

Interim  
English Grade 6  
Listening Scripts

(Narrator): Look for question number 1.

**(Pause 2 seconds.)**

(Narrator): Listen carefully to the following sentences.

**(Pause 2 seconds.)**

(Girl): Yesterday, I went to the market with my mom. She wanted fresh fruit.

**(Pause 2 seconds.)**

(Narrator): Now listen carefully to the question.

**(Pause 2 seconds.)**

(Girl): What question would my mom ask the vendor?

**(Pause 2 seconds.)**

**(Note: Pause 2 seconds between options.)**

(Woman):

- A. Do you have any steak and potatoes for sale?
- B. Can you tell me the price of the flowers?
- C. Do you have any strawberries?
- D. How much for the chicken?

**(Pause 2 seconds.)**

(Narrator): Choose the letter of the correct answer.

(Narrator): Look for question number 2.

**(Pause 2 seconds.)**

(Narrator): Listen carefully to the following sentence.

**(Pause 2 seconds.)**

(Narrator): Julio bumped into Lucas in the hallway because he was in a hurry.

**(Pause 2 seconds.)**

(Narrator): Now listen carefully to the question.

**(Pause 2 seconds.)**

(Narrator): What would be the **CORRECT** thing for Julio to say to Lucas?

**(Pause 2 seconds.)**

**(Note: Pause 2 seconds between options.)**

(Narrator):

- A. Julio would blame Lucas for bumping into him.
- B. Julio would tell Lucas to get out of the way.
- C. Julio would apologize to Lucas.
- D. Julio would say nothing.

**(Pause 2 seconds.)**

(Narrator): Choose the letter of the correct answer.

(Narrator): Listen to a conversation about planning a water conservation presentation. You will answer questions 3 through 4 based on this passage.

**(Pause 2 seconds.)**

(Narrator): Madison looked up from her notebook. "Let's begin our presentation with a story...maybe a boy who works hard to find clean water."

"Then we can talk about wasting water, like leaving the tap on," Anthony said.

Madison said, "I found a fact! A dripping faucet can waste over 3,000 gallons a year."

"It would be fun to make a contest," said Anthony. "We can ask the class to create posters."

**(Pause 2 seconds.)**

(Narrator): Now answer the following questions.

**(Pause 2 seconds.)**

(Narrator): Look for question number 3. Now listen carefully to the question.

**(Pause 2 seconds.)**

(Narrator): Which contest did Anthony and Madison come up with for their project?

**(Pause 2 seconds.)**

**(Note: Pause 2 seconds between options.)**

(Narrator):

- A. posters that teach students different ways to save and use water responsibly
- B. a campaign to collect and reuse rainwater for watering school plants
- C. a video showing easy ways to fix leaky faucets at home
- D. challenges where students can take shorter showers

**(Pause 2 seconds.)**

(Narrator): Choose the letter of the correct answer.

(Narrator): Look for question number 4. Now listen carefully to the question.

**(Pause 2 seconds.)**

(Narrator): Which source would give them the **MOST** useful details for their presentation?

**(Pause 2 seconds.)**

**(Note: Pause 2 seconds between options.)**

(Narrator):

- A. a short story about animals looking for water during a drought
- B. a fiction book about a boy who travels to learn about water
- C. a personal blog about the kind of water people drink
- D. a government website about saving water

**(Pause 2 seconds.)**

(Narrator): Choose the letter of the correct answer.