | | <input type="radio"/> Bend to the side. |
| | | <input type="radio"/> Put your feet together. |

READING 2 (Items 6–10)

(5 marks)

Read the text. Are the statements **True** or **False**?

For each item, shade in the bubble under the correct option.

Mark Twain was an American writer. He was born in 1835 in Florida in the USA. He lived with his big family and had six brothers.

When Mark was four, his family lived in a town near the river. Mark loved to watch the boats in the river. Many of his stories were about boats and rivers.

When Mark was 11, his father died. Mark had to work to help his family. So, he worked as a writer in a newspaper. His writings were funny, and people liked to read his stories. In 1861, Mark started writing short stories. His stories were funny too and full of adventure. He wrote 28 books.

Mark Twain died in 1910, at the age of 74 in New York, the USA.

| Statements | True | False |
|--|-----------------------|-----------------------|
| 6. Mark was born in New York in 1835 | <input type="radio"/> | <input type="radio"/> |
| 7. Mark’s family was big. | <input type="radio"/> | <input type="radio"/> |
| 8. His family lived near the river when Mark was eleven. | <input type="radio"/> | <input type="radio"/> |
| 9. People liked Mark’s funny stories. | <input type="radio"/> | <input type="radio"/> |
| 10. Mark died in 1910. | <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. when do you play football

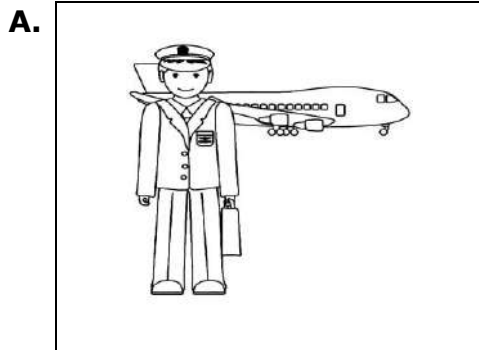
B. i play football on Saturday

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

WRITING 2

(3 marks)

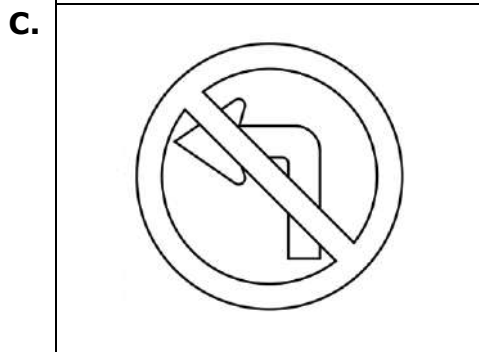
Look at the pictures. Then complete each sentence.



He _____



She _____



Don't _____

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

| LISTENING 1 (5 mks) | | | | | | LISTENING 2 (5 mks) | | | |
|---------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------|----------------------------------|----------------------------------|--------|-----|-----|
| | A | B | C | D | E | F | | 6. | 7. |
| 1. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | (e.g.) | | |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | (v) | (v) | (x) |
| 3. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" 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"/> | (v) | (v) | (x) |
| 5. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | |

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

| VCB (2.5 mks) | | | | | | | | |
|---------------|----------------------------------|-----------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------|-----------------------|
| | bowl | doll | knee | mirror | rope | scared | telescope | tired |
| 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 checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input 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"/> |

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

| GRM (2.5 mks) | |
|---------------|-----|
| 6. | He |
| 7. | are |
| 8. | am |
| 9. | did |
| 10. | is |

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

| GRM/ VCB (5 mks) | | | |
|--|---|---|--|
| 11. <input checked="" type="radio"/> class | 11. <input type="radio"/> door | 11. <input type="radio"/> House | 11. <input type="radio"/> window |
| 12. <input type="radio"/> at | 12. <input type="radio"/> from | 12. <input type="radio"/> Of | 12. <input checked="" type="radio"/> up |
| 13. <input type="radio"/> him | 13. <input type="radio"/> his | 13. <input checked="" type="radio"/> My | 13. <input type="radio"/> your |
| 14. <input type="radio"/> do | 14. <input type="radio"/> go | 14. <input checked="" type="radio"/> Have | 14. <input type="radio"/> play |
| 15. <input type="radio"/> in | 15. <input type="radio"/> on | 15. <input type="radio"/> The | 15. <input checked="" type="radio"/> to |
| 16. <input type="radio"/> lives | 16. <input type="radio"/> has | 16. <input checked="" type="radio"/> finishes | 16. <input type="radio"/> makes |
| 17. <input checked="" type="radio"/> and | 17. <input type="radio"/> because | 17. <input type="radio"/> But | 17. <input type="radio"/> who |
| 18. <input checked="" type="radio"/> do | 18. <input type="radio"/> listen | 18. <input type="radio"/> Ride | 18. <input type="radio"/> watch |
| 19. <input type="radio"/> chair | 19. <input type="radio"/> book | 19. <input type="radio"/> bus | 19. <input checked="" type="radio"/> bed |
| 20. <input type="radio"/> in | 20. <input checked="" type="radio"/> at | 20. <input type="radio"/> On | 20. <input type="radio"/> under |

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

| READING 1 (5 mks) | READING 2 (5 mks) | | | | | | | | | | | | | | | | | | |
|--|--|----------------------------------|------|-------|----|-----------------------|----------------------------------|----|----------------------------------|-----------------------|----|-----------------------|----------------------------------|----|----------------------------------|-----------------------|-----|----------------------------------|-----------------------|
| 1. <input type="radio"/> It's six o'clock. <input checked="" type="radio"/> It's half past four. <input type="radio"/> It's six thirty. | <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 45%; text-align: center;">True</th> <th style="width: 50%; text-align: center;">False</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> </tr> <tr> <td style="text-align: center;">7.</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td style="text-align: center;">8.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> </tr> <tr> <td style="text-align: center;">9.</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td style="text-align: center;">10.</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </tbody> </table> | | True | False | 6. | <input type="radio"/> | <input checked="" type="radio"/> | 7. | <input checked="" type="radio"/> | <input type="radio"/> | 8. | <input type="radio"/> | <input checked="" type="radio"/> | 9. | <input checked="" type="radio"/> | <input type="radio"/> | 10. | <input checked="" type="radio"/> | <input type="radio"/> |
| | True | False | | | | | | | | | | | | | | | | | |
| 6. | <input type="radio"/> | <input checked="" type="radio"/> | | | | | | | | | | | | | | | | | |
| 7. | <input checked="" type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | | | |
| 8. | <input type="radio"/> | <input checked="" type="radio"/> | | | | | | | | | | | | | | | | | |
| 9. | <input checked="" type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | | | |
| 10. | <input checked="" type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | | | |
| 2. <input type="radio"/> Don't turn right. <input type="radio"/> You can't use your GSM. <input checked="" type="radio"/> Look out! Children crossing. | | | | | | | | | | | | | | | | | | | |
| 3. <input checked="" type="radio"/> I feel angry!. <input type="radio"/> I'm very excited. <input type="radio"/> I feel bored. | | | | | | | | | | | | | | | | | | | |
| 4. <input type="radio"/> It can fly high. <input checked="" type="radio"/> It can run fast. <input type="radio"/> It can swim well. | | | | | | | | | | | | | | | | | | | |
| 5. <input type="radio"/> Don't stand up. <input checked="" type="radio"/> Bend to the side. <input type="radio"/> Put your foot together. | | | | | | | | | | | | | | | | | | | |

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

| 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 not be there? <p>Sentence A: <u>W</u>hen do you play football? Sentence B: <u>I</u> play football on <u>S</u>aturday.</p> |
| 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 overall quality of the three sentences as a whole:</p> <ul style="list-style-type: none"> – Do the sentences <u>make sense</u>? [<i>Is the meaning clear?</i>] – 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>] – Is the <u>language</u> in the sentences, <u>correct</u>? [<i>Is the grammar/ vocabulary/ spelling/ punctuation(mostly) correct?</i>] |
| 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, <u>OR</u> Not written in English <u>OR</u> Complete nonsense</p> |

ENGLISH LANGUAGE TEST

GRADE SIX

Semester One

RE_SIT Exam

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

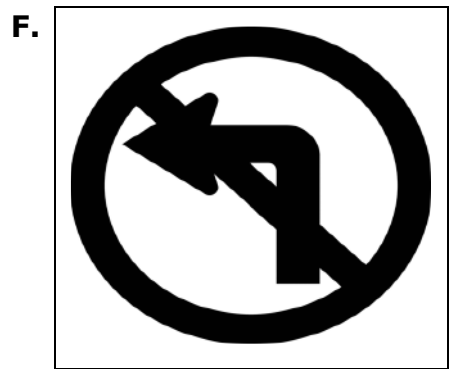
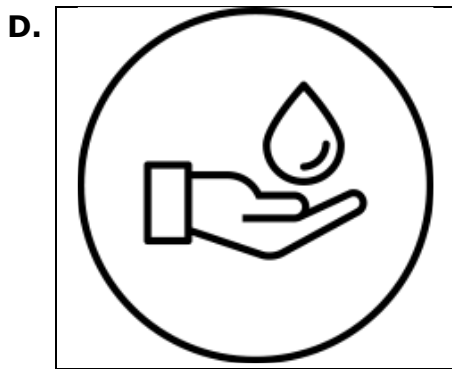
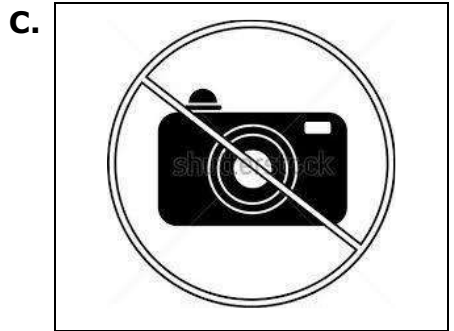
Write your answers on the Test Paper
Time: 1½ hours **Pages: 10**

| | | | |
|------------------------|------------------|-----------|--|
| 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.



Pictures






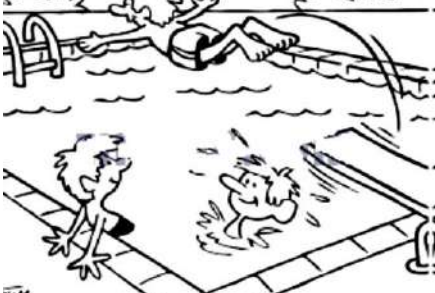
| Text | A | B | C | D | E | F |
|------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <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 what **Omar likes and doesn't like**
 Listen and complete the table with (√) for he **likes** or (×) for he **doesn't like**.


| | | |
|--|---|--|
|  |  |  |
| <p>(e.g.) (√)</p> | <p>(6) ()</p> | <p>(7) ()</p> |
|  |  |  |
| <p>(8) ()</p> | <p>(9) ()</p> | <p>(10) ()</p> |

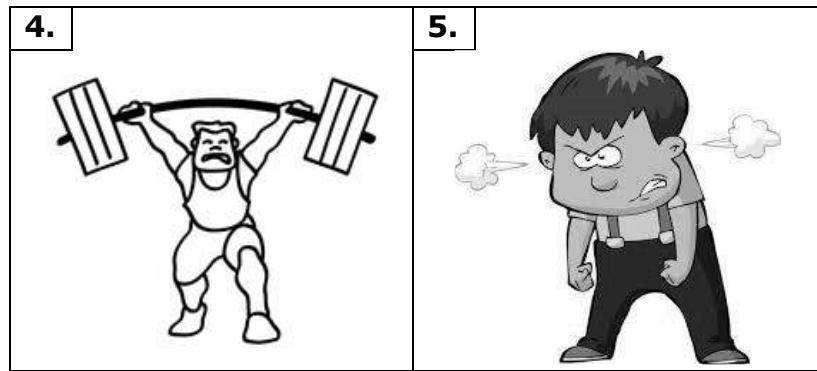
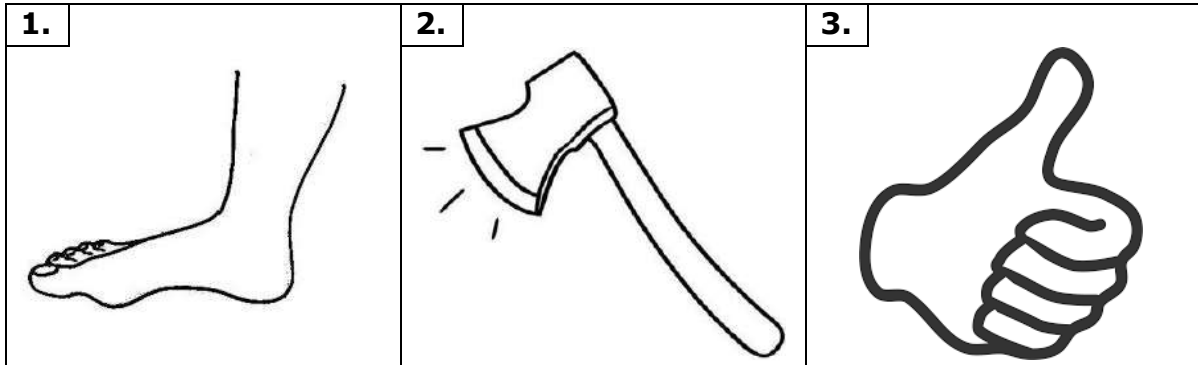
**LISTENING
SCORE**

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

VOCABULARY (Items 1-5)

(2½ marks)

Match the pictures with the words. For each picture, shade in the bubble  under the correct option.



| | | | | | | | |
|-------|--------|------|---------|-----|-------|-------|-----|
| angry | strong | foot | earring | axe | bored | thumb | arm |
|-------|--------|------|---------|-----|-------|-------|-----|

| | | | | | | | | |
|-----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 (Items 6–10)

(2½ marks)

Complete each sentence with **ONE** word only.

- 6. How old _____ you? Twelve
- 7. There is _____ apple in the fridge.
- 8. She likes cooking, but she _____ like music.
- 9. Ali is taller _____ Ahmed.
- 10. _____ is that boy? Omar



GRAMMAR/VOCABULARY (Items 11–20)

(5 marks)

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

Hani ⁽¹¹⁾ _____ twelve years old. He lives with ⁽¹²⁾ _____ father and mother. He is a kind ⁽¹³⁾ _____. He always helps his father ⁽¹⁴⁾ _____ the garden. He likes watching TV ⁽¹⁵⁾ _____ playing football. But Hani ⁽¹⁶⁾ _____ like using computer. Hani is ⁽¹⁷⁾ _____ active student. He likes his school. His favourite subjects ⁽¹⁸⁾ _____ English and Science. When he grows up, he wants to be a pilot. Hani doesn't know to paint ⁽¹⁹⁾ _____ he doesn't like Art. Hani's house is near to the sea. In the afternoon, he goes to the beach to fly his ⁽²⁰⁾ _____ and collect seashells.

| | | | | | | | | |
|-----|-----------------------|---------|-----------------------|---------|-----------------------|-------|-----------------------|---------|
| 11. | <input type="radio"/> | Is | <input type="radio"/> | are | <input type="radio"/> | am | <input type="radio"/> | were |
| 12. | <input type="radio"/> | her | <input type="radio"/> | his | <input type="radio"/> | mine | <input type="radio"/> | him |
| 13. | <input type="radio"/> | girl | <input type="radio"/> | woman | <input type="radio"/> | boy | <input type="radio"/> | men |
| 14. | <input type="radio"/> | on | <input type="radio"/> | under | <input type="radio"/> | of | <input type="radio"/> | In |
| 15. | <input type="radio"/> | and | <input type="radio"/> | but | <input type="radio"/> | also | <input type="radio"/> | so |
| 16. | <input type="radio"/> | does | <input type="radio"/> | doesn't | <input type="radio"/> | do | <input type="radio"/> | did |
| 17. | <input type="radio"/> | are | <input type="radio"/> | a | <input type="radio"/> | an | <input type="radio"/> | the |
| 18. | <input type="radio"/> | was | <input type="radio"/> | am | <input type="radio"/> | is | <input type="radio"/> | are |
| 19. | <input type="radio"/> | because | <input type="radio"/> | but | <input type="radio"/> | since | <input type="radio"/> | these |
| 20. | <input type="radio"/> | tent | <input type="radio"/> | kite | <input type="radio"/> | torch | <input type="radio"/> | compass |



READING 1 (Items 1-5)

(5 marks)

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

1.



- Matroyshka dolls are made of wood.
- Iranian rugs are made of wool.
- Oragami birds are made of paper.

2.



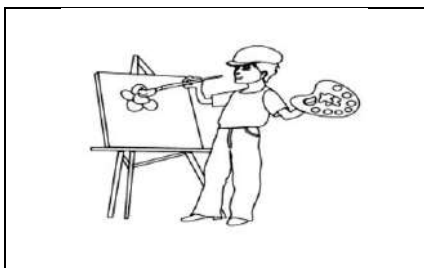
- These are Omani silver necklaces.
- These are Omani silver bracelets.
- These are Omani silver rings.

3.



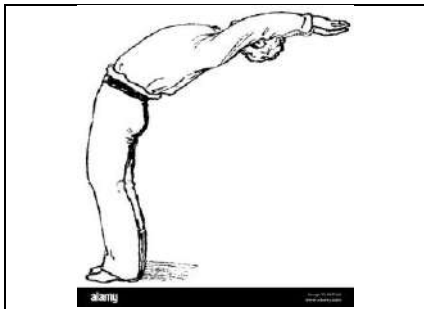
- He likes playing basketball.
- He likes playing volleyball.
- He likes playing football.

4.



- My friend is an artist.
- My friend is an actor.
- My friend is a pilot.

5.



- Bend to the right side.
- Bend backwards.
- Bend to the left side.



READING 2 (Items 6–10)

(5 marks)

Read the text. Are the statements **True** or **False**?

For each item, shade in the bubble under the correct option.

Mustafa lived in a small village in Egypt. He was born in 1990 in Asyut. He liked sports very much but he loved football more. When he was a child; he liked running, jumping and swimming. When he was nine years old, he and his family went to live in Cairo. He continued to play football there for his school club. In 2014, Mustafa joined Al Ahly sports Club. His first match with the Club was in October 2nd. It was against Al Hilal Club from Sudan. He scored two goals on that match. It was amazing! After three years, He was transferred to play in the Omani league and joined Fanja Club there. Unfortunately, he broke his leg in a car accident and was unable to continue playing with the Club. He returned to Egypt and retired from playing permanently. He continued his life as a coach at a sports academy in Cairo. He advised young children to be strong and encouraged them to follow their dreams.

| Statements | True | False |
|---|-----------------------|-----------------------|
| 6. Mustafa is a football player. | <input type="radio"/> | <input type="radio"/> |
| 7. He was born in Cairo. | <input type="radio"/> | <input type="radio"/> |
| 8. At the age of twenty-four, he joined Al Ahli Club. | <input type="radio"/> | <input type="radio"/> |
| 9. Mustafa scored two goals in his second match | <input type="radio"/> | <input type="radio"/> |
| 10. He joined Fanja Club in 2017 | <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.

where did you go last tuesday?

B.

Salem hamed and Ali went to school yesterday

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

WRITING 2

(3 marks)

Look at the pictures. Then complete each sentence.

A.



They _____

B.



He _____

C.



She _____

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

| 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

| VCB (2.5 mks) | | | | | | | | |
|---------------|----------------------------------|----------------------------------|----------------------------------|-----------------------|----------------------------------|-----------------------|----------------------------------|-----------------------|
| | angry | strong | foot | earring | axe | bored | thumb | arm |
| 1. | <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"/> |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" 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 checked="" type="radio"/> | <input type="radio"/> |
| 4. | <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"/> |
| 5. | <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"/> |

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

| GRM (2.5 mks) | |
|---------------|---------|
| 6. | are |
| 7. | an |
| 8. | doesn't |
| 9. | than |
| 10. | who |

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

Grade 6, Sem. 1, 2023/2024, 1st Session: Marking Guide

| GRM/ VCB (5 mks) | | | | |
|------------------|--|--|--------------------------------------|--------------------------------------|
| 11. | <input checked="" type="radio"/> is | <input type="radio"/> are | <input type="radio"/> Am | <input type="radio"/> were |
| 12. | <input type="radio"/> her | <input checked="" type="radio"/> his | <input type="radio"/> Mine | <input type="radio"/> him |
| 13. | <input type="radio"/> girl | <input type="radio"/> woman | <input checked="" type="radio"/> boy | <input type="radio"/> men |
| 14. | <input type="radio"/> on | <input type="radio"/> under | <input type="radio"/> of | <input checked="" type="radio"/> in |
| 15. | <input checked="" type="radio"/> and | <input type="radio"/> but | <input type="radio"/> also | <input type="radio"/> so |
| 16. | <input type="radio"/> does | <input checked="" type="radio"/> doesn't | <input type="radio"/> do | <input type="radio"/> did |
| 17. | <input type="radio"/> are | <input type="radio"/> a | <input checked="" type="radio"/> an | <input type="radio"/> the |
| 18. | <input type="radio"/> was | <input type="radio"/> am | <input type="radio"/> is | <input checked="" type="radio"/> are |
| 19. | <input checked="" type="radio"/> because | <input type="radio"/> but | <input type="radio"/> since | <input type="radio"/> these |
| 20. | <input type="radio"/> tent | <input checked="" type="radio"/> kite | <input type="radio"/> torch | <input type="radio"/> compass |

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

| READING 1 (5 mks) | | READING 2 (5 mks) | | |
|-------------------|---|-------------------|---------------------------------------|---------------------------------------|
| 1. | <input checked="" type="radio"/> Matroyshka dolls are made of wood. | 6. | <input checked="" type="radio"/> True | <input type="radio"/> False |
| | <input type="radio"/> Iranian rugs are made of wool. | | 7. | <input type="radio"/> True |
| | <input type="radio"/> Oragami birds are made of paper. | 8. | | <input checked="" type="radio"/> True |
| 2. | <input type="radio"/> These are Omani silver necklaces. | | | 9. |
| | <input checked="" type="radio"/> These are Omani silver bracelets. | 10. | <input checked="" type="radio"/> True | |
| | <input type="radio"/> These are Omani silver rings. | | | |
| 3. | <input type="radio"/> He likes basketball. | | | |
| | <input type="radio"/> He likes playing volleyball. | | | |
| | <input checked="" type="radio"/> He likes playing football. | | | |
| 4. | <input checked="" type="radio"/> My friend is an artist. | | | |
| | <input type="radio"/> My friend is an actor. | | | |

| | |
|--|--|
| <p><input type="radio"/> My friend is a pilot.</p> <p>5. <input type="radio"/> Bend to the right side.</p> <p><input checked="" type="radio"/> Bend backwards.</p> <p><input type="radio"/> Bend to the left side.</p> | |
|--|--|

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

| 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 not be there? <p>Sentence A: Xxxxxx xxx xxxxx xxxxxx xxxxx xxxx xxxxx.</p> <p>Sentence B: Xxxx xxx xx xxxxx xxxx xxxx xxxxxxxx xxxxx xxxxxxxx.</p> |
| 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 overall quality of the three sentences as a whole:</p> <ul style="list-style-type: none"> – Do the sentences <u>make sense</u>? [<i>Is the meaning clear?</i>] – 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>] – Is the <u>language</u> in the sentences, <u>correct</u>? [<i>Is the grammar/ vocabulary/ spelling/ punctuation(mostly) correct?</i>] |
| 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, <u>OR</u> Not written in English <u>OR</u> Complete nonsense</p> |

ENGLISH LANGUAGE TEST

GRADE SIX

**Semester One
Second Session**

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

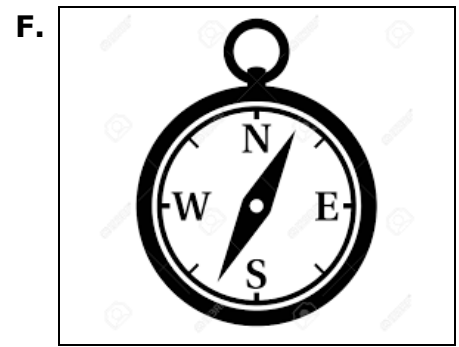
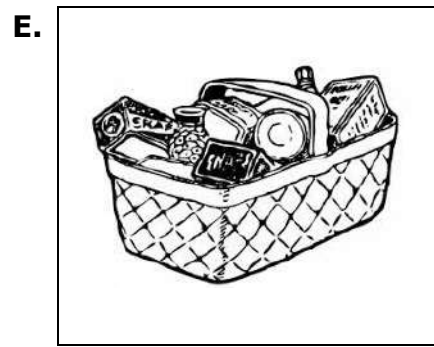
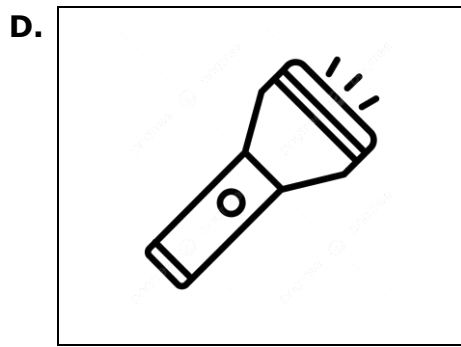
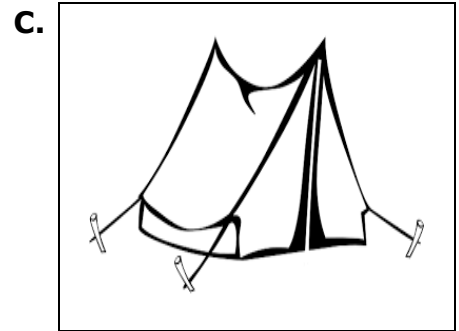
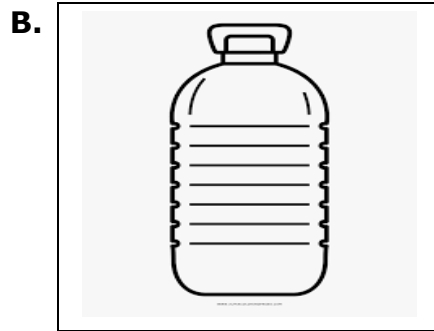
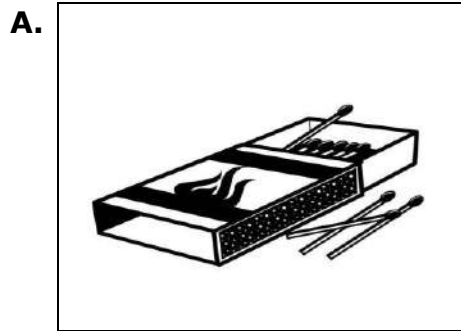
Write your answers on the Test Paper
Time: 1½ hours **Pages: 10**

| | | | |
|------------------------|------------------|-----------|--|
| 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 **important things for camping**. Match the pictures with the texts. For each text, shade in the bubble under the correct option.



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"/> |




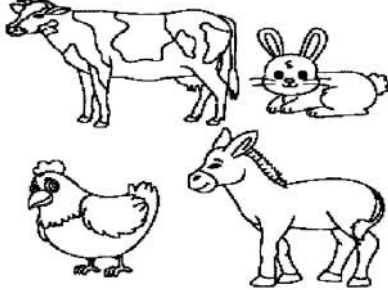




LISTENING 2 (Items 6–10)

(5 marks)

You are going to hear **Danial** talking about **his life**.

Listen and complete the table with (✓) if it is true or (X) if it is false.

| | | |
|--|---|--|
|  |  |  |
| <p>(e.g.) X</p> | <p>(6)</p> | <p>(7)</p> |
|  |  |  |
| <p>(8)</p> | <p>(9)</p> | <p>(10)</p> |




**LISTENING
SCORE**



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

VOCABULARY (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>2.</p>  | <p>3.</p>  |
|--|--|--|

| | |
|---|--|
| <p>4.</p>  | <p>5.</p>  |
|---|--|

| | | | | | | | | |
|--|-----|-----|--------|-------|------|------|------|-----|
| | leg | rug | scared | happy | frog | tent | ring | pot |
|--|-----|-----|--------|-------|------|------|------|-----|

| | | | | | | | | |
|-----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 (Items 6–10)**(2½ marks)**

Complete each sentence with **ONE** word only.

6. I _____ from Oman.
7. It is _____ necklace.
8. How _____ books do you have?
9. These _____ origami birds.
10. She came _____ Sunday.

**GRAMMAR/VOCABULARY (Items 11–20)****(5 marks)**

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

It (11) _____ important to (12) _____ healthy food, move your (13) _____, and get enough sleep (14) _____ night. This will help you feel (15) _____ and do the things you love. Don't eat junk (16) _____ and too many sweets like (17) _____ and ice cream. These things can hurt your body (18) _____ make you ill. If you need help, talk (19) _____ your doctor. He (20) _____ help you to get and stay healthy.

- 11. are am Is were

- 12. play write Read eat

- 13. body book Pen ruler

- 14. at in on of

- 15. bad good Short tall

- 16. flower food Sport house

- 17. meat milk chocolate rice

- 18. an and The for

- 19. to are Is am

- 20. can by To from

| |
|--|
| |
|--|

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

READING 1 (Items 1-5)

(5 marks)

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



- He is playing music.
- He is singing.
- He is watching TV.



- Don't park your car here.
- Turn left.
- People can cross the road here.



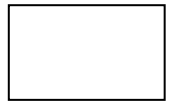
- She feels excited.
- She feels angry.
- She feels bored.



- Turn right.
- Look out! Camels crossing the road.
- No smoking.



- They have breakfast at half past two.
- They have lunch at quarter past two.
- They have dinner at quarter to two.



READING 2 (Items 6–10)

(5 marks)

Read the text. Are the statements **True** or **False**?

For each item, shade in the bubble under the correct option.

Dana was driving home from work on a rainy day. She had a problem with her car. The car fell off the road and crashed into a tree. Dana was stuck in the car for three hours before she was saved by firefighters. She was taken to the hospital. She broke her leg and nose. Dana spent four weeks in the hospital. She finally made a full recovery, but she still had some pain in her leg. She decided to have a big party for herself. She invited her friends and relatives at home and celebrated together. The car accident was a hard moment for Dana, but she is grateful to be alive. She is now more careful when driving, and she helps others to do the same.

| Statements | True | False |
|--|-----------------------|-----------------------|
| 6. Dana was driving home from work on a rainy day. | <input type="radio"/> | <input type="radio"/> |
| 7. The car fell off the road and crashed into a cow. | <input type="radio"/> | <input type="radio"/> |
| 8. Dana broke her leg and nose. | <input type="radio"/> | <input type="radio"/> |
| 9. Dana spent five weeks in the hospital. | <input type="radio"/> | <input type="radio"/> |
| 10. Dana is now more careless when driving. | <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 works in the hospital

B. where did you see him

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

WRITING 2

(3 marks)

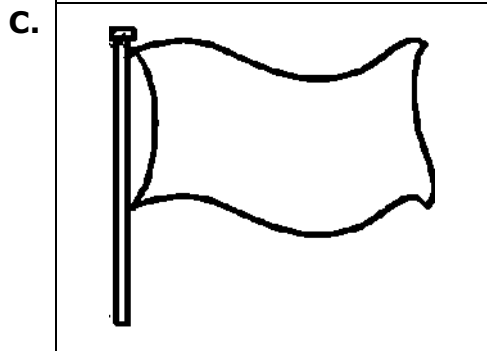
Look at the pictures. Then complete each sentence.



They _____



He _____



It _____

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

| LISTENING 1 (5 mks) | | | | | | LISTENING 2 (5 mks) | | | |
|---------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------|--------|----|-----|
| | A | B | C | D | E | F | | 6. | 7. |
| 1. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | (e.g.) | √ | × |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" 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 type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | × | √ | √ |
| 5. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | |

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

| VCB (2.5 mks) | | | | | | | | |
|---------------|----------------------------------|-----------------------|----------------------------------|-----------------------|----------------------------------|-----------------------|----------------------------------|----------------------------------|
| | leg | rug | scared | happy | frog | tent | ring | pot |
| 1. | <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"/> |
| 2. | <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"/> |
| 3. | <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"/> |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | <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"/> |

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

| GRM (2.5 mks) | |
|---------------|------|
| 6. | am |
| 7. | a |
| 8. | many |
| 9. | are |
| 10. | on |

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

| GRM/ VCB (5 mks) | | | |
|---|---|--|--|
| 11. <input type="radio"/> are | 11. <input type="radio"/> am | 11. <input checked="" type="radio"/> is | 11. <input type="radio"/> were |
| 12. <input type="radio"/> play | 12. <input type="radio"/> write | 12. <input type="radio"/> read | 12. <input checked="" type="radio"/> eat |
| 13. <input checked="" type="radio"/> body | 13. <input type="radio"/> book | 13. <input type="radio"/> pen | 13. <input type="radio"/> ruler |
| 14. <input checked="" type="radio"/> at | 14. <input type="radio"/> in | 14. <input type="radio"/> on | 14. <input type="radio"/> of |
| 15. <input type="radio"/> bad | 15. <input checked="" type="radio"/> good | 15. <input type="radio"/> short | 15. <input type="radio"/> tall |
| 16. <input type="radio"/> flower | 16. <input checked="" type="radio"/> food | 16. <input type="radio"/> sport | 16. <input type="radio"/> house |
| 17. <input type="radio"/> meat | 17. <input type="radio"/> milk | 17. <input checked="" type="radio"/> chocolate | 17. <input type="radio"/> rice |
| 18. <input type="radio"/> an | 18. <input checked="" type="radio"/> and | 18. <input type="radio"/> the | 18. <input type="radio"/> for |
| 19. <input checked="" type="radio"/> to | 19. <input type="radio"/> are | 19. <input type="radio"/> is | 19. <input type="radio"/> am |
| 20. <input checked="" type="radio"/> can | 20. <input type="radio"/> by | 20. <input type="radio"/> to | 20. <input type="radio"/> from |

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

| READING 1 (5 mks) | READING 2 (5 mks) | | | | | | | | | | | | | | | | | | |
|--|---|----------------------------------|------|-------|----|----------------------------------|-----------------------|----|-----------------------|----------------------------------|----|----------------------------------|-----------------------|----|-----------------------|----------------------------------|-----|-----------------------|----------------------------------|
| <p>1. <input type="radio"/> He is playing music. <input type="radio"/> He is singing. <input checked="" type="radio"/> He is watching TV.</p> <p>2. <input checked="" type="radio"/> Don't park your car here. <input type="radio"/> Turn left. <input type="radio"/> People can cross the road here.</p> <p>3. <input type="radio"/> She feels excited. <input checked="" type="radio"/> She feels angry. <input type="radio"/> She feels bored.</p> <p>4. <input type="radio"/> Turn right. <input type="radio"/> Look out! Camels crossing the road. <input checked="" type="radio"/> No smoking.</p> <p>5. <input type="radio"/> They have breakfast at half past two. <input checked="" type="radio"/> They have lunch at quarter past two. <input type="radio"/> They have dinner at quarter to two.</p> | <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 40%; text-align: center;">True</th> <th style="width: 40%; text-align: center;">False</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6.</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td style="text-align: center;">7.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> </tr> <tr> <td style="text-align: center;">8.</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td style="text-align: center;">9.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> </tr> <tr> <td style="text-align: center;">10.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> </tr> </tbody> </table> | | True | False | 6. | <input checked="" type="radio"/> | <input type="radio"/> | 7. | <input type="radio"/> | <input checked="" type="radio"/> | 8. | <input checked="" type="radio"/> | <input type="radio"/> | 9. | <input type="radio"/> | <input checked="" type="radio"/> | 10. | <input type="radio"/> | <input checked="" type="radio"/> |
| | True | False | | | | | | | | | | | | | | | | | |
| 6. | <input checked="" type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | | | |
| 7. | <input type="radio"/> | <input checked="" type="radio"/> | | | | | | | | | | | | | | | | | |
| 8. | <input checked="" type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | | | |
| 9. | <input type="radio"/> | <input checked="" type="radio"/> | | | | | | | | | | | | | | | | | |
| 10. | <input type="radio"/> | <input checked="" type="radio"/> | | | | | | | | | | | | | | | | | |

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

| 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 not be there? <p>Sentence A: Ali works in the hospital.</p> <p>Sentence B: Where did you see him ?</p> |
| 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 overall quality of the three sentences as a whole:</p> <ul style="list-style-type: none"> – Do the sentences <u>make sense</u>? [<i>Is the meaning clear?</i>] – 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>] – Is the <u>language</u> in the sentences, <u>correct</u>? [<i>Is the grammar/ vocabulary/ spelling/ punctuation(mostly) correct?]</i> |
| 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, <u>OR</u> Not written in English <u>OR</u> Complete nonsense</p> |

ENGLISH LANGUAGE TEST

GRADE SIX

Semester One

First Session

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

Write your answers on the Test Paper

Time: 1½ hours

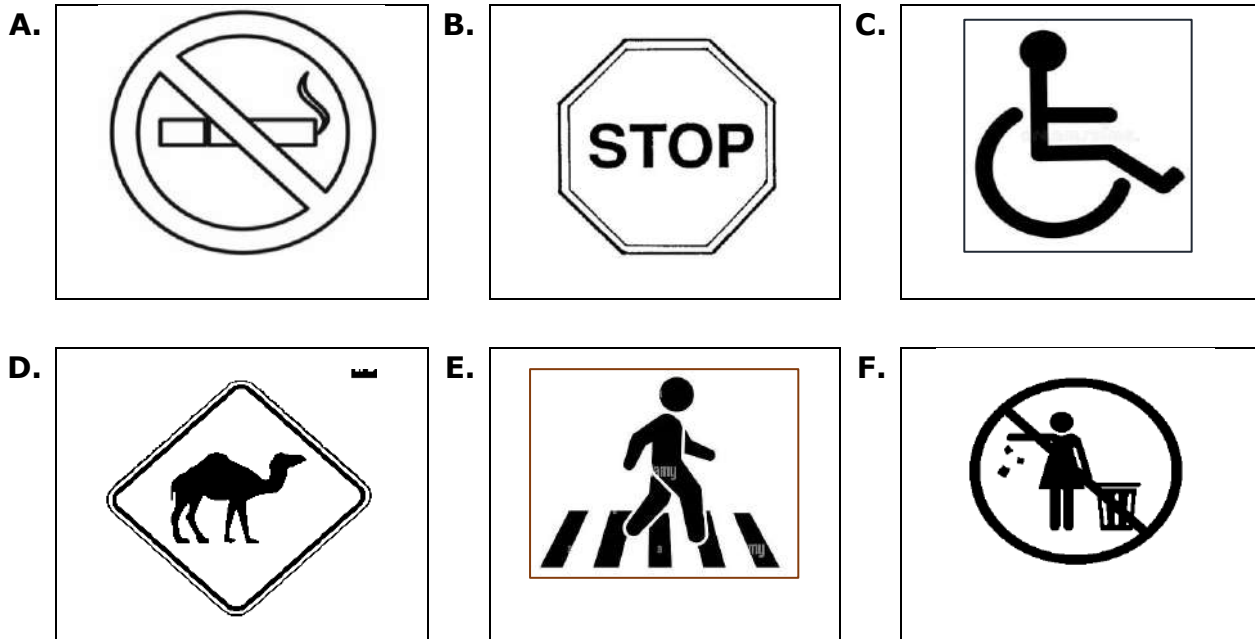
Pages: 10

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

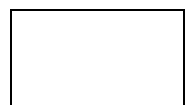
LISTENING 1 (Items 1-5)

(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.



| | 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 Zaid talking about his **daily activities**.

Listen and complete the table with tick (✓) for the activities Zaid likes and (X) for the activities he doesn't like.

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

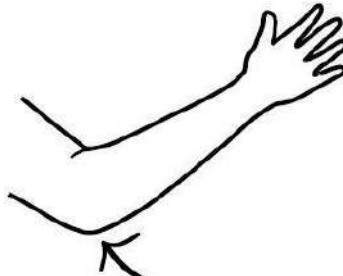


**LISTENING
SCORE**



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

VOCABULARY (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. |
|  |  |

| | | | | | | | |
|------|-----|-----|-------|-------|------|------|-------|
| bird | sad | rug | elbow | happy | bowl | lion | torch |
|------|-----|-----|-------|-------|------|------|-------|

| | | | | | | | | |
|-----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 (Items 6–10)**(2½ marks)**

Complete each sentence with **ONE** word only.

6. _____ are they? They are in the zoo.

7. I went _____ Mirbat yesterday.

8. My mother is _____ doctor.

9. How _____ brothers do you have? I have got 3 brothers.

10. She lives _____ Oman.



GRAMMAR/VOCABULARY (Items 11-20)

(5 marks)

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

Rashed is my best friend. He is twelve years ⁽¹¹⁾ _____. We are in the same ⁽¹²⁾ _____, but he is taller ⁽¹³⁾ _____ me. He likes playing computer ⁽¹⁴⁾ _____. He doesn't like playing volleyball. He ⁽¹⁵⁾ _____ healthy food. He is good ⁽¹⁶⁾ _____ Science, but he ⁽¹⁷⁾ _____ like Math. Sometimes I visit him at home to ⁽¹⁸⁾ _____ and do our homework. In summer, we swim in the swimming ⁽¹⁹⁾ _____ but sometimes we play football. In the future, Rashid wants to ⁽²⁰⁾ _____ a football player.

- | | | | |
|------------------------------------|-------------------------------|------------------------------|------------------------------|
| 11. <input type="radio"/> new | <input type="radio"/> old | <input type="radio"/> short | <input type="radio"/> small |
| 12. <input type="radio"/> table | <input type="radio"/> cup | <input type="radio"/> class | <input type="radio"/> chair |
| 13. <input type="radio"/> than | <input type="radio"/> the | <input type="radio"/> an | <input type="radio"/> a |
| 14. <input type="radio"/> pictures | <input type="radio"/> schools | <input type="radio"/> houses | <input type="radio"/> games |
| 15. <input type="radio"/> eating | <input type="radio"/> eats | <input type="radio"/> ate | <input type="radio"/> eat |
| 16. <input type="radio"/> under | <input type="radio"/> on | <input type="radio"/> in | <input type="radio"/> at |
| 17. <input type="radio"/> don't | <input type="radio"/> doesn't | <input type="radio"/> aren't | <input type="radio"/> wasn't |
| 18. <input type="radio"/> study | <input type="radio"/> open | <input type="radio"/> drive | <input type="radio"/> listen |
| 19. <input type="radio"/> shop | <input type="radio"/> car | <input type="radio"/> pool | <input type="radio"/> card |
| 20. <input type="radio"/> is | <input type="radio"/> are | <input type="radio"/> been | <input type="radio"/> be |

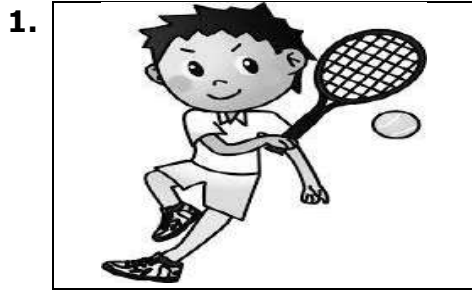
**GRM/VCB
SCORE**

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

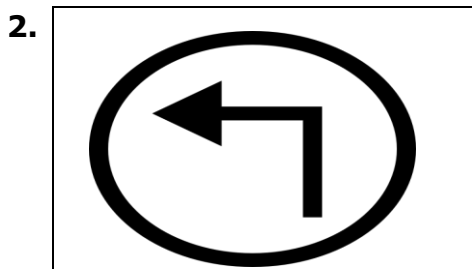
READING 1 (Items 1-5)

(5 marks)

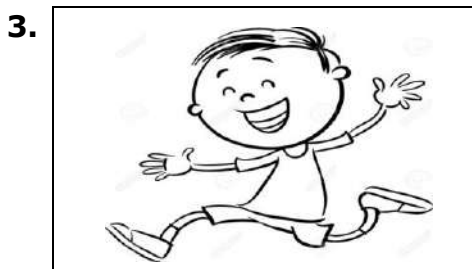
For each picture, shade in the bubble next to the correct option.



- He is playing football.
- He is playing computer games.
- He is playing tennis.



- Turn left.
- Park here.
- Turn right.



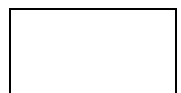
- He is tired.
- He is angry.
- He is excited.



- They are eating dinner at seven o'clock.
- They are eating dinner at eight o'clock.
- They are eating dinner at eleven o'clock.



- She is a doctor.
- She is a teacher.
- She is a pilot.



READING 2 (Items 6–10)

(5 marks)

Read the text. Are the statements **True** or **False**?

For each item, shade in the bubble under the correct option.

John’s family woke up early on Saturday morning, excited for their camping trip. They packed up their things in the car and drove to the camp, which was in a forest near a lake. When they arrived there, they set up their tent. Then, they went for a hike around the lake. They saw all kinds of animals, such as deers, squirrels, and birds. After their hike, they went back to their camp and started a fire. They cooked hotdogs and marshmallows, and they told stories. The next day, they went swimming in the lake. On Monday, it was time to go home. They packed up their tent and said goodbye to all people at the camp. They arrived in the evening, and they were all tired, but they had a wonderful time on their family camping trip.

Statements

| True | False |
|------|-------|
|------|-------|

- | | | |
|--|-----------------------|-----------------------|
| 6. John’s family woke up early on Saturday morning. | <input type="radio"/> | <input type="radio"/> |
| 7. They saw different animals like deers, squirrels, and birds. | <input type="radio"/> | <input type="radio"/> |
| 8. They cooked pasta, and they told stories. | <input type="radio"/> | <input type="radio"/> |
| 9. On Monday, they went swimming in the lake. | <input type="radio"/> | <input type="radio"/> |
| 10. They arrived home in the evening. | <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. My name is ahmed

B. what can you do

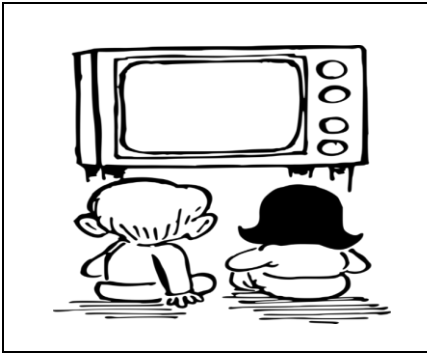
| Marker A | Marker B | Average |
|----------|----------|---------|
| | | |

WRITING 2

(3 marks)

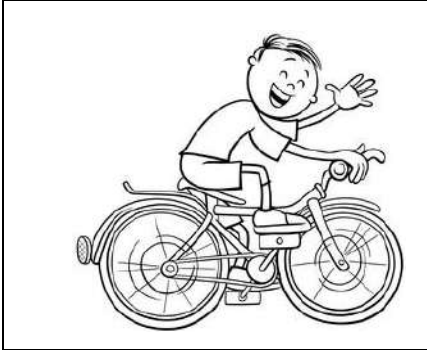
Look at the pictures. Then complete each sentence.

A.



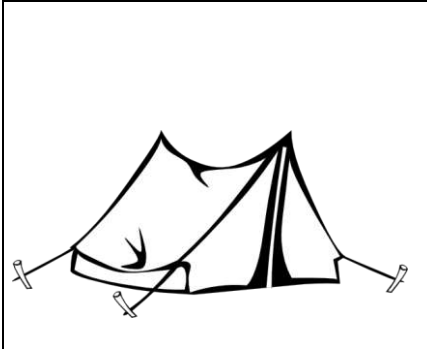
They _____

B.



He _____

C.



It _____

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

| 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 checked="" type="radio"/> | <input type="radio"/> | (e.g.) | X | √ |
| 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 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 | √ | √ |
| 5. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | |

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

| VCB (2.5 mks) | | | | | | | | |
|---------------|----------------------------------|----------------------------------|-----------------------|----------------------------------|-----------------------|----------------------------------|-----------------------|----------------------------------|
| | bird | sad | rug | elbow | happy | bowl | lion | torch |
| 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 checked="" type="radio"/> | <input 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 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 checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

| GRM (2.5 mks) | |
|---------------|-------|
| 6. | Where |
| 7. | to |
| 8. | a |
| 9. | many |
| 10. | in |

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

| GRM/ VCB (5 mks) | | | | | | | | |
|------------------|----------------------------------|----------|----------------------------------|---------|----------------------------------|--------|----------------------------------|--------|
| 11. | <input type="radio"/> | new | <input checked="" type="radio"/> | old | <input type="radio"/> | short | <input type="radio"/> | small |
| 12. | <input type="radio"/> | table | <input type="radio"/> | cup | <input checked="" type="radio"/> | class | <input type="radio"/> | chair |
| 13. | <input checked="" type="radio"/> | than | <input type="radio"/> | the | <input type="radio"/> | an | <input type="radio"/> | a |
| 14. | <input type="radio"/> | pictures | <input type="radio"/> | schools | <input type="radio"/> | houses | <input checked="" type="radio"/> | games |
| 15. | <input type="radio"/> | eating | <input checked="" type="radio"/> | eats | <input type="radio"/> | ate | <input type="radio"/> | eat |
| 16. | <input type="radio"/> | under | <input type="radio"/> | on | <input type="radio"/> | in | <input checked="" type="radio"/> | at |
| 17. | <input type="radio"/> | don't | <input checked="" type="radio"/> | doesn't | <input type="radio"/> | aren't | <input type="radio"/> | wasn't |
| 18. | <input checked="" type="radio"/> | study | <input type="radio"/> | open | <input type="radio"/> | drive | <input type="radio"/> | listen |
| 19. | <input type="radio"/> | shop | <input type="radio"/> | car | <input checked="" type="radio"/> | pool | <input type="radio"/> | card |
| 20. | <input type="radio"/> | Is | <input type="radio"/> | are | <input type="radio"/> | been | <input checked="" type="radio"/> | be |

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

| READING 1 (5 mks) | | READING 2 (5 mks) | |
|-------------------|--|-------------------|--|
| 1. | <input type="radio"/> He is playing football. <input type="radio"/> He is playing computer games. <input checked="" type="radio"/> He is playing tennis. | 6. | True: <input checked="" type="radio"/> False: <input type="radio"/> |
| 2. | <input checked="" type="radio"/> Turn left. <input type="radio"/> Park here. <input type="radio"/> Turn right. | 7. | True: <input checked="" type="radio"/> False: <input type="radio"/> |
| 3. | <input type="radio"/> He is tired. <input type="radio"/> He is angry. <input checked="" type="radio"/> He is excited. | 8. | True: <input type="radio"/> False: <input checked="" type="radio"/> |
| 4. | <input type="radio"/> They are eating dinner at seven o'clock. <input checked="" type="radio"/> They are eating dinner at eight o'clock. <input type="radio"/> They are eating dinner at eleven o'clock. | 9. | True: <input type="radio"/> False: <input checked="" type="radio"/> |
| 5. | <input type="radio"/> She is a doctor. <input type="radio"/> She is a teacher. <input checked="" type="radio"/> She is a pilot. | 10. | True: <input checked="" type="radio"/> False: <input type="radio"/> |

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

| 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 not be there? <p>Sentence A: My name is Ahmed.</p> <p>Sentence B: What can you do?</p> |
| 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 overall quality of the three sentences as a whole:</p> <ul style="list-style-type: none"> – Do the sentences <u>make sense</u>? [<i>Is the meaning clear?</i>] – 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>] – Is the <u>language</u> in the sentences, <u>correct</u>? [<i>Is the grammar/ vocabulary/ spelling/ punctuation(mostly) correct?</i>] |
| 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, <u>OR</u> Not written in English <u>OR</u> Complete nonsense</p> |

ENGLISH LANGUAGE TEST

GRADE SIX

Semester One

First Session

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

Write your answers on the Test Paper

Time: 1½ hours

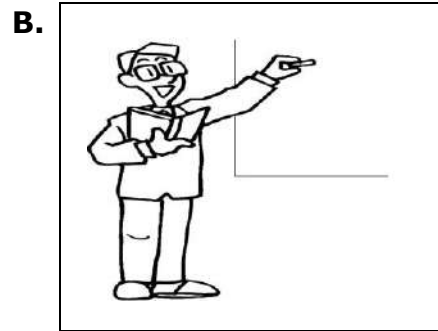
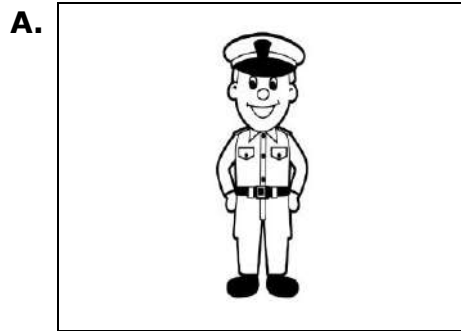
Pages: 10

| | | | |
|------------------------|------------------|-----------|--|
| 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 **jobs**. Match the pictures with the texts. For each text, shade in the bubble under the correct option.



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"/> |

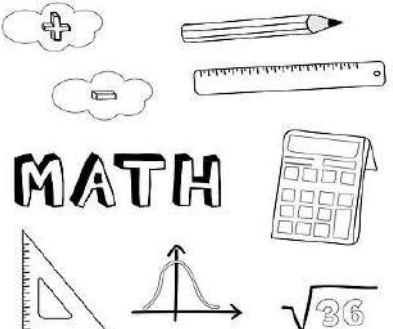
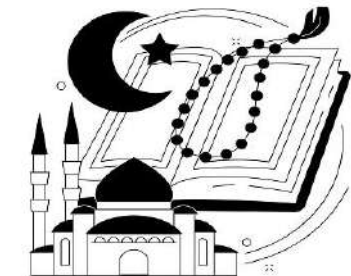



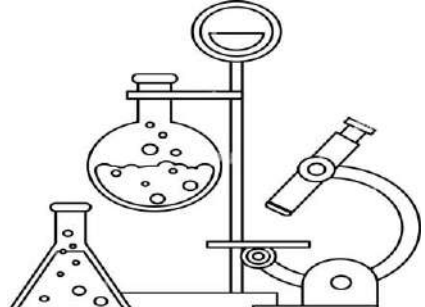


LISTENING 2 (Items 6–10)

(5 marks)

You are going to hear **Sami** talking about his **School Subjects**

Listen and complete the table with tick (✓) for the activities Sami likes and (X) for the activities he doesn't like.

| | | |
|--|---|--|
|  <p>MATH</p> |  |  |
| <p>(e.g.) X</p> | <p>(6)</p> | <p>(7)</p> |
|  <p>ENGLISH</p> |  |  |
| <p>(8)</p> | <p>(9)</p> | <p>(10)</p> |

**LISTENING
SCORE**



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

VOCABULARY (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. |
|  |  |

| | | | | | | | |
|-----|------|-------|-----|------|------|------|-----|
| arm | bowl | happy | sad | doll | tent | knee | rug |
|-----|------|-------|-----|------|------|------|-----|

| | | | | | | | | |
|-----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 (Items 6–10)**(2½ marks)**

Complete each sentence with **ONE** word only.

6. How _____ is this bag? It is 10 rials.
7. This bowl is _____ Palestine.
8. Where _____ you go? I went to Muscat.
9. They get up _____ six o'clock.
10. I like playing basketball _____ tennis.

**GRAMMAR/VOCABULARY (Items 11–20)****(5 marks)**

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

Khanjar is a special ⁽¹¹⁾ _____ in Oman. The Khanjar is curved and is usually made ⁽¹²⁾ _____ silver. Sometimes the Khanjar is made of ⁽¹³⁾ _____. The handle ⁽¹⁴⁾ _____ beautiful designs. Omani men don't ⁽¹⁵⁾ _____ the Khanjar all the time. It's worn in weddings ⁽¹⁶⁾ _____ Eids. ⁽¹⁷⁾ _____ also can be a nice gift. You can buy it from traditional ⁽¹⁸⁾ _____. The Khanjar can be cheap or ⁽¹⁹⁾ _____. The Khanjar is ⁽²⁰⁾ _____ important part of Omani culture and history.

11. spoon knife food dance
12. of in on at
13. paper cotton clay gold
14. having don't has were
15. eat wear sleep watch
16. and but too from
17. We It They You
18. souqs mosques gardens schools
19. exciting high expensive close
20. a an with as

| |
|--|
| |
|--|

GRM/VCB

| |
|--|
| |
|--|

SCORE

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

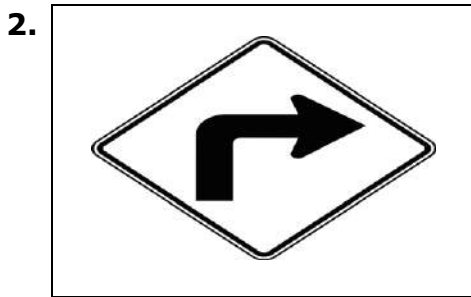
READING 1 (Items 1-5)

(5 marks)

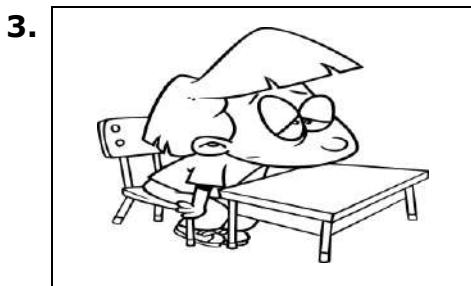
For each picture, shade in the bubble next to the correct option.



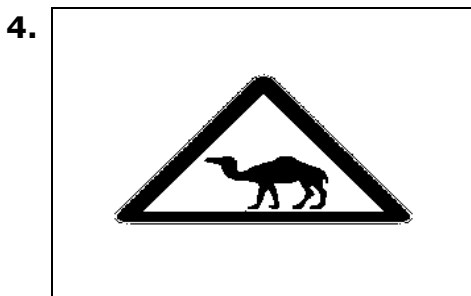
- She is playing music.
- She is singing.
- She is reading a story.



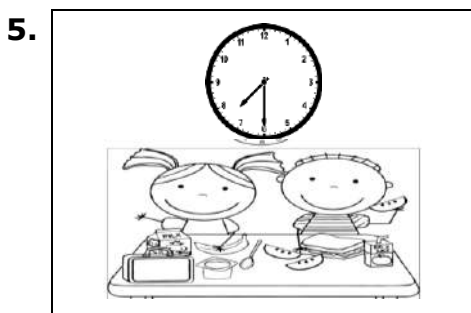
- Turn right.
- Turn left.
- People can cross the road here.



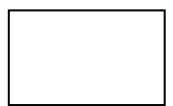
- He feels excited.
- He feels angry.
- He feels bored.



- Don't park your car here.
- Look out! Camels crossing the road.
- No smoking.



- They have breakfast at half past seven.
- They have breakfast at quarte past seven.
- They have breakfast at quarter to seven.



READING 2 (Items 6–10)

(5 marks)

Read the text. Are the statements **True** or **False**?

For each item, shade in the bubble under the correct option.

It was a fun day for David and his classmates as they went on a school trip to the mall. Everyone was talking and excited about visiting the shops. Their teacher told them when to meet and how to stay safe. He looked through the clothes shop, which had lots of clothes. He tried on some clothes and asked his friends for advice. Next, he went to the electronics shop. He looked at the phones and tablets. He was hungry, so he went to the restaurant. There were so many different meals, and everything smelled so good! He got pizza and orange juice. He sat down with his friends to eat. Soon it was time to go back to school. They left the mall. He had a good time there.

| Statements | True | False |
|--|-----------------------|-----------------------|
| 6. David and his classmates went on a school trip to the mall. | <input type="radio"/> | <input type="radio"/> |
| 7. Their mothers told them when to meet and how to stay safe. | <input type="radio"/> | <input type="radio"/> |
| 8. He tried on some games and asked his friends for advice. | <input type="radio"/> | <input type="radio"/> |
| 9. He got pizza and an orange juice. | <input type="radio"/> | <input type="radio"/> |
| 10. He had a bad time at the mall. | <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. what are you doing here

B. They visited qatar last summer

| 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 **Fahad/Farah** wants to be **fit** and **healthy**. Write an **e-mail** to give him/her some advice to be fit and healthy.

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

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

| | |
|--------------------------|-----------|
| WRITING SCORE | |
| | 10 |

| LISTENING 1 (5 mks) | | | | | | LISTENING 2 (5 mks) | | | |
|---------------------|-----------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | A | B | C | D | E | F | | 6. | 7. |
| 1. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | (e.g.) X | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

| VCB (2.5 mks) | | | | | | | | |
|---------------|----------------------------------|-----------------------|----------------------------------|-----------------------|----------------------------------|----------------------------------|-----------------------|----------------------------------|
| | arm | bowl | happy | sad | doll | tent | knee | rug |
| 1. | <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"/> |
| 2. | <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"/> |
| 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 checked="" 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 checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

| GRM (2.5 mks) | |
|---------------|------|
| 6. | much |
| 7. | from |
| 8. | did |
| 9. | at |
| 10. | and |

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

| GRM/ VCB (5 mks) | | | |
|------------------------------------|--|--|--|
| 11. <input type="radio"/> spoon | 12. <input checked="" type="radio"/> of | 13. <input type="radio"/> paper | 14. <input type="radio"/> having |
| 15. <input type="radio"/> eat | 16. <input checked="" type="radio"/> and | 17. <input type="radio"/> We | 18. <input checked="" type="radio"/> souqs |
| 19. <input type="radio"/> exciting | 20. <input type="radio"/> a | <input checked="" type="radio"/> knife | <input type="radio"/> in |
| <input type="radio"/> food | <input type="radio"/> on | <input type="radio"/> clay | <input checked="" type="radio"/> gold |
| <input type="radio"/> dance | <input type="radio"/> at | <input checked="" type="radio"/> has | <input type="radio"/> were |
| <input type="radio"/> cotton | <input type="radio"/> don't | <input type="radio"/> sleep | <input type="radio"/> watch |
| <input type="radio"/> wear | <input type="radio"/> but | <input type="radio"/> too | <input type="radio"/> from |
| <input type="radio"/> It | <input type="radio"/> They | <input type="radio"/> You | <input type="radio"/> schools |
| <input type="radio"/> mosques | <input type="radio"/> gardens | <input checked="" type="radio"/> expensive | <input type="radio"/> close |
| <input type="radio"/> high | <input type="radio"/> with | <input type="radio"/> as | |
| <input type="radio"/> an | | | |

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

| READING 1 (5 mks) | READING 2 (5 mks) | | | | | | | | | | | | | | | | | | |
|---|--|----------------------------------|------|-------|----|----------------------------------|-----------------------|----|-----------------------|----------------------------------|----|-----------------------|----------------------------------|----|----------------------------------|-----------------------|-----|-----------------------|----------------------------------|
| 1. <input type="radio"/> She is playing music. <input type="radio"/> She is singing. <input checked="" type="radio"/> She is reading a story. | <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 40%; text-align: center;">True</th> <th style="width: 40%; text-align: center;">False</th> </tr> </thead> <tbody> <tr> <td style="text-align: right;">6.</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td style="text-align: right;">7.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> </tr> <tr> <td style="text-align: right;">8.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> </tr> <tr> <td style="text-align: right;">9.</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td style="text-align: right;">10.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> </tr> </tbody> </table> | | True | False | 6. | <input checked="" type="radio"/> | <input type="radio"/> | 7. | <input type="radio"/> | <input checked="" type="radio"/> | 8. | <input type="radio"/> | <input checked="" type="radio"/> | 9. | <input checked="" type="radio"/> | <input type="radio"/> | 10. | <input type="radio"/> | <input checked="" type="radio"/> |
| | True | False | | | | | | | | | | | | | | | | | |
| 6. | <input checked="" type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | | | |
| 7. | <input type="radio"/> | <input checked="" type="radio"/> | | | | | | | | | | | | | | | | | |
| 8. | <input type="radio"/> | <input checked="" type="radio"/> | | | | | | | | | | | | | | | | | |
| 9. | <input checked="" type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | | | |
| 10. | <input type="radio"/> | <input checked="" type="radio"/> | | | | | | | | | | | | | | | | | |
| 2. <input checked="" type="radio"/> Turn right. <input type="radio"/> Turn left. <input type="radio"/> People can cross the road here. | | | | | | | | | | | | | | | | | | | |
| 3. <input type="radio"/> He feels excited. <input type="radio"/> He feels angry. <input checked="" type="radio"/> He feels bored. | | | | | | | | | | | | | | | | | | | |
| 4. <input type="radio"/> Don't park your car here. <input checked="" type="radio"/> Look out! Camels crossing the road. <input type="radio"/> No smoking. | | | | | | | | | | | | | | | | | | | |
| 5. <input checked="" type="radio"/> They have breakfast at half past seven. <input type="radio"/> They have breakfast at quarter past seven. <input type="radio"/> They have breakfast at quarter to seven. | | | | | | | | | | | | | | | | | | | |

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

| 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 not be there? <p>Sentence A: What are you doing here?</p> <p>Sentence B: They visited Qatar last summer.</p> |
| 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 overall quality of the three sentences as a whole:</p> <ul style="list-style-type: none"> – Do the sentences <u>make sense</u>? [<i>Is the meaning clear?</i>] – 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>] – Is the <u>language</u> in the sentences, <u>correct</u>? [<i>Is the grammar/ vocabulary/ spelling/ punctuation(mostly) correct?</i>] |
| 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, <u>OR</u> Not written in English <u>OR</u> Complete nonsense</p> |

ENGLISH LANGUAGE TEST

GRADE SIX

Semester One

First Session

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

Write your answers on the Test Paper

Time: 1½ hours

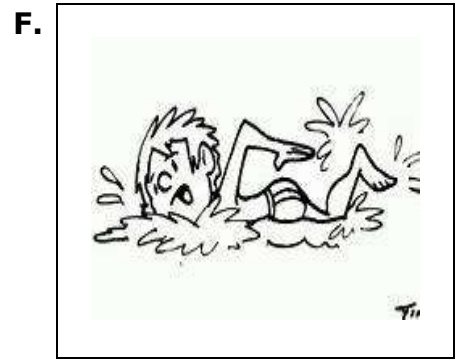
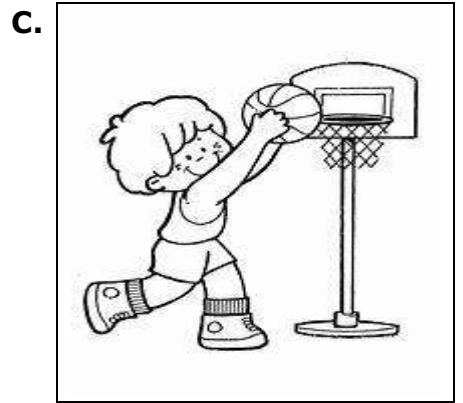
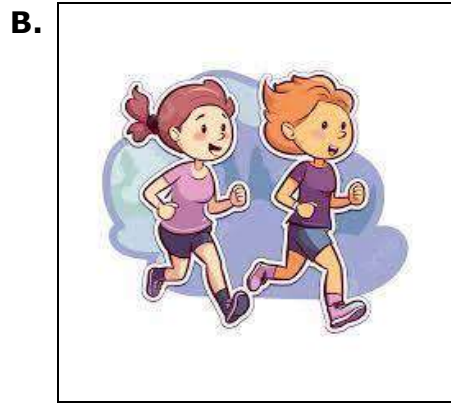
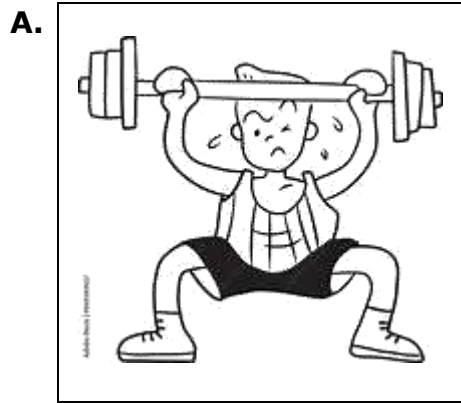
Pages: 10

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



Pictures

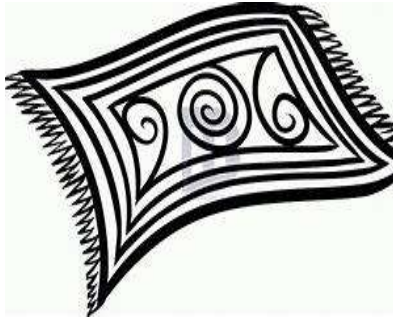
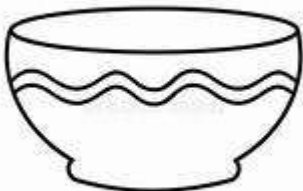



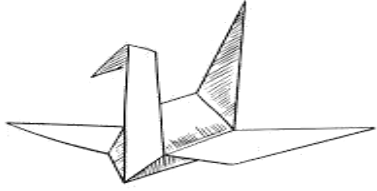
| Text | A | B | C | D | E | F |
|------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <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 Huda talking about her project the crafts around the world. Listen and complete the table with (✓) for crafts she wrote about and (x) for crafts she didn't write about.

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

**LISTENING
SCORE**

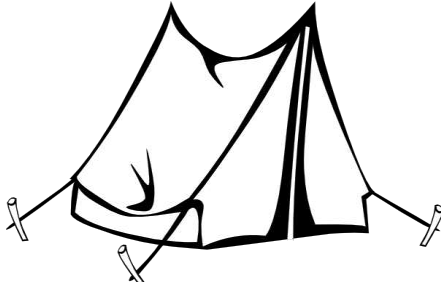

| |
|-----------|
| |
| 10 |

VOCABULARY (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. |  |
|-----------|--|-----------|---|

| | | | | | | | | |
|--|-------|------|----------|------------|------|------|-----|-------|
| | angry | hand | earrings | bus driver | tent | foot | sad | torch |
|--|-------|------|----------|------------|------|------|-----|-------|

| | | | | | | | | |
|-----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 (Items 6–10)**(2½ marks)**

Complete each sentence with **ONE** word only.

6. She likes reading books but she _____ like cooking.
7. Rugs are made _____ wool.
8. Last week, we went _____ Nizwa.
9. She goes to work _____ 7 o'clock.
10. I live _____ Qatar.

GRAMMAR/VOCABULARY (Items 11–20)**(5 marks)**

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

Sara is a lovely (11) _____. She is (12) _____ Oman. She is 10 years (13) _____. She has got 3 sisters (14) _____ one brother. In the future, she wants to (15) _____ a doctor because she likes to help other people. Her favourite (16) _____ is English. In her free time, she (17) _____ doing many activities. For example, she likes (18) _____ English stories. Also, she (19) _____ cook delicious food. Now, she is learning how to (20) _____ cakes.

- 11. boy girl dad grandfather

- 12. from to by or

- 13. you age old month

- 14. or to and from

- 15. be have do get

- 16. school subject food colour

- 17. like liking likes Liked

- 18. eating reading swimming playing

- 19. is are can be

- 20. write stop be make

| |
|--|
| |
|--|

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

READING 1 (Items 1-5)

(5 marks)

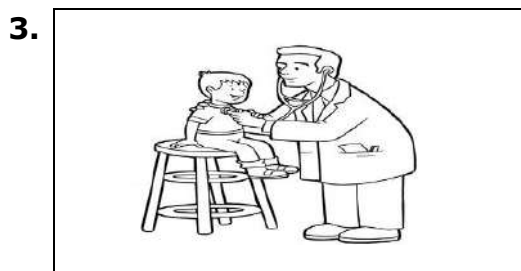
For each picture, shade in the bubble next to the correct option.



- People can cross the road here.
- Park your car here.
- Turn right.



- It is a spotted dress.
- It is a striped dress.
- It is a flowery dress.



- He is a farmer.
- He is a doctor.
- He is a pilot.



- She feels very tired.
- She feels very happy.
- She feels very sad.



- They like reading stories.
- They like playing music.
- They like drawing pictures.



READING 2 (Items 6–10)

(5 marks)

Read the text. Are the statements **True** or **False**?

For each item, shade in the bubble under the correct option.

Last summer, Majid went to Australia with his family. Their journey started in Sydney. They visited the Sydney Opera House. They enjoyed walking along the Bondi Beach. His sister played with the sand on the beach. Later, They sat on a nearby café. They stayed there for two hours. On the next day, they visited the Hyde Park. It was the oldest parkland in Australia. It had gardens and about 580 trees. They played many sports there like horse racing, football and cricket. The day after that, they visited the Wild Life Sydney Zoo where there were many different animals such as koalas, kangaroos, snakes and crocodiles. It was an amazing zoo. They stayed in Sydney for one week. They visited other places in Australia. Their trip to Australia was amazing and exciting.

| Statements | True | False |
|---|-----------------------|-----------------------|
| 6. Majid and his family visited Australia. | <input type="radio"/> | <input type="radio"/> |
| 7. Majid played with the sand on the beach. | <input type="radio"/> | <input type="radio"/> |
| 8. The Wild Life Sydney Zoo had many different animals. | <input type="radio"/> | <input type="radio"/> |
| 9. They stayed for two weeks in Sydney. | <input type="radio"/> | <input type="radio"/> |
| 10. Majid loved his trip to Australia. | <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. salim didn't read the story last sunday

B. what is the capital city of bahrain

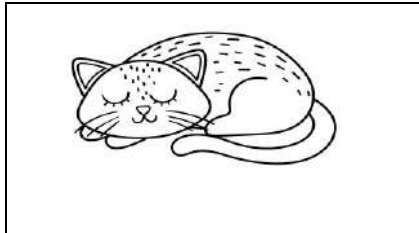
| Marker A | Marker B | Average |
|----------|----------|---------|
| | | |

WRITING 2

(3 marks)

Look at the pictures. Then complete each sentence.

A.



The

B.



She

C.



He

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

| 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 checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | (e.g.) | X | √ |
| 2. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input 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"/> | 8. | 9. | 10. |
| 4. | <input checked="" type="radio"/> | <input 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 type="radio"/> | <input checked="" type="radio"/> | | | |

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

| VCB (2.5 mks) | | | | | | | | |
|---------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------|-----------------------|-----------------------|
| | angry | hand | earrings | bus driver | tent | foot | sad | torch |
| 1. | <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"/> |
| 2. | <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"/> |
| 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 type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | <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"/> |

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

| GRM (2.5 mks) | |
|---------------|---------|
| 6. | doesn't |
| 7. | of |
| 8. | to |
| 9. | at |
| 10. | in |

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

| GRM/ VCB (5 mks) | | | |
|---------------------------------------|---|--|---------------------------------------|
| 11. <input type="radio"/> boy | 12. <input checked="" type="radio"/> from | 13. <input type="radio"/> you | 14. <input type="radio"/> or |
| <input checked="" type="radio"/> girl | <input type="radio"/> to | <input type="radio"/> age | <input checked="" type="radio"/> be |
| <input type="radio"/> dad | <input type="radio"/> have | <input checked="" type="radio"/> old | <input type="radio"/> month |
| <input type="radio"/> grandfather | <input type="radio"/> subject | <input checked="" type="radio"/> and | <input type="radio"/> from |
| <input type="radio"/> school | <input type="radio"/> liking | <input type="radio"/> do | <input type="radio"/> get |
| <input type="radio"/> like | <input checked="" type="radio"/> reading | <input type="radio"/> food | <input type="radio"/> color |
| <input type="radio"/> eating | <input type="radio"/> are | <input checked="" type="radio"/> likes | <input type="radio"/> liked |
| <input type="radio"/> is | <input type="radio"/> stop | <input type="radio"/> swimming | <input type="radio"/> playing |
| <input type="radio"/> write | | <input checked="" type="radio"/> can | <input type="radio"/> be |
| | | <input type="radio"/> be | <input checked="" type="radio"/> make |

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

| READING 1 (5 mks) | READING 2 (5 mks) | |
|---|--------------------------------------|-------------------------------------|
| 1. <input checked="" type="radio"/> People can cross the road here. <input type="radio"/> Park your car here. <input type="radio"/> Turn right. | True | False |
| 2. <input type="radio"/> It is a spotted dress. <input checked="" type="radio"/> It is a striped dress. <input type="radio"/> It is a flowery dress. | 6. <input checked="" type="radio"/> | 6. <input type="radio"/> |
| 3. <input type="radio"/> He is a farmer. <input checked="" type="radio"/> He is a doctor. <input type="radio"/> He is a pilot. | 7. <input type="radio"/> | 7. <input checked="" type="radio"/> |
| 4. <input type="radio"/> She feels very tired. <input checked="" type="radio"/> She feels very happy. <input type="radio"/> She feels very sad. | 8. <input checked="" type="radio"/> | 8. <input type="radio"/> |
| 5. <input type="radio"/> They like reading stories. <input checked="" type="radio"/> They like playing music. <input type="radio"/> They like drawing pictures. | 9. <input type="radio"/> | 9. <input checked="" type="radio"/> |
| | 10. <input checked="" type="radio"/> | 10. <input type="radio"/> |

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

| 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 not be there? <p>Sentence A: Salim didn't read the story last Sunday.</p> <p>Sentence B: What is the capital city of Bahrain?</p> |
| 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 overall quality of the three sentences as a whole:</p> <ul style="list-style-type: none"> – Do the sentences <u>make sense</u>? [<i>Is the meaning clear?</i>] – 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>] – Is the <u>language</u> in the sentences, <u>correct</u>? [<i>Is the grammar/ vocabulary/ spelling/ punctuation(mostly) correct?</i>] |
| 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, <u>OR</u> Not written in English <u>OR</u> Complete nonsense</p> |

ENGLISH LANGUAGE TEST

GRADE SIX

**Semester One
Second Session**

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

Write your answers on the Test Paper
Time: 1½ hours **Pages: 10**

| | | | |
|------------------------|------------------|-----------|--|
| 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 **what people may need to survive**. Match the pictures with the texts. For each text, shade in the bubble under the correct option.



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"/> |







| |
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LISTENING 2 (Items 6–10)

(5 marks)

You are going to hear Ahmed about the sports club in his city.

Listen and complete the table with (✓) if you can play the sport in the club and (×) if you can't play the sport in the club.

| | | |
|---|---|---|
|  |  |  |
| (e.g.) ✓ | (6) | (7) |
|  |  |  |
| (8) | (9) | (10) |

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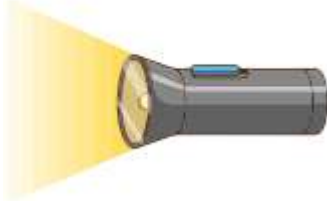

**LISTENING
SCORE**

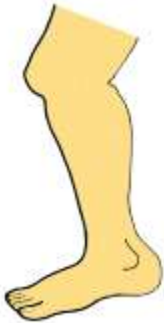
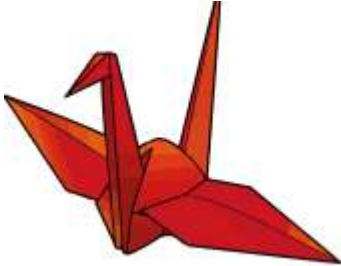
| |
|-----------|
| |
| 10 |

VOCABULARY (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. |
|  |  |

| | | | | | | | |
|------------|----------------|-------------|--------------|-------------|--------------|----------------|-------------|
| <i>leg</i> | <i>Origami</i> | <i>tent</i> | <i>torch</i> | <i>boat</i> | <i>plane</i> | <i>striped</i> | <i>hand</i> |
|------------|----------------|-------------|--------------|-------------|--------------|----------------|-------------|

| | | | | | | | | |
|-----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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**(Items 6–10)****(2½ marks)**

Complete each sentence with **ONE** word only.

6. _____ are you from ? I am from Oman.

7. I _____ happy.

8. Stand _____ your feet apart.

9. _____ do you feel ?

10. I go to school _____ 7:00.

GRAMMAR/VOCABULARY (Items 11–20)**(5 marks)**

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

Hello, my **(11)** _____ is Muna. I am 12 years **(12)** _____. I am **(13)** _____ grade six. I live in Salalah near the beach. I feel **(14)** _____ when I do different activities after school and at the weekends. For example, I like **(15)** _____. I **(16)** _____ draw beautiful pictures. This is very interesting. Also, I **(17)** _____ cooking very much. In the evening, after doing **(18)** _____ homework, I help my mum in the kitchen. I know how to **(19)** _____ some Omani sweets like halwa. Now, I **(20)** _____ learning how to make cake.

- | | | | |
|--|-------------------------------|------------------------------|--------------------------------|
| 11. <input type="radio"/> house | <input type="radio"/> name | <input type="radio"/> school | <input type="radio"/> hospital |
| 12. <input type="radio"/> short | <input type="radio"/> tall | <input type="radio"/> old | <input type="radio"/> age |
| 13. <input type="radio"/> in | <input type="radio"/> on | <input type="radio"/> at | <input type="radio"/> Up |
| 14. <input type="radio"/> bored | <input type="radio"/> sad | <input type="radio"/> angry | <input type="radio"/> happy |
| 15. <input type="radio"/> draw | <input type="radio"/> drawing | <input type="radio"/> drew | <input type="radio"/> draws |
| 16. <input type="radio"/> can | <input type="radio"/> but | <input type="radio"/> and | <input type="radio"/> By |

17. live stay like visit

18. you my he we

19. camp walk make write

20. is are am can

| |
|--|
| |
|--|

**GRM/VCB
SCORE**

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

READING 1 (Items 1-5)

(5 marks)

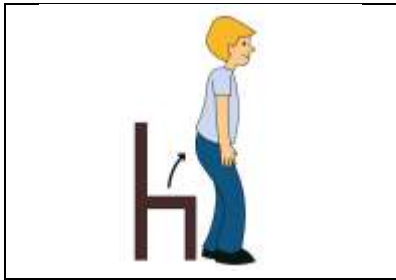
For each picture, shade in the bubble next to the correct option.

1.



- Don't park here.
- You can park here.
- Stop.

2.



- Stand up.
- Sit down.
- Bend your head.

3.



- We should have some rope.
- We should have a knife.
- We should have a tent.

4.



- Sara wore spotted dress.
- Sara wore a striped dress.
- Sara wore a checked dress.

5.



- Matryoshka dolls are famous in Russia.
- Sand painting is a good hobby.
- Origami birds are made of paper.

| |
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| |
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READING 2 (Items 6–10)

(5 marks)

Read the text. Are the statements **True** or **False**?

For each item, shade in the bubble under the correct option.

My name is Salim and I live in Muscat. Last weekend, I went with my family to Bahla. We left home at 6 o'clock in the morning. I was excited to visit Bahla because it has many traditional places. First, we planned to visit Bahla fort in the morning because it is only open on Fridays and Saturdays. The fort was built by Al-Nebhan tribe. After many years of restoration, it has finally been opened to the public. Then, we went to Bahla traditional Suq. My mum bought a necklace and a ring made of silver. My brother and I bought caps and khanjers. Next, we had lunch in my uncle' house. After that, our uncle took us to Bahla Pottery Factory. There we saw how the workers make the pots and female workers were decorating the pots. My sister bought souvenirs for her friends. She bought small decorated boats made of pottery. We had interesting time and we were back home in the evening.

| Statements | True | False |
|---|-----------------------|-----------------------|
| 6. The family went to Bahla last summer holiday | <input type="radio"/> | <input type="radio"/> |
| 7. Al-Nabhani tribe built Bahla fort. | <input type="radio"/> | <input type="radio"/> |
| 8. Salim's mum bought bracelet from the sug. | <input type="radio"/> | <input type="radio"/> |
| 9. The family had dinner in the uncle's house. | <input type="radio"/> | <input type="radio"/> |
| 10. The family returned to Muscat in the evening. | <input type="radio"/> | <input type="radio"/> |

| |
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**READING
SCORE**

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

WRITING 1**(2 marks)**

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

A. where did huda live

B. ali was born in oman

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

WRITING 2

(3 marks)

Look at the pictures. Then complete each sentence.

A.



They _____

B.



It _____

C.



She _____

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

SEMESTER ONE, 2023/2024, SECONED SESSION

TOTAL

MARKS: 40

GOVERNORATE: ALDAHERA

page 1 of 4

| 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.) | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 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 type="radio"/> | <input type="radio"/> | <input checked="" 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"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | | | <input checked="" type="checkbox"/> |

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

| VCB (2.5 mks) | | | | | | | | |
|---------------|----------------------------------|----------------------------------|-----------------------|----------------------------------|----------------------------------|-----------------------|----------------------------------|-----------------------|
| | leg | Origami | tent | torch | boat | plane | striped | hand |
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input 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 type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" 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 checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

| GRM (2.5 mks) | |
|---------------|-------|
| 6. | where |
| 7. | am |
| 8. | with |
| 9. | how |
| 10. | at |

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

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| GRM/ VCB (5 mks) | | | | |
|------------------|--------------------------------------|--|---------------------------------------|--|
| 11. | <input type="radio"/> house | <input checked="" type="radio"/> name | <input type="radio"/> school | <input type="radio"/> hospital |
| 12. | <input type="radio"/> short | <input type="radio"/> tall | <input checked="" type="radio"/> old | <input type="radio"/> age |
| 13. | <input checked="" type="radio"/> in | <input type="radio"/> on | <input type="radio"/> at | <input type="radio"/> up |
| 14. | <input type="radio"/> bored | <input type="radio"/> sad | <input type="radio"/> angry | <input checked="" type="radio"/> happy |
| 15. | <input type="radio"/> draw | <input checked="" type="radio"/> drawing | <input type="radio"/> drew | <input type="radio"/> draws |
| 16. | <input checked="" type="radio"/> can | <input type="radio"/> but | <input type="radio"/> and | <input type="radio"/> by |
| 17. | <input type="radio"/> live | <input type="radio"/> stay | <input checked="" type="radio"/> like | <input type="radio"/> visit |
| 18. | <input type="radio"/> you | <input checked="" type="radio"/> my | <input type="radio"/> he | <input type="radio"/> we |
| 19. | <input type="radio"/> camp | <input type="radio"/> walk | <input checked="" type="radio"/> make | <input type="radio"/> write |
| 20. | <input type="radio"/> is | <input type="radio"/> are | <input checked="" type="radio"/> am | <input type="radio"/> can |

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

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| READING 1 (5 mks) | | READING 2 (5 mks) | |
|-------------------|--|--------------------------------------|----------------------------------|
| 1. | Don't park here. | True | False |
| 2. | Stand up. | 6. <input checked="" type="radio"/> | <input type="radio"/> |
| 3. | We should have a tent. | 7. <input checked="" type="radio"/> | <input type="radio"/> |
| 4. | Sara wore spotted dress. | 8. <input type="radio"/> | <input checked="" type="radio"/> |
| 5. | Matryoshka dolls are famous in Russia. | 9. <input type="radio"/> | <input checked="" type="radio"/> |
| | | 10. <input checked="" type="radio"/> | <input type="radio"/> |

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

| WRITING 1 (2 mks) | | Criteria: |
|-------------------|-------------------------------|--|
| 2 | Very good. | Consider the overall quality of the punctuation and use of capital letters in the two sentences as a whole : – Have all the correct punctuation marks and capital letters been inserted in the correct places? – Have any been inserted that should not be there? Sentence A: Xxxxxx xxx xxxxx xxxxxx xxxxx xxxx xxxxx. Sentence B: Xxxx xxx xx xxxxx xxxx xxxx xxxxxxxx xxxxx xxxxxxxx. |
| 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. | Consider the overall quality of the three sentences as a whole : – Do the sentences <u>make sense</u> ? |
| 2.5 | Good. | |

| | | |
|-----|---|---|
| 2 | Quite good. | [<i>Is the meaning clear?</i>] |
| 1.5 | Adequate. (Just good enough) | – How much <u>relevant information</u> do the sentences communicate? |
| 1 | Inadequate. (Not good enough) | [<i>Are the sentences extremely simple, or does the student try to say a little more about the pictures?</i>] |
| 0.5 | A <u>very</u> weak attempt at the task. | – Is the <u>language</u> in the sentences, <u>correct</u> ? |
| 0 | No attempt at the task. | [<i>Is the grammar/ vocabulary/ spelling/ punctuation(mostly) correct?]</i> |

| 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> EITHER Irrelevant (Completely unrelated to the task/ instructions) OR Just copied from the Q-paper OR Hardly any writing at all, OR Not written in English OR Complete nonsense</p> |

