

**ENGLISH LANGUAGE TEST**

**GRADE FIVE**

**Semester Two  
Session**

<b>Name</b>			
<b>School</b>		<b>Class</b>	

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

<b>TEST SCORES</b>	<b>LISTENING</b>	<b>10</b>	
	<b>GRM/VCB</b>	<b>10</b>	
	<b>READING</b>	<b>10</b>	
	<b>WRITING</b>	<b>10</b>	
	<b>TOTAL</b>	<b>40</b>	

**LISTENING 1 (Items 1-5)****(5 marks)**

You are going to hear five short texts.

For each text, there is one statement. Is each statement **True** or **False**?

Listen, and shade in the bubble  under the correct option.

**Statements**

True	False
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1. Reem likes English.

2. Sami's father drinks tea while reading newspapers.

3. Huda went to the supermarket with her mother.

4. Salim drinks juice for breakfast.

5. Ahmed got a mobile phone on his birthday.

**LISTENING 2 (Items 6-10)****(5 marks)**

You are going to hear **Simon** talking about his **class's trip to a farm**.  
Listen and for each item, shade in the bubble  next to the correct option.

6. Simon's class went to a farm last \_\_\_\_\_.
- Sunday                       Monday                       Tuesday
7. They went to the farm by \_\_\_\_\_.
- bus                               train                               car
8. They had a lot of \_\_\_\_\_ on their way to the farm.
- food                               fun                               problems
9. Simon collected \_\_\_\_\_ eggs.
- six                               sixteen                               sixty
10. After lunch, they \_\_\_\_\_.
- sang songs together       listened to music               walked in the fields

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**LISTENING  
SCORE**

<b>10</b>

**GRAMMAR/VOCABULARY 1 (Items 1-5)**

**(2½ marks)**

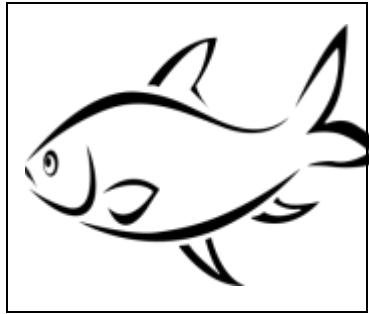
*Under each picture, write the correct word, as in the example.*

e.g



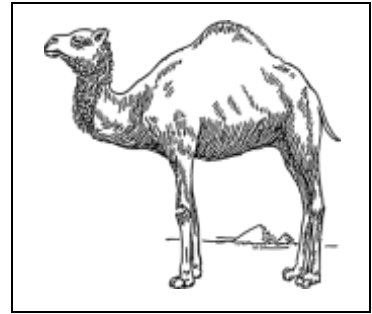
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1.



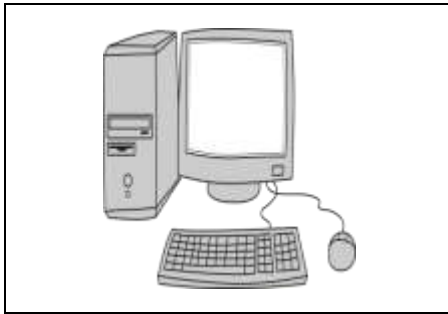
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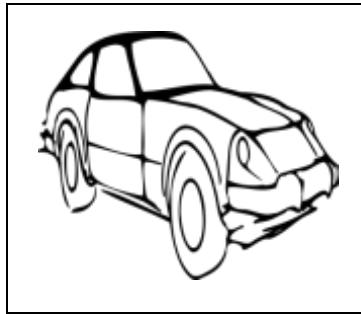
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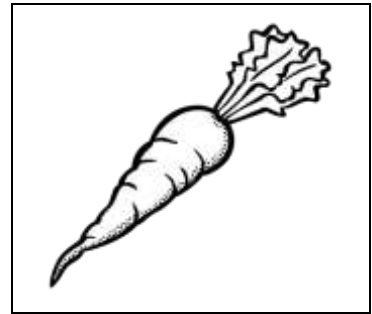
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4.



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5.



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**GRAMMAR/VOCABULARY 2 (Items 6-10)****(2½ marks)**

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

6. Snakes and lizards \_\_\_\_\_ reptiles.

- is                       are                       do                       does

7. My brother is \_\_\_\_\_ than me.

- shorter                       short                       shortest                       the shortest

8. They like \_\_\_\_\_ TV.

- watch                       watched                       watches                       watching

9. David \_\_\_\_\_ from Australia.

- come                       coming                       comes                       is come

10. This is my sister. \_\_\_\_\_ name is Huda.

- He                       She                       His                       Her



**GRAMMAR/VOCABULARY 3 (Items 11-20)****(5 marks)**

Complete the unfinished words in the text.  
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**

Ahmed is eleven <sup>(11)</sup> **ye**\_\_\_\_\_ old. He lives with his family <sup>(12)</sup> **i**\_\_\_\_\_ a big house. He <sup>(13)</sup> **h**\_\_\_\_\_ one brother and one <sup>(14)</sup> **sis**\_\_\_\_\_. He likes playing <sup>(15)</sup> **foot**\_\_\_\_\_. He hates listening <sup>(16)</sup> **t**\_\_\_\_\_ music. His favourite food is <sup>(17)</sup> **pi**\_\_\_\_\_. He likes it so much, <sup>(18)</sup> **b**\_\_\_\_\_ he doesn't like cheese and <sup>(19)</sup> **mi**\_\_\_\_\_. Ahmed is very good <sup>(20)</sup> **a**\_\_\_\_\_ Arabic and English.

**GRM/VCB  
SCORE**

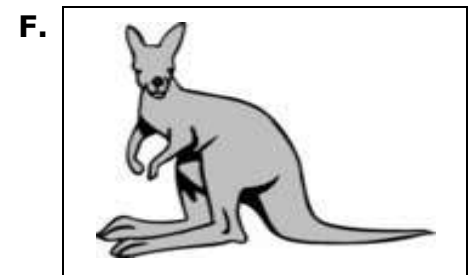
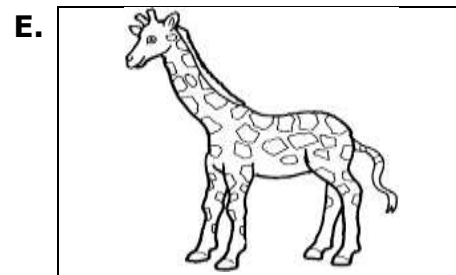
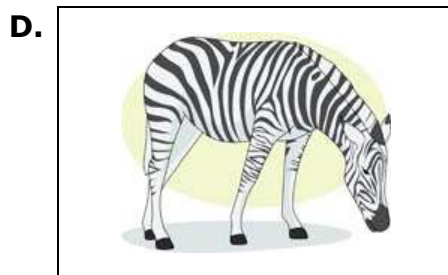
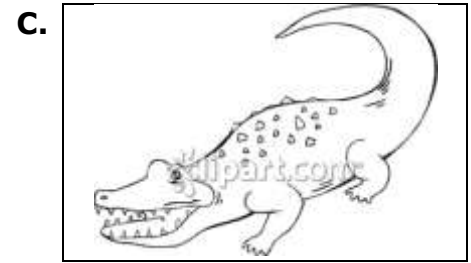
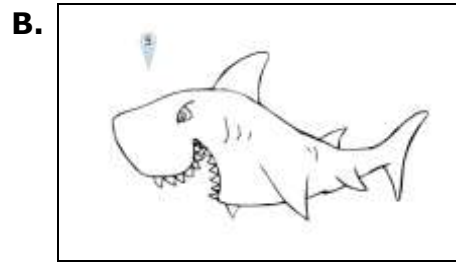
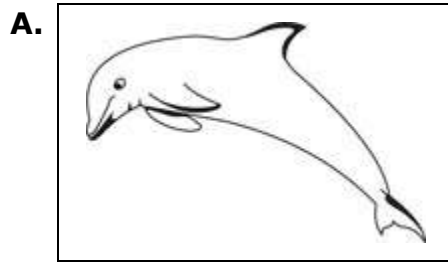
<b>10</b>

**READING 1 (Items 1-5)**

**(5 marks)**

Match the texts with the pictures.

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



**Pictures**

**Texts**

A	B	C	D	E	F
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**1.** This is the tallest animal in the world. It is characterized by its long legs, long neck and spotted pattern.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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**2.** This animal is closely related to horses and donkeys. It is best known for its black and whites striped body.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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**3.** This is the largest reptile on earth. It has a hard skin, a long tail, short legs and sharp teeth.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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**4.** Australia is very famous for this animal. It can hop around quickly on two legs. It can jump very high.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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**5.** This animal lives in the sea or ocean. It is very dangerous. It has about 3,000 teeth in its mouth.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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**READING 2 (Items 6-10)**

**(5 marks)**

Read the text. For each question, write a short answer (**not more than FOUR WORDS**).

Hi Susie,

Thanks for your letter. How are you? Did you have a good summer?

Last summer holidays, I went to the beach with my family. We went by plane. I was really excited. We stayed in a hotel near the beach. It was really hot and we swam in the pool and the sea every day. I liked the sea the most because of the waves.

It was a brilliant holiday, but there was one problem. My little brother Peter hurt his head. We took him to the hospital. He cried a lot, but after two days he was OK and he started swimming again.

Please write soon and tell me all your news!

Alisa

**6.** When did Alisa go to the beach?

\_\_\_\_\_

**7.** Who went with her?

\_\_\_\_\_

**8.** Where did they stay?

\_\_\_\_\_

**9.** What did Alisa like the most?

\_\_\_\_\_

**10.** What happened to her little brother Peter?

\_\_\_\_\_

**READING  
SCORE**

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<b>10</b>
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**WRITING 1**

**(2 marks)**

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

**A.** when did alexander graham bell invent the telephone

\_\_\_\_\_

**B.** he invented it in 1876

\_\_\_\_\_

Marker A	Marker B	Average

**WRITING 2**

**(3 marks)**

In each box, there are two words. Use the words to write **ONE** sentence.

<p><u>Example:</u></p> <p>Huda          nurse</p>	<p>Huda <i>is</i> a nurse.</p> <p><u>OR</u> Huda <i>spoke to the</i> nurse.</p> <p style="text-align: right;"><i>(etc, etc)</i></p>
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**A.** They          school

\_\_\_\_\_

**B.** Khalid          tennis

\_\_\_\_\_

**C.** Maha          chocolate

\_\_\_\_\_

Marker A	Marker B	Average

**WRITING 3**

**(5 marks)**

Write about the picture. Write **at least 40 words**. You can use the words in the box.

beach  summer  play  happy	
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Marker A	Marker B	Average

**WRITING  
SCORE**

<b>10</b>

## **Grade five Listening Script (Items 1-10)**

### **Listening 1 (Items 1-5)**

1. Reem is in class five. Her favourite subjects are maths and English. She likes them very much.
2. Sami's father likes reading newspapers. He sits in the living room and drinks a cup of coffee while reading.
3. Huda likes shopping very much. Yesterday, she went to the supermarket with her mum to buy food.
4. Salim usually has his breakfast at seven o'clock. He eats some toasts with cheese and drinks milk.
5. Ahmed's favourite activity is riding bikes. Last week his father bought him a new bike on his birthday.

### **Listening 2 (Items 6-10)**

My name is Simon. Last Tuesday, my class went on a school trip to a farm. Early in the morning, we got on the bus outside the school. I sat next to my friend James. On the way to the farm, everyone sang songs together. It was very noisy, but lots of fun.

When we arrived at the farm, the farmer talked about where our food comes from. First, we saw cows and watched the farmer making cheese from milk. Next, we collected eggs from the chickens. I collected six eggs.

After lunch, we walked in the fields and saw vegetables and corn. Then, we went back to school. We were very happy.

**GRADE FIVE — ENGLISH LANGUAGE  
SEMESTER TWO, 2015/2016, SESSION  
REGION: DHOFAR**

**MARKING GUIDE  
TOTAL MARKS: 40  
page 1 of 3**

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LISTENING 1 (5 mks)			LISTENING 2 (5 mks)						
	True	False							
1.	<input checked="" type="radio"/>	<input type="radio"/>	6.	<input type="radio"/> Sunday	<input type="radio"/> Monday	<input checked="" type="radio"/> Tuesday			
2.	<input type="radio"/>	<input checked="" type="radio"/>	7.	<input checked="" type="radio"/> bus	<input type="radio"/> train	<input type="radio"/> car			
3.	<input checked="" type="radio"/>	<input type="radio"/>	8.	<input type="radio"/> food	<input checked="" type="radio"/> fun	<input type="radio"/> problems			
4.	<input type="radio"/>	<input checked="" type="radio"/>	9.	<input checked="" type="radio"/> six	<input type="radio"/> sixteen	<input type="radio"/> sixty			
5.	<input type="radio"/>	<input checked="" type="radio"/>	10.	<input type="radio"/> sang songs together	<input type="radio"/> listened to music	<input checked="" type="radio"/> walked in the fields			

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

GRM/ VCB 1 (2.5 mks)		GRM/ VCB 2 (2.5 mks)				
1. fish		6.	<input type="radio"/> is	<input checked="" type="radio"/> are	<input type="radio"/> do	<input type="radio"/> does
2. camel		7.	<input checked="" type="radio"/> shorter	<input type="radio"/> short	<input type="radio"/> shortest	<input type="radio"/> the shortest
3. computer		8.	<input type="radio"/> watch	<input type="radio"/> watched	<input type="radio"/> watches	<input checked="" type="radio"/> watching
4. car		9.	<input type="radio"/> come	<input type="radio"/> coming	<input checked="" type="radio"/> comes	<input type="radio"/> is come
5. carrot		10.	<input type="radio"/> He	<input type="radio"/> She	<input type="radio"/> His	<input checked="" type="radio"/> Her

*Notes: Half-a-mark each. Spelling must be correct.*

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

GRM/ VCB 3 (5 mks)	
11. ye <u>ars</u>	16. t <u>o</u>
12. l <u>n</u>	17. pi <u>zza</u>
13. h <u>as</u>	18. b <u>ut</u>
14. si <u>ster</u>	19. mi <u>lk</u>
15. foot <u>ball</u>	20. a <u>t</u>

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

Grade 5, English, Sem. 2, 2015/16, Session: Marking Guide

READING 1 (5 mks)							READING 2 (5 mks)
	A	B	C	D	E	F	
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	6. in the summer holidays
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	7. her family
3.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. in a hotel / near the beach
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	9. the sea
5.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10. he hurt his head
<p><i>Notes: One mark each. Responses must be indicated clearly.</i></p>							<p><i>Notes: One mark each. Ignore grammar/ spelling mistakes as long as the content of the response is clearly and convincingly correct.</i></p>

WRITING 1 (2 mks)		WRITING 2 (3 mks)	
2	Very good.	3	Very good.
1.5	Good.	2.5	Good.
1	Adequate. (Just good enough)	2	Quite good.
0.5	Inadequate. (Not good enough)	1.5	Adequate. (Just good enough)
0	No attempt at the task.	1	Inadequate. (Not good enough)
##	#####	0.5	A <u>very</u> weak attempt at the task.
##	#####	0	No attempt at the task.
Criteria:	<p>Consider the <b>overall quality</b> of the punctuation and use of capital letters in the two sentences <b>as a whole</b>:</p> <ul style="list-style-type: none"> <li>– Have all the correct punctuation marks and capital letters been inserted in the correct places?</li> <li>– Have any been inserted that should <u>not</u> be there?</li> </ul> <p>Sentence A: <b>W</b>hen did <b>A</b>lexander <b>G</b>raham <b>B</b>ell invent the telephone?</p> <p>Sentence B: <b>H</b>e invented it in 1876.</p>	Criteria:	<p>Consider the <b>overall quality</b> of the three sentences <b>as a whole</b>:</p> <ul style="list-style-type: none"> <li>– Do the sentences <u>make sense</u>? [ <i>Is the meaning clear?</i> ]</li> <li>– 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?</i> ]</li> <li>– Is the <u>language</u> in the sentences <u>correct</u>? [ <i>Is the grammar/ vocabulary/ spelling/ punctuation(mostly) correct?</i> ]</li> </ul>

<b>WRITING 3 (5 mks)</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>– Writing communicates clearly and is obviously appropriate to the picture.</li> <li>– Language is mostly correct.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>– Writing communicates clearly enough and is appropriate to the picture.</li> <li>– However, there are some noticeable language errors.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>– Manages to communicate some relevant information about the picture, but only in a limited way.</li> <li>– There are several very noticeable language errors.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>– Attempts to communicate, but only with difficulty. Important points are missing or unclear.</li> <li>– Frequent language errors.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>– A very unsatisfactory attempt at the task. Very little is communicated.</li> <li>– Language is seriously flawed.</li> </ul>
<b>0</b>	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant. (Completely unrelated to the picture)  <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>