

ENGLISH LANGUAGE TEST**GRADE FIVE****Semester One****First Session**

Name			
School		Class	

Write your answers on the Test Paper

Time: 1½ hours

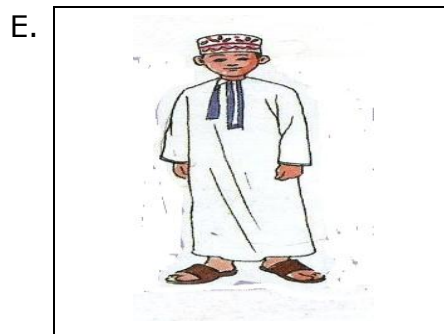
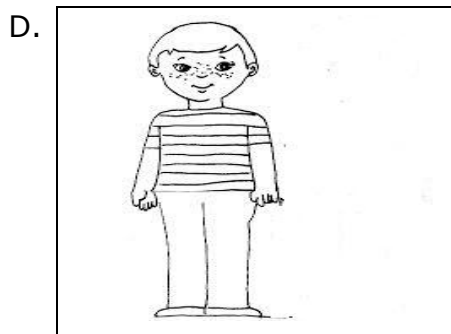
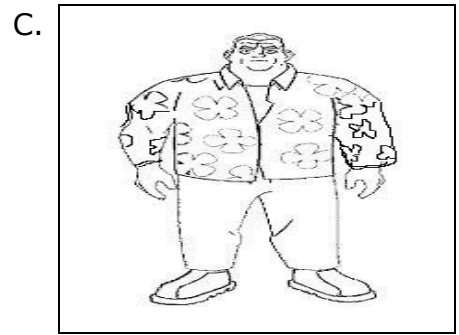
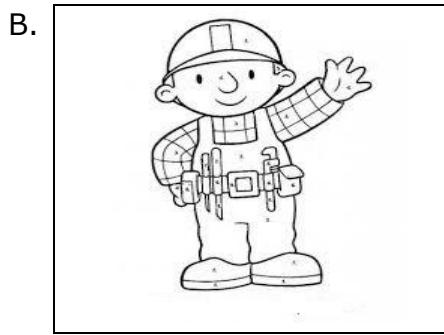
Pages: 10

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

LISTENING 1 (Items 1-5)

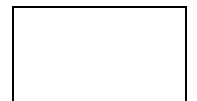
[5 marks]

You are going to hear five short texts about what people wear. 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 Hilal talking about himself.

Listen and complete the table with (✓) for things he can do and (X) for things he can't do .

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

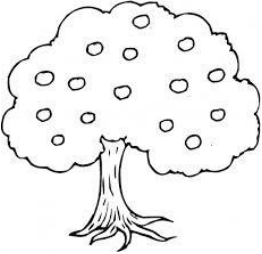

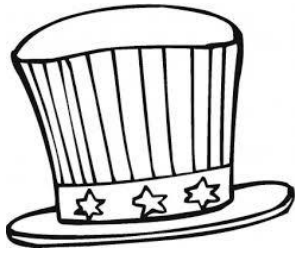
**LISTENING
SCORE**


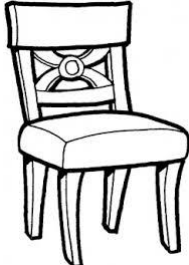
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GRAMMAR/VOCABULARY 1 (Items 1-5)

[2½ marks]

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

1.	2.	3.
		

4.	5.
	

- | | | | | | | | |
|------|-------|-----|------|-------|------|------|-------|
| frog | chair | hat | glue | house | door | tree | fruit |
|------|-------|-----|------|-------|------|------|-------|

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. Did Ahmed go to school yesterday? Yes, he _____.

7. I live _____ France.

8. Salma gets up _____ five o'clock.

9. How _____ is a kilo of oranges ? It's about 600 baisa.

10. Saeed went to the cinema _____Thursday.



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 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: What a ___ you doing, Fatma?

Speaker B: I a ___ reading a st _____ from my friend.

Speaker A: I want t ___ read it too. What is yo _____ friend's name?

Speaker B: H ___ name is Laila.

Speaker A: Where does she co _____ from?

Speaker B: She is from Bahrian. She is very cle _____. She li _____ writing.

Speaker A: That's gr _____.

**GRM/VCB
SCORE**

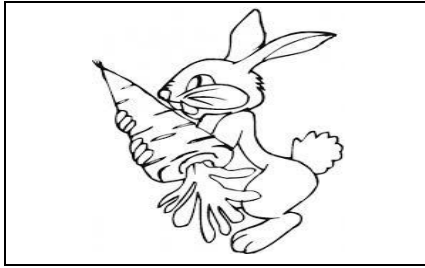
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READING 1 (Items 1-5)

[5 marks]

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

1.



- It likes bananas.
- It likes carrots.
- It likes oranges.

2.



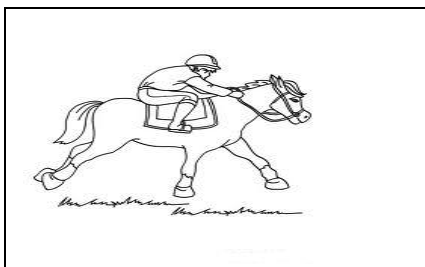
- He is reading a book.
- He is eating a sandwich.
- He is drawing a picture.

3.



- He can use a computer.
- He can play volleyball.
- He can use a telephone.

4.



- He is riding a camel.
- He is driving a car.
- He is riding a horse.

5.



- She is washing clothes.
- She is making star cakes.
- She is eating cakes.



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.

Nick and his dad like animals. One day, they went to the lake to see the animals. They took some food with them. They sat next to the lake and started eating food. They were very happy and excited. There were lots of birds around them.

Then Nick saw a big duck. He saw the duck swimming to a big rock in the lake. It was looking for food. Something made the duck flew away very fast.

Nick asked his dad, "Why did the duck fly away?"

Nick's dad said, "Look over there."

He showed Nick something in the lake. Nick thought he would see something big.

What a surprise to see a little green frog !!!

Statements	True	False
6. Nick and his dad like sports.	<input type="radio"/>	<input type="radio"/>
7. They ate food next to the lake.	<input type="radio"/>	<input type="radio"/>
8. They were very sad and bored.	<input type="radio"/>	<input type="radio"/>
9. Nick saw a big duck .	<input type="radio"/>	<input type="radio"/>
10. The duck flew away because there was a green crocodile.	<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. This is Salim's cap.

B. Ahemd can play football.

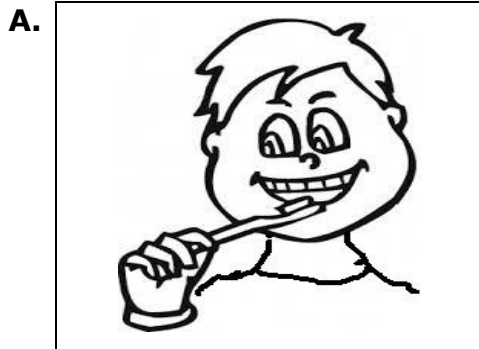
C. She stayed with her uncle.

Marker A	Marker B	Average

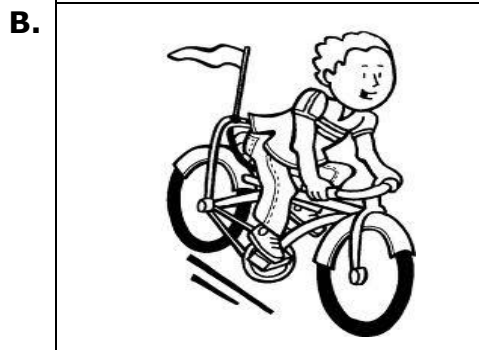
WRITING 2

[3 marks]

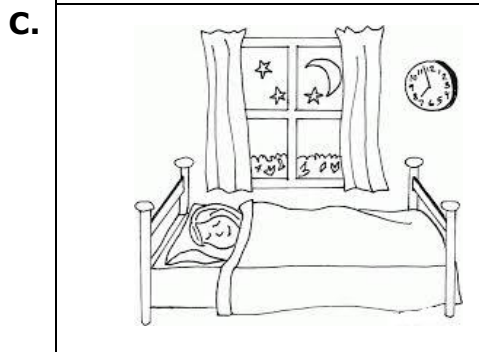
Look at the pictures. Then complete each sentence.



He _____



He _____



She _____

Marker A	Marker B	Average

WRITING 3

[5 marks]

*Complete the following task. Write at least **40 words**.*

Situation:

A friend from Australia called David wants you to tell him **what activities do you do after school?** Write a **letter/email** to David.

*Your writing should be **clear** and **well organized**.*

Marker A	Marker B	Average

WRITING SCORE	
	10

Listening script for grade five semester ONE 2014/2015

Listening 1: *You are going to hear five short texts about what people wear. Match the pictures with the texts. For each text, shade in the bubble under the correct option.*

1. I go to school every day. I wear a white dishdasha, a patterned cap and a sandal.
 2. I am a tall and strong man. I am wearing a flowery shirt and white trousers.
 3. I have short hair. I like wearing spotted dresses, white socks and black shoes.
 4. In my school I have to wear a white scarf, a dress and white trousers.
 5. I am ten years old. I am wearing a white and black striped t-shirt and white trousers.
-

Listening 2 : *You are going to hear Hilal talking about himself.*

Listen and complete the table with () for things he can do and () for things he can't do .

Hi , my name is Hilal. I am in class five. I have a lot of friends. My friends like to visit me because I can do many things. For example, I can ride a camel. My father keeps camels in his farm. I can also play football very well. I play in the school team. I can't play guitar because I don't like music. I can write English easily . I can use a computer very well so I send many emails to my friends. Unfortunately, I can't drive a car because I am too young.

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.) ✓	<input checked="" type="radio"/>	<input type="radio"/>
2.	<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"/>
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 type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>			

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

GRM/ VCB 1 (2.5 mks)								
	frog	chair	hat	glue	house	door	tree	fruit
1.	<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"/>
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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input 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/ VCB 2 (2.5 mks)		GRM/ VCB 3 (5 mks)	
6. did		11. <u>are</u>	16. <u>Her</u>
7. in		12. <u>am</u>	17. <u>come</u>
8. at		13. <u>story</u>	18. <u>clever</u>
9. much		14. <u>to</u>	19. <u>likes</u>
10. on		15. <u>your</u>	20. <u>great</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"/> It likes bananas. <input checked="" type="radio"/> It likes carrots. <input type="radio"/> It likes oranges.		
2.	<input type="radio"/> He is reading a book. <input checked="" type="radio"/> He is eating a sandwich. <input type="radio"/> He is drawing a picture.	6.	<input type="radio"/> True <input checked="" type="radio"/> False
3.	<input checked="" type="radio"/> He can use a computer. <input type="radio"/> He can play volleyball <input type="radio"/> He can use a telephone	7.	<input checked="" type="radio"/> True <input type="radio"/> False
4.	<input type="radio"/> He is riding a camel. <input type="radio"/> He is driving a car <input checked="" type="radio"/> He is riding a horse.	8.	<input type="radio"/> True <input checked="" type="radio"/> False
5.	<input type="radio"/> She is washing clothes. <input checked="" type="radio"/> She is making star cakes. <input type="radio"/> She is eating cakes.	9.	<input checked="" type="radio"/> True <input type="radio"/> False
		10.	<input type="radio"/> True <input checked="" type="radio"/> False
<p><i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i></p>			

WRITING 1 (2 mks)		Criteria:
2	Very good.	Consider the overall quality of the hand-writing in the three 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>