

**ENGLISH LANGUAGE TEST**

**GRADE FIVE**

**Semester One**

**First Session**

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

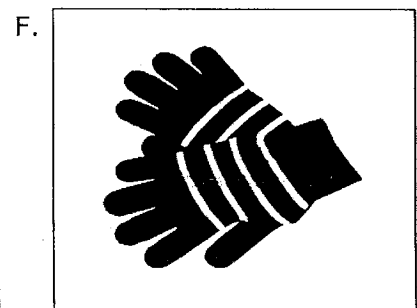
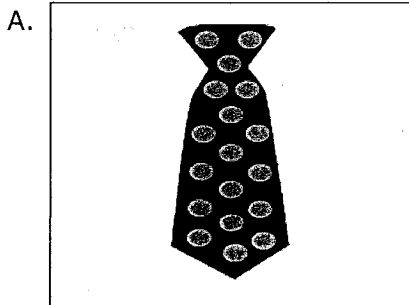
**Write your answers on the Test Paper**  
**Time: 1½ hours**                      **Pages: 10**

<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 about **clothes**. 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 some information about a type of birds called **falcons**.  
Listen and complete the table with (√) or (×).

<i>medium sized birds</i>	<i>over 40 different kinds</i>	<i>eat plants</i>
(e.g.) √	(6)	(7)
<i>hunt from sea</i>	<i>have long wings</i>	<i>are found in Antarctica</i>
(8)	(9)	(10)

--

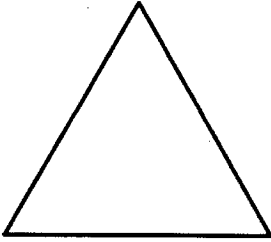

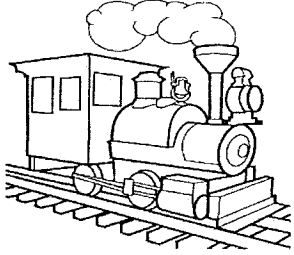
**LISTENING  
SCORE**



10

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

**(2½ marks)**

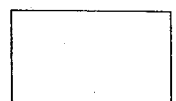
Match the pictures with the words. For each picture, shade in the bubble  under the correct option.

<p><b>1.</b></p> 	<p><b>2.</b></p> 	<p><b>3.</b></p> 
--	--	--

<p><b>4.</b></p> 	<p><b>5.</b></p> 
---	--

train	fisherman	boots	circle	clown	fireman	car	triangle
-------	-----------	-------	--------	-------	---------	-----	----------

<b>1.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>2.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>3.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>5.</b>	<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. I like football \_\_\_\_\_ swimming.
7. Ali has his dinner \_\_\_\_\_ 8.00.
8. \_\_\_\_\_ time does she get up?
9. These \_\_\_\_\_ Ahmed's caps.
10. I \_\_\_\_\_ like playing computer games.



**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: <sup>(11)</sup> Wh\_\_\_\_\_ did you <sup>(12)</sup> g\_\_\_\_\_ yesterday?

Speaker B: I went <sup>(13)</sup> t\_\_\_\_\_ the <sup>(14)</sup> z\_\_\_\_\_ and I saw many animals.

Speaker A: Wow! I went there last <sup>(15)</sup> Sun\_\_\_\_\_ with my <sup>(16)</sup> fam\_\_\_\_\_.

Speaker B: <sup>(17)</sup> D\_\_\_\_\_ you ride any animals? I rode a <sup>(18)</sup> ca\_\_\_\_\_.

Speaker A: No, but I had a lot <sup>(19)</sup> o\_\_\_\_\_ fun.

Speaker B: I too enjoyed it <sup>(20)</sup> ve\_\_\_\_\_ much.

--

**GRM/VCB  
SCORE**

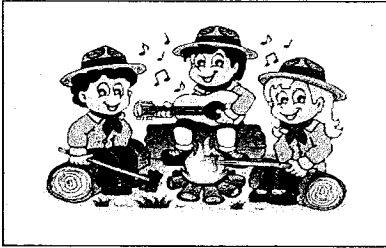
10

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

**(5 marks)**

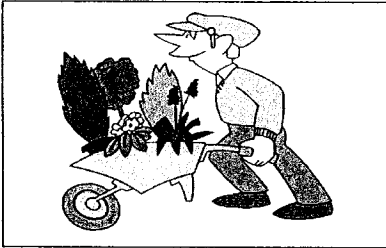
For each picture, shade in the bubble  next to the correct option.

1.



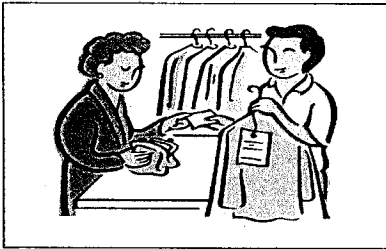
- They are cycling.
- They are playing tennis.
- They are camping.

2.



- He is a farmer.
- He is a teacher.
- He is a doctor.

3.



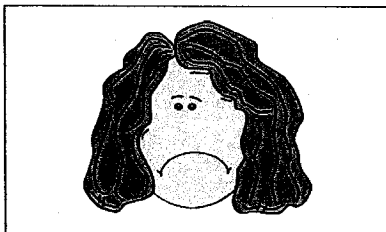
- She is watching TV.
- She is buying a shirt.
- She is cooking lunch.

4.



- They are sleeping.
- They are eating.
- They are playing.

5.



- The boy is happy.
- The girl is sad.
- The man is excited.



**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.

Paul and his family went to Italy last October. They stayed in Italy for five days. They went to the river to watch the flying fish. They were very happy and took pictures. The next day, they went to Romeo and Juliet house. It was a huge beautiful house! Next, they went to the art museum. It had a lot of pictures and drawings. Also, they went on a boat trip and watched the old houses of the city Vince. They were no cars, only boats! In the fourth day, they went to Rome to see the big and ancient churches. In the last day, they went to see the travel fountain where there were a lot of pigeons.

Statements	True	False
6. Paul and his family went to Italy.	<input type="radio"/>	<input type="radio"/>
7. They stayed there for 15 days.	<input type="radio"/>	<input type="radio"/>
8. The house of Romeo and Juliet is small.	<input type="radio"/>	<input type="radio"/>
9. They went to Vince city by car.	<input type="radio"/>	<input type="radio"/>
10. On the last day, they saw a lot of pigeons.	<input type="radio"/>	<input type="radio"/>

<b>READING SCORE</b>
<b>10</b>



**WRITING 1****(2 marks)**

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

**A.** Salma likes collecting stamps.

---

**B.** Ali went to Muscat to visit his dad.

---

**C.** I would like to be an engineer in the future.

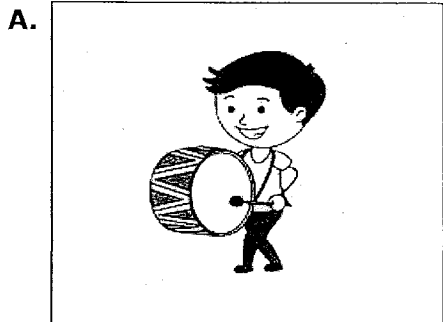
---

Marker A	Marker B	Average

**WRITING 2**

**(3 marks)**

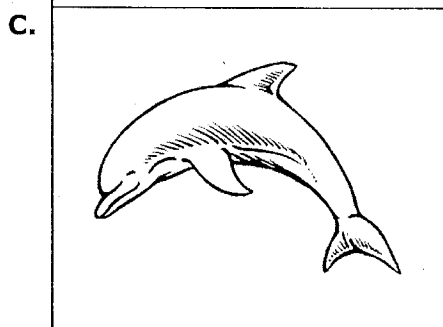
Look at the pictures. Then complete each sentence.



He \_\_\_\_\_



She \_\_\_\_\_



It \_\_\_\_\_

Marker A	Marker B	Average





## Grade Five Listening Script

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

1. Ahmed is 12 years old. He likes to wear his black and white striped t-shirt when he plays football.
2. Maha went shopping yesterday with her friend. She bought shoes and a pair of spotted socks.
3. My sister's birthday was yesterday. I bought a beautiful checked dress for her. She was very happy.
4. Europe is very cold in winter. You have to wear gloves made of wool to make your hands and body feel warm.
5. Look this is Salim's t-shirt. He likes flowery t-shirts which make him look younger.

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

Falcons are medium sized birds of prey. There are more than 40 different kinds of falcons that can be found all around the world. They hunt and eat animals for food such as mice, frog and small birds. They are powerful fliers. They can catch and hunt animals from the sky. Falcons have long wings and powerful beaks. They can fly at very high speeds and rapidly change directions because their wings are pointed and thin. Falcons vary in size from 25cm tall to more than 60cm tall. Small falcons with long narrow wings are called hobbies. They are related to hawks and eagles. They can be found on every continent, but can't be found in Antarctica.

\*\*\*\*\*

LISTENING 1 (5 mks)						LISTENING 2 (5 mks)			
	A	B	C	D	E	F		6.	7.
1.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(e.g.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	×	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>		<input type="checkbox"/>	<input type="checkbox"/>

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

GRM/ VCB 1 (2.5 mks)								
	train	fisherman	boots	circle	clown	fireman	car	triangle
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 checked="" 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 checked="" 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 checked="" 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.	and	11.	Wh <u>ere</u>
7.	at	12.	g <u>o</u>
8.	What	13.	t <u>o</u>
9.	are	14.	z <u>oo</u>
10.	don't	15.	Sun <u>day</u>
		16.	fam <u>ily</u>
		17.	D <u>id</u>
		18.	cam <u>el</u>
		19.	of
		20.	ver <u>y</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"/> They are cycling. <input type="radio"/> They are playing tennis. <input checked="" type="radio"/> They are camping.		
2.	<input checked="" type="radio"/> He is a farmer. <input type="radio"/> He is a teacher. <input type="radio"/> He is a doctor.	6.	True: <input checked="" type="radio"/> False: <input type="radio"/>
3.	<input type="radio"/> She is watching TV. <input checked="" type="radio"/> She is buying a shirt. <input type="radio"/> She is cooking lunch.	7.	True: <input type="radio"/> False: <input checked="" type="radio"/>
4.	<input type="radio"/> They are sleeping. <input type="radio"/> They are eating. <input checked="" type="radio"/> They are playing.	8.	True: <input type="radio"/> False: <input checked="" type="radio"/>
5.	<input type="radio"/> The boy is happy. <input checked="" type="radio"/> The girl is sad. <input type="radio"/> The man is excited.	9.	True: <input type="radio"/> False: <input checked="" type="radio"/>
		10.	True: <input checked="" type="radio"/> False: <input type="radio"/>
<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 <b>overall quality</b> of the hand-writing in the three sentences <b>as a whole</b> : – 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 <b>overall quality</b> of the three sentences <b>as a whole</b>:</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"> <li>– Task achievement is <u>very good</u>.</li> <li>– Meaning is very clear.</li> <li>– Grammar/ Vocab are correct and appropriate.</li> <li>– Spelling and punctuation are very good.</li> </ul>
4	<ul style="list-style-type: none"> <li>– Task achievement is <u>good</u>.</li> <li>– Meaning is almost always clear.</li> <li>– Grammar/ Vocab are mostly correct and appropriate.</li> <li>– Spelling and punctuation are good.</li> </ul>
3	<ul style="list-style-type: none"> <li>– Task achievement is <u>adequate</u>.</li> <li>– Meaning is clear enough.</li> <li>– Grammar/ Vocab are reasonably correct and appropriate.</li> <li>– Spelling and punctuation are reasonably good.</li> </ul>
2	<ul style="list-style-type: none"> <li>– Task achievement is <u>inadequate</u>.</li> <li>– Meaning is sometimes unclear.</li> <li>– Grammar/ Vocab are quite often incorrect or inappropriate.</li> <li>– Spelling and punctuation are often inaccurate.</li> </ul>
1	<ul style="list-style-type: none"> <li>– Task achievement is <u>poor</u>.</li> <li>– Meaning is often unclear.</li> <li>– Grammar/ Vocab are very often incorrect and inappropriate.</li> <li>– Spelling and punctuation are very poor.</li> </ul>
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the task/ instructions) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>