

GRADE 6

ENGLISH LISTENING COMPREHENSION

PROCEDURE FOR TASK 1

Look at Task One

(Allow 15 seconds pause while students familiarise themselves with the page.)

Listen carefully. You will listen to the passage twice.

Ice Sheets on Mars

Scientists say there are 130-metre-thick ice sheets under the red dust on Mars.

New data from the Mars Reconnaissance Orbiter, a NASA spacecraft that studies the surface of Mars, has found cliffs cut out of thick sheets of ice, which may be able to tell us about the planet's climate over the past millions of years.

The ice sheets start less than a metre below the surface and the team estimates that they are more than 130 metres thick!

It's thought the ice could have formed in layers as snow or frost, that was then squashed and hardened into ice over time as more piled up.

Also the area around these ice deposits doesn't have any craters from meteor impacts, which makes experts think that the ice may be relatively fresh.

Well, relatively fresh for space! Which means it was deposited in the last few million years, rather than over a billion years!

It's thought liquid water disappeared on Mars over 3.5 billion years ago.

But NASA hopes discoveries like this could potentially provide frozen water to future robot or human exploration missions.

Listen carefully to the exercises related to the information.

Number 1: Tick the column T if it's true, the column F if it's false or the column NIG if no information is given.

- a. There are cliffs on Mars.
- b. The spacecraft was sent to Mars in 2015.

- c. The ice sheets may tell us about the climate of Mars.
- d. The ice is below the surface.
- e. The ice had meteor impacts.
- f. The discovery was made by a scientist called Tom Smith.
- g. There is still liquid water on Mars today.
- h. This ice could provide water for future human exploration.

Number 2: Match Column A with Column B to make correct sentences. The first one is done for you as an example.

- a. The news item is - this matches with “about Mars” so I put ‘a’ next to it in Column B. The sentence now reads, “This news item is about Mars.” Now I’ll read the rest of Column A and then Column B. You write the letters next to Column B.
- b. The Mars Reconnaissance Orbiter
- c. The ice sheets
- d. There are no craters
- e. The ice has been there

Column B: are more than 130 metres thick / for the last few millions of years / about Mars / is a NASA spacecraft / on these ice deposits.

You will now listen to the information again. Listen carefully.

Ice Sheets on Mars

Scientists say there are 130-metre-thick ice sheets under the red dust on Mars.

New data from the Mars Reconnaissance Orbiter, a NASA spacecraft that studies the surface of Mars, has found cliffs cut out of thick sheets of ice, which may be able to tell us about the planet's climate over the past millions of years.

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It's thought liquid water disappeared on Mars over 3.5 billion years ago.

But NASA hopes discoveries like this could potentially provide frozen water to future robot or human exploration missions.

Listen carefully to the exercises related to the story. You may finish your exercises as you listen.

Number 1: Tick the column T if it's true, the column F if it's false or the column NIG if no information is given.

- a. There are cliffs on Mars.
- b. The spacecraft was sent to Mars in 2015.
- c. The ice sheets may tell us about the climate of Mars.
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- b. The Mars Reconnaissance Orbiter
- c. The ice sheets
- d. There are no craters
- e. The ice has been there

Column B: are more than 130 metres thick / for the last few millions of years / about Mars / is a NASA spacecraft / on these ice deposits.

You now have some time to check your answers. (30 seconds)

This is the end of Task One.

(Allow a 30 second pause between Task 1 and Task 2.)

PROCEDURE FOR TASK 2

Look at the exercises for Task 2.

(Allow 50 seconds while the students familiarise themselves with the pages.)

Now listen to this story. If you wish you may start answering the questions as you listen.

Change yourself and not the world

Long ago, people lived happily under the rule of a king. The people of the kingdom were very happy as they led a very prosperous life with an abundance of wealth and no misfortunes.

Once, the king decided to go visiting places of historical importance and pilgrim centres at distant places. He decided to travel by foot to interact with his people. People of distant places were very happy to have a conversation with their king. They were proud that their king had a kind heart.

After several weeks of travel, the king returned to the palace. He was quite happy that he had visited many pilgrim centres and witnessed his people leading a prosperous life. However, he had one regret.

He had intolerable pain in his feet as it was his first trip by foot covering a long distance. He complained to his ministers that the roads weren't comfortable and that they were very stony. He could not tolerate the pain. He said that he was very much worried about the people who had to walk along those roads as it would be painful for them too!

Considering all this, he ordered his servants to cover the roads in the whole country with leather so that the people of his kingdom can walk comfortably.

The king's ministers were stunned to hear his order as it would mean that thousands of cows would have to be slaughtered in order to get sufficient quantity of leather. And it would cost a huge amount of money also.

Finally, a wise man from the ministry came to the king and said that he had another idea. The king asked what the alternative was. The minister said, "Instead of covering the roads with leather, why don't you just have a piece of leather cut in appropriate shape to cover your feet?"

The king was very much surprised by his suggestion and applauded the wisdom of the minister. He ordered a pair of leather shoes for himself and requested all his countrymen also to wear shoes.

Now, listen carefully to the exercises related to passage:

Number 1: Underline the best answer from the words in the brackets.

a. The people of the kingdom were (sad, happy, miserable).

- b. The king was very (rich, tall, cruel).
- c. The king travelled (on foot, on horse back, by carriage).
- d. During the voyage people (had a meal with, talked to, waved at) the king.
- e. The king complained that the roads were very (stony, comfortable, winding).
- f. All the roads in his kingdom had to be covered in (stone, tarmac, leather).
- g. The project that the king ordered would be very (cheap, expensive, nice).
- h. The king accepted the suggestion given by his (minister, servant, helper).

Number 2: Tick the column T if it's true, the column F if it's false or the column NIG if no information is given.

- a. The king lived in Asia.
- b. The people in the kingdom were rich.
- c. People liked meeting with the king.
- d. The travels of the king lasted three months.
- e. The king covered a short distance on foot.
- f. After his trip the king was worried about his people.
- g. A few hundred of cows had to be killed for the leather.
- h. The king ordered four pairs of shoes for himself.

Number 3: Fill in with ONE word from the story.

- a. The king wanted to visit historical _____.
- b. After his trip, the king had only _____ regret.
- c. The _____ in the kingdom were very uncomfortable.
- d. The king ordered everyone in his kingdom to wear _____.

Now listen to the passage again:

Change yourself and not the world

Long ago, people lived happily under the rule of a king. The people of the kingdom were very happy as they led a very prosperous life with an abundance of wealth and no misfortunes.

Once, the king decided to go visiting places of historical importance and pilgrim centres at distant places. He decided to travel by foot to interact with his people. People of distant places were very happy to have a conversation with their king. They were proud that their king had a kind heart.

After several weeks of travel, the king returned to the palace. He was quite happy that he had visited many pilgrim centres and witnessed his people leading a prosperous life. However, he had one regret.

He had intolerable pain in his feet as it was his first trip by foot covering a long distance. He complained to his ministers that the roads weren't comfortable and that they were very stony. He could not tolerate the pain. He said that he was very much worried about the people who had to walk along those roads as it would be painful for them too!

Considering all this, he ordered his servants to cover the roads in the whole country with leather so that the people of his kingdom can walk comfortably.

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Finally, a wise man from the ministry came to the king and said that he had another idea. The king asked what the alternative was. The minister said, "Instead of covering the roads with leather, why don't you just have a piece of leather cut in appropriate shape to cover your feet?"

The king was very much surprised by his suggestion and applauded the wisdom of the minister. He ordered a pair of leather shoes for himself and requested all his countrymen also to wear shoes.

Now, listen again to the exercises related to passage. You may finish any exercises as you listen.

Number 1: Underline the best answer from the words in the brackets.

- a. The people of the kingdom were (sad, happy, miserable).
- b. The king was very (rich, tall, cruel).
- c. The king travelled (on foot, on horse back, by carriage).
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- a. The king wanted to visit historical _____.
- b. After his trip, the king had only _____ regret.
- c. The _____ in the kingdom were very uncomfortable.
- d. The king ordered everyone in his kingdom to wear _____.

Now you have some time to check your answers. (*Allow 1 minute*)

This is the end of Task 2 and the end of the Listening Comprehension paper.

Theresa Nuzzo School Marsa
Half-Yearly Exams 2017-2018

**Grade 6 English
Listening Comprehension**

Wednesday, 7th February, 2018

Name: _____

Class: _____

Register Number: _____

Marks

TOTAL

(max. 30 marks)

GRADE 6 ENGLISH LISTENING COMPREHENSION

TASK 1: Ice Sheets on Mars

(8 marks)

1. Tick the column T if it's true, the column F if it's false or the column NIG if no information is given. (½ mark each)

		T	F	NIG
a	There are cliffs on Mars.			
b	The spacecraft was sent to Mars in 2015.			
c	The ice sheets may tell us about the climate of Mars.			
d	The ice is below the surface.			
e	The ice had meteor impacts.			
f	The discovery was made by a scientist called Tom Smith.			
g	There is still liquid water on Mars today.			
h	This ice could provide water for future human exploration.			

2. Match column A with Column B to make correct sentences. The first one is done for you as an example. (1 mark each)

COLUMN A		COLUMN B	
a	This news item is		are more than 130 metres thick.
b	The Mars Reconnaissance Orbiter		for the last few millions of years.
c	The ice sheets	a	about Mars.
d	There are no craters		is a NASA spacecraft.
e	The ice has been there		on these ice deposits.

TASK 2: Change yourself and not the world**(12 marks)****1. Underline the best answer from the words in the brackets.** (½ mark each)

- a. The people of the kingdom were (sad, happy, miserable).
- b. The king was very (rich, tall, cruel).
- c. The king travelled (on foot, on horse back, by carriage).
- d. During the voyage people (had a meal with, talked to, waved at) the king.
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2. Tick the column T if it's true, the column F if it's false or the column NIG if no information is given. (½ mark each)

		T	F	NIG
a	The king lived in Asia.			
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g	A few hundred of cows had to be killed for the leather.			
h	The king ordered four pairs of shoes for himself.			

PLEASE, TURN OVER THE PAGE

3. Fill in with ONE word from the story.

(1 mark each)

- a. The king wanted to visit historical _____.
- b. After the trip, the king had only _____ regret.
- c. The _____ in the kingdom were very uncomfortable.
- d. The king ordered everyone in his kingdom to wear _____.

END OF THE LISTENING COMPREHENSION

THERESA NUZZO SCHOOL MARSA
Half-Yearly Exams 2017-2018

GRADE 6 ENGLISH
READING COMPREHENSION

Wednesday, 7th February, 2018

Time: 50 minutes

Name: _____

Class: _____

Register Number: _____

Marks

TOTAL

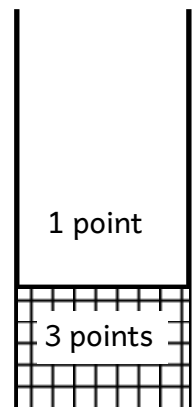
(max. 30 marks)

GRADE 6 ENGLISH READING COMPREHENSION 1

Look at this information about **IRELAND**

(6 marks)

- ⇒ Ireland is an **island** in the north of Europe. It is closest to the **United Kingdom**.
- ⇒ The patron saint of Ireland is **St Patrick**. It is celebrated on **17th March** which is a national holiday in Ireland.
- ⇒ The Irish traditional colour is **green**. On **St Patrick's day**, most Irish people wear green to celebrate.
- ⇒ A **Leprechaun** is a type of fairy in Irish tradition. They are usually shown as a little bearded man, wearing a green coat and hat. They also usually use their magical power to do tricks on people.
- ⇒ **Hurling** is an outdoor Irish game. 15 players are on each team and they use a stick called a **hurley** to try to hit a small ball into the opponents' goal. Goals are scored like it is shown in the diagram (3 points in the net, 1 point above the crossbar but between the posts).



A. In the last column write a short answer.

(½ mark each)

	Write ...	Write the answer here:
1	... the country that Ireland is closest to.	
2	... which part of Europe is Ireland in.	
3	... what is Ireland's traditional colour.	
4	... the patron saint of Ireland.	
5	... the day St Patrick's day is celebrated.	
6	... what is a leprechaun.	
7	... what powers do leprechauns have.	
8	... an item of clothing that leprechauns wear.	
9	... where is Hurling played (indoors or outdoors).	
10	... how many players on each Hurling team.	
11	... the stick that each player use.	
12	... how many points scored if the ball enters the net.	

GRADE 6 ENGLISH READING COMPREHENSION 2

SECTION 1

(10 marks)

A FAMILY TRADITION

Sammy hated his red hair, his freckles and the fact that he was short. He was half the size of the other boys in the second grade. **(paragraph 1)**

“Everyone in our family is short,” his mother said. “Short people can do things tall people can’t.” **(paragraph 2)**

“Like what?” From what Sammy could tell, being short wasn’t an advantage. He couldn’t see around crowds, he couldn’t reach things on tall shelves and the other kids made fun of him, calling him shrimp and pipsqueak. **(paragraph 3)**

His mother just smiled and never answered him when he asked her what short people could do. **(paragraph 4)**

It was a chilly March day when Sammy finally figured out what his mother meant. The school day started like any other day. The bell rang, kids shuffled to their desks, the teacher passed out papers, and they said the Pledge of Allegiance. **(paragraph 5)**

“Did everyone wear green today?” the teacher asked.

It was St. Patrick’s Day and the tradition was that you wore green or someone might pinch you. Sammy intentionally had not worn green. Instead, he had on blue jeans, white athletic shoes and a blue tee shirt. He knew if he wore green, with his short stature and his red hair that the other kids would have made jokes about him being a leprechaun. **(paragraph 6)**

It didn’t matter, though. The jokes started at lunch and continued onto the playground. **(paragraph 7)**

“Can I have a wish, Sammy?” Lucy Night skipped around him, laughing at what she thought was a funny joke. Sammy didn’t think it was funny. **(paragraph 8)**

“Sammy the leprechaun,” Marc Catz taunted.

This time, Sammy didn’t cry and he didn’t go back inside to hide from the other kids. He got angry at how unfair they were being. He couldn’t help being short. It wasn’t as if he had chosen his looks. The anger simmered and simmered, growing hotter and brighter inside him until Lucy reached out and pinched him on the arm for not wearing green. **(paragraph 9)**

(to be continued...)

A. Underline the correct answer.

(½ mark each)

1. Sammy (liked, did not like, was proud of) his red hair.
2. Sammy was (shorter, taller, darker) than all children in his grade.
3. (Some, Everyone, A few) in Sammy's family was short.
4. On St Patrick's day, the teacher asked if everyone wore (jeans, tee shirt, green).

B. Answer these questions

(1 mark each)

1. What problems did Sammy face because he was short?

2. What might the others do to you if you didn't wear green on St Patrick's day?

3. What did Sammy wear on that day?

4. Why didn't he wear green?

C. Tick: True (T), False (F) or No Information Given (NIG)

(½ mark each)

		T	F	NIG
1	Sammy's mum was called Matilda.			
2	Sammy thought that being short wasn't an advantage.			
3	His mum never told him what short people could do better.			
4	It was hot on the day the story happened.			
5	Children started to make jokes at Sammy in the morning.			
6	Sammy's teacher was Mrs Green.			
7	Lucy and Marc made fun of Sammy.			
8	This time Sammy started to cry.			

A FAMILY TRADITION *(continued)*

“I wish you were short, so you’d know how it feels,” Sammy said.

With a rush of air and a shimmer of movement, Lucy shrank three inches instantly. Her green dress that had sat just at her knees now hung to her calves and the sleeves covered her hands. **(paragraph 10)**

“What did you do to me?” Her voice was even smaller than it had been, coming out as a little screech instead of a shout. **(paragraph 11)**

“I don’t know.” What had just happened? Had he just wished someone into being shorter? Sammy felt terrible. He wouldn’t hurt anyone on purpose. They had been words - just words - and he hadn’t thought they’d come true. Still, if wishing her shorter had worked, perhaps wishing her tall again would work as well. **(paragraph 12)**

“I wish you were taller,” he whispered.

The rush of air was faster this time with an underlying roar. Lucy disappeared in a blur. Sammy closed his eyes and when he opened them, Lucy was six feet tall. Her dress was super short and the sleeves were so tight that they had started to rip at the seams. **(paragraph 13)**

“Oh! Sammy, stop. Make it stop!” Tears filled Lucy’s eyes.

“I wish Lucy was her normal size.”

Instantly, Lucy returned to the size she’d been before he’d made a wish.

“How did you do that?” Lucy put her hands on her hips.

“I don’t know.” He was going to ask his mother. Was this what she meant by short people being able to do more than others? **(paragraph 14)**

That evening, he asked his mother about what had happened on the playground. She laughed. “Finally. Your father and I wondered when you’d finally get your leprechaun powers.” **(paragraph 15)**

“Leprechaun?”

“Yes, we are short because we are leprechauns. Now that you can wish things into happening, though, you must be very careful with your words. What if you had wished something really bad on Lucy? That would have been horrible.” **(paragraph 16)**

Sammy agreed and knew after seeing how upset Lucy had been that he’d never use his words without thinking about them first. Now that he knew the family secret, being short didn’t seem like such a bad thing anymore. Especially since he could wish for that new video game he’d been wanting since January. **(paragraph 17)**

D. Pick ONE word from the Section 2 to answer these questions: (½ mark each)

1. What colour was Lucy's dress? _____
2. How did Sammy feel when Lucy became smaller? _____
3. What covered Lucy's hands when she was made smaller? _____
4. How many feet tall was Lucy when she was made taller? _____

E. Underline the best answer from the brackets. (½ mark each)

1. Sammy wished that Lucy were short to learn how she would (laugh, feel, think).
2. Lucy's dress hung down to her (knees, feet, calves) when she was made shorter.
3. When Sammy spoke his wishes there was a (rush of air, noise, whisper)
4. Lucy (told, begged, whispered) to Sammy to make the magic stop.
5. Sammy (wished, wanted, did not want) to harm Lucy.
6. Sammy used his magical powers (two, three, four) times.
7. Lucy (wanted, did not want, did not ask) to know how Sammy worked the magic.
8. At the end, Sammy (liked, did not like, wished) being a leprechaun.

F. Answer these questions (1 mark each question)

1. a) Why did Sammy wish that Lucy were taller?

-
- b) Did it work? Why?

-
-
2. Why was Lucy upset?

-
-
-
3. What good advice did Sammy's mum give him about being a leprechaun?

NOW, ANSWER THESE QUESTIONS ABOUT BOTH SECTIONS

G. Find from the story: (½ mark each)

1. A word from **paragraph 6** and a phrase from **paragraph 12** that mean the same:
word: _____ two-word phrase: _____

2. A word that means **at once** that is in both **paragraph 10** and **paragraph 14**:

H. Answer these questions (1 mark each)

1. Why didn't Sammy's mum tell him the secret?

2. In your opinion, what was the first thing that Sammy asked for, using magic, after that day? What makes you think so?

END OF THE READING COMPREHENSION PAPER

THERESA NUZZO SCHOOL MARSA
Half-Yearly Exams 2017-2018

GRADE 6 ENGLISH
WRITING

Wednesday, 7th February, 2018

Time: 1 hour

Name: _____

Class: _____

Register Number: _____

Marks

Short Writing task	(max. 10 marks)	<input type="text"/>
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Long Writing task	(max. 20 marks)	<input type="text"/>
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TOTAL	(max. 30 marks)	<input type="text"/>
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GRADE 6 ENGLISH SHORT WRITING TASK

(10 marks)

The School Council is organising a fun activity, after school hours, to raise funds for the school. You are a member of the School Council. Write an note to your friends in the classroom to attend this activity.

Your task is to write a note to PERSUADE your friends to come to the activity.

Write about 50-60 words.

Plan here. (*This plan is NOT marked.*)

What activities are to be held during the fun afternoon?

Words you can use to persuade:

GRADE 6 ENGLISH LONG WRITING TASK

STORY

(20 marks)

Choose 1 or 2

1. Sally and John were walking along the park back from school. All of a sudden, they notice something strange behind the fence in the park.
2. As soon as the bus stopped, Sophie and Mark went down and rushed up the road. They were soon close to the field that they had planned to explore.

Choose one situation from above and write a story what happens. Think of the characters and the setting.

YOUR TASK IS TO WRITE A STORY

Write between 150 - 200 words.

Plan here. *(You can get 2 marks for this planning. Plan carefully.)*

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for students to write their plan for the writing task.

