

ENGLISH LANGUAGE TEST

GRADE FIVE

Semester One

First Session

Name			
School		Class	

Write your answers on the Test Paper

Time: 1½ hours

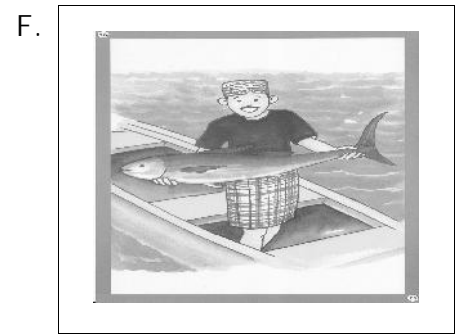
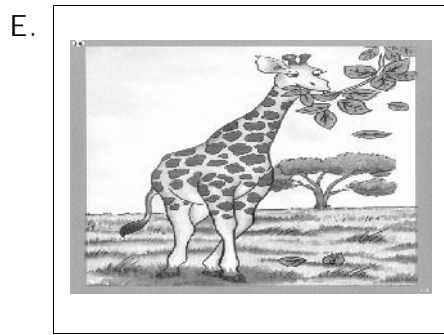
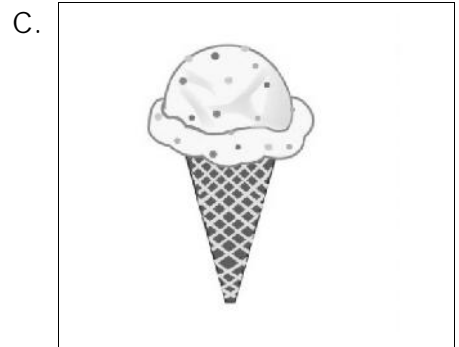
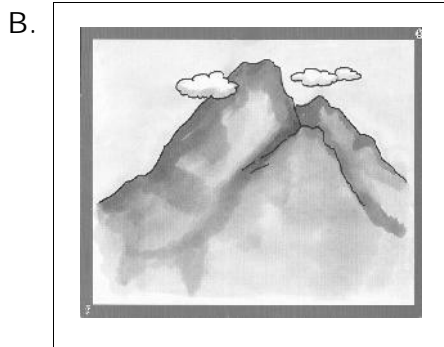
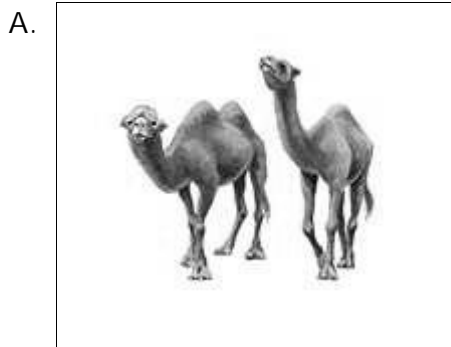
Pages: 10

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

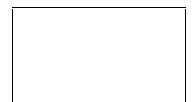
LISTENING 1 (Items 1–5)

[5 marks]

You are going to hear five short texts about "what people did in holiday". 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"/>

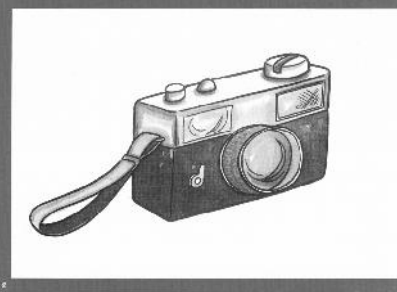
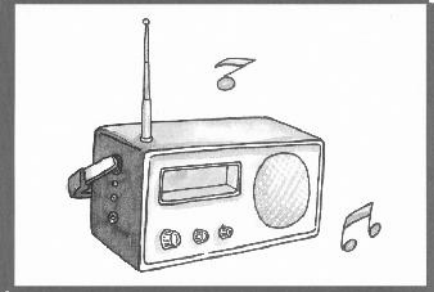


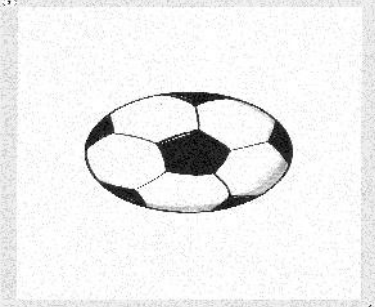



LISTENING 2 (Items 6–10)

[5 marks]

You are going to hear a short text about Ali.

Listen and complete the table with (✓) for things he likes and (X) for things 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

GRAMMAR/VOCABULARY 1 (Items 1-5)

[2½ marks]

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

1. 	2. 	3. 
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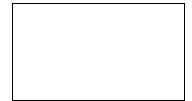
4. 	5. 
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	bike	rabbit	pizza	zebra	plane	rocket	spoon	umbrella
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GRAMMAR/VOCABULARY 2 (Items 6–10)**[2½ marks]**

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

6. Ahmed and Ali are _____ comics.
7. Salim goes to school _____ 7 o'clock.
8. Sara lives _____ Muscat.
9. Maha _____ two sisters.
10. This _____ my book.



GRAMMAR/VOCABULARY 3 (Items 11–20)

[5 marks]

Complete the unfinished words in the dialogue.
Make sure you **spell** each word **correctly**.

EXAMPLE:

"Good morning! My y name's Ahmed Al-Zedjali and I'm a student at a school in Muscat. I'm in Grade Six. My favourite subject is Maths."

TEXT

Speaker A:	Hello Bader, what (11) a_____ you doing?
Speaker B:	I (12) a_____ doing a project with my (13) brot_____ .
Speaker A:	Good. Do you need any (14) he_____ ?
Speaker B:	Oh, of course. (15) C_____ you cut these (16) pict_____?
Speaker A:	Ok. (17) Wh_____ shall we do (18) af_____ that?
Speaker B:	Umm, we will go to the (19) sho_____ to buy some (20) pe_____.
Speaker A:	Good idea.






**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"/>	He is playing basketball.
		<input type="radio"/>	My sister is listening to music.
		<input type="radio"/>	Muna is using the computer.
2.		<input type="radio"/>	He is praying.
		<input type="radio"/>	They are eating lunch.
		<input type="radio"/>	Ahmed is writing homework.
3.		<input type="radio"/>	She is a teacher.
		<input type="radio"/>	She works in kitchen.
		<input type="radio"/>	He is a fisherman.
4.		<input type="radio"/>	This is a snake.
		<input type="radio"/>	This is a butterfly.
		<input type="radio"/>	This is an apple.
5.		<input type="radio"/>	She bakes a cake.
		<input type="radio"/>	He is sleeping.
		<input type="radio"/>	He is running.



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.

Once upon time, there was a big wolf. It was very hungry. It looked for food here and there, but it couldn't get any. At last it found some bread and a piece of meat in the hole of a tree.

The hungry wolf squeezed into the hole. It ate all the food and fall asleep. It was woodcutter's lunch. He was on his way back to the tree to have lunch, but there was no food in the hole. Instead, he saw the wolf. He became very angry and started shouting.

The wolf got up and saw the woodcutter. It tried to get out of the hole, but it couldn't. Its tummy was swollen.

The woodcutter caught the wolf and gave it nice beating with his stick.

	Statements	True	False
6.	The wolf found food in the hole of a tree.	<input type="radio"/>	<input type="radio"/>
7.	It ate the food and left the tree.	<input type="radio"/>	<input type="radio"/>
8.	The food was a farmer's lunch.	<input type="radio"/>	<input type="radio"/>
9.	The wolf couldn't get out of the hole.	<input type="radio"/>	<input type="radio"/>
10.	The woodcutter bet the wolf.	<input type="radio"/>	<input type="radio"/>

**READING
SCORE**

10

WRITING 1**[2 marks]**

Copy these sentences. Make sure your hand-writing is clear and easy to read.

A. They like watching television.

B. We are using computer.

C. Mari lives in London.

Marker A	Marker B	Average

WRITING 2

[3 marks]

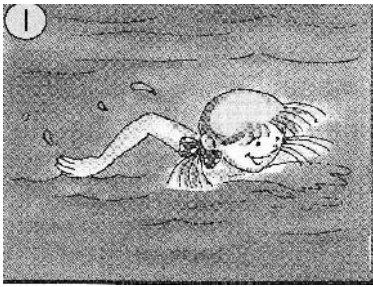
Look at the pictures. Then complete each sentence.

A.



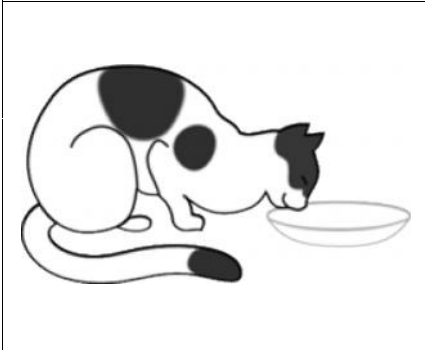
He _____

B.



She _____

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

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

GRM/ VCB 1 (2.5 mks)								
	bike	rabbit	pizza	zebra	plane	rocket	spoon	umbrella
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 type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" 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/ VCB 2 (2.5 mks)			GRM/ VCB 3 (5 mks)			
6.	reading		11.	<u>are</u>	16.	<u>pictures</u>
7.	at		12.	<u>am</u>	17.	<u>what</u>
8.	in		13.	<u>brother</u>	18.	<u>after</u>
9.	has		14.	<u>help</u>	19.	<u>shop</u>
10.	is		15.	<u>can</u>	20.	<u>pens</u>

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

READING 1 (5 mks)			READING 2 (5 mks)			
1.	<input type="radio"/>	He is playing basketball.		True	False	
	<input type="radio"/>	My sister is listening to music.	6.	<input checked="" type="radio"/>	<input type="radio"/>	
	<input checked="" type="radio"/>	Muna is using the computer.	7.	<input type="radio"/>	<input checked="" type="radio"/>	
2.	<input checked="" type="radio"/>	He is praying.	8.	<input type="radio"/>	<input checked="" type="radio"/>	
	<input type="radio"/>	They are eating lunch.	9.	<input checked="" type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	Ahmed is writing homework.	10.	<input checked="" type="radio"/>	<input type="radio"/>	
3.	<input checked="" type="radio"/>	She is a teacher.				
	<input type="radio"/>	She works in a kitchen.				
	<input type="radio"/>	He is a fisherman.				
4.	<input type="radio"/>	This is a snake.				
	<input checked="" type="radio"/>	This is a butterfly.				
	<input type="radio"/>	This is an apple.				
5.	<input type="radio"/>	She bakes a cake .				
	<input type="radio"/>	He is sleeping.				
	<input checked="" type="radio"/>	He is running.				

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

WRITING 1 (2 mks)		Criteria:
2	Very good.	Consider the overall quality of the hand-writing in the two sentences as a whole : – Are letters <u>easily recognisable</u> ? – Are letters <u>well-formed</u> ? – Are words <u>easily legible</u> ? – Is the <u>size</u> of letters reasonably consistent? – Is <u>spacing</u> between words appropriate?
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>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>