

تم تحميل هذا الملف من موقع المناهج العُمانية



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ENGLISH LANGUAGE TEST**GRADE FIVE****Semester Two
Second Session**

| | | | |
|---------------|--|--------------|--|
| Name | | | |
| School | | Class | |


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

| | | | |
|----------------|-----------|----|--|
| 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 different people.

*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**

- | | | | |
|----|---|-----------------------|-----------------------|
| 1. | Ahmed likes playing basketball with his cousin. | <input type="radio"/> | <input type="radio"/> |
| 2. | My mother gave me a shopping list to remember what to buy. | <input type="radio"/> | <input type="radio"/> |
| 3. | Last year, we went to the USA and visited the Arizona Desert. | <input type="radio"/> | <input type="radio"/> |
| 4. | Sami is happy because he is the biggest boy in class. | <input type="radio"/> | <input type="radio"/> |
| 5. | John likes playing different computer games with his friends. | <input type="radio"/> | <input type="radio"/> |

| |
|--|
| |
|--|

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

You are going to hear a **story** about **Edward Weston**.

Listen and for each item, shade in the bubble ☐ next to the correct option.

6. Edward Weston was born in _____.

☐ 1886☐ 1986☐ 1896

7. He loved _____.

☐ writing☐ taking pictures☐ writing and taking pictures

8. In his shop, he made and sold pictures of _____.

☐ animals☐ insects☐ people

9. When he travelled to New York, Alfred advised him to go to _____.

☐ Mexico☐ California☐ Japan

10. His famous picture was called a _____.

☐ sea shell☐ green pepper☐ vegetable

**LISTENING
SCORE**

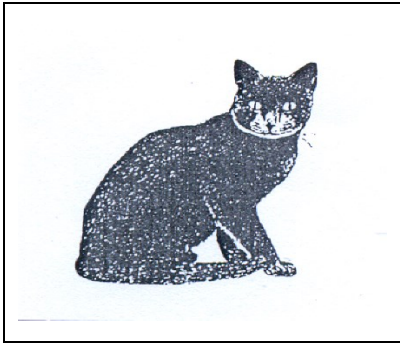
10

GRAMMAR/VOCABULARY 1 (Items 1-5)

(2½ marks)

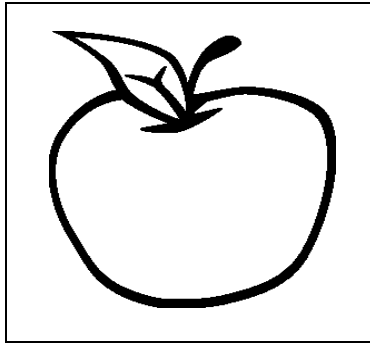
Under each picture, write the correct word, as in the example.

e.g.



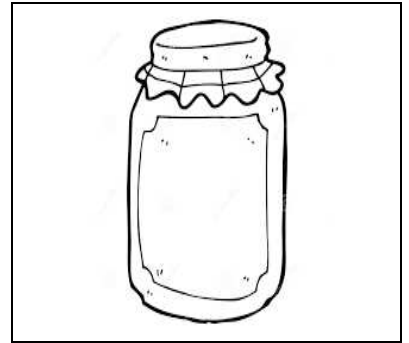
c a t

1.



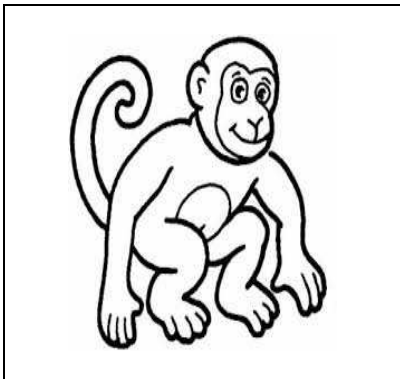
— — — — —

2.



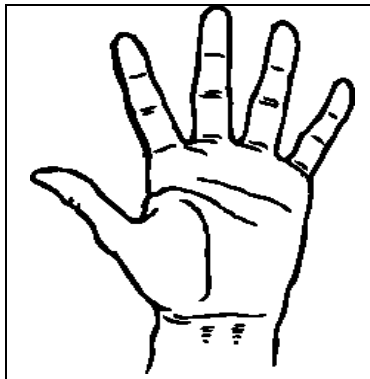
— — — —

3.



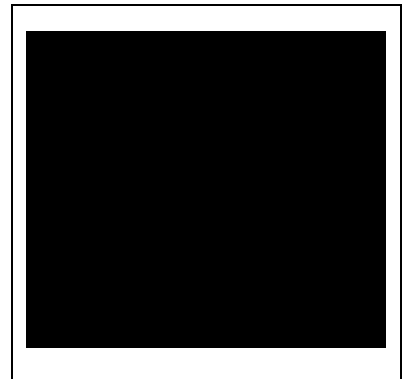
— — — — —

4.



— — — — —

5.



— — — — —



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

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

6. Do you like fishing? Yes, I _____.

☐ do☐ are☐ don't☐ is

7. Ali likes _____ his bike.

☐ ride☐ riding☐ rode☐ rides

8. A giraffe is _____ than a cheetah.

☐ tall☐ tallest☐ taller☐ the tallest

9. Is sugar good for you? No, it _____.

☐ is☐ will☐ does☐ isn't

10. _____ do the elephants live? In Africa.

☐ Who☐ Where☐ What☐ When

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

You ⁽¹¹⁾ha_____ to eat ⁽¹²⁾hea_____ food. Eating junk food ⁽¹³⁾i_____ not good because it may make you ⁽¹⁴⁾si_____. You can read ⁽¹⁵⁾ab_____ this on the Internet. You ⁽¹⁶⁾sho_____ eat different types of food such as ⁽¹⁷⁾fr_____ and vegetables. You can eat ⁽¹⁸⁾me_____ and chicken. ⁽¹⁹⁾Da_____ foods like yogurt and ⁽²⁰⁾che_____ give you calcium and protein.

**GRM/VCB
SCORE**

10

READING 1 (Items 1-5)

(5 marks)

Match the texts with the pictures.

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

A.



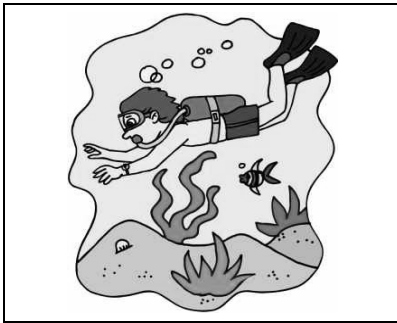
B.



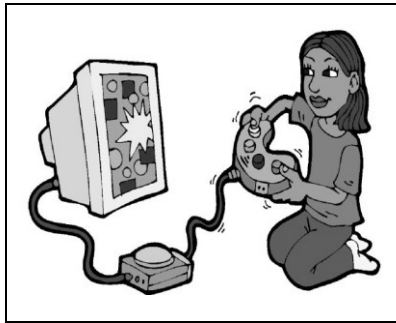
C.



D.



E.



F.



Pictures

Texts

1. Suzie, John and Mark like playing together. Every afternoon, They play their favorite game jumping.
2. Laila likes writing new words. She brings different books. Then, she starts writing the new words.
3. Muna, Jamila and Ahmed are friends. They usually sit in the living room and play board games.
4. Salim goes diving in the sea. He loves diving because he can see different sea animals and plants.
5. In winter, Toby and Mary go to the park. They like skiing on the ice. They are very good.

| | 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"/> |



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

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

Hi Gazi,

Last week was a fantastic week! I went with my family to South Korea for 3 days. It is famous for technology and music. It is a beautiful place where most of the people use phones for calling, messaging and playing games. In the first day, we went to see their museum which had ancient things like costumes, and instruments. It was amazing! The next day, we met my father's friend Ahmed who attended the opera with us. We laughed a lot because we didn't understand it! In the third day, we sat near the city fountain. It had free WIFI and a huge playground. We spent a good day there. That's all! I put some pictures. I hope you like them.

Bye

Said

6. How long did Said's family stay in South Korea?

7. What is south Korea famous for?

8. What were the things Said's family see in the museum?

9. Who did they meet in the second day?

10. Where did Said's family sit in the third day?

**READING
SCORE**

10

WRITING 1**(2 marks)**

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

A. our farm is near thumrait.

B. where did Ahmed go in his holiday

| Marker A | Marker B | Average |
|----------|----------|---------|
| | | |

WRITING 2**(3 marks)**

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

| | |
|--|--|
| <u>Example:</u> Huda nurse | Huda <i>is</i> a nurse. <u>OR</u> Huda <i>spoke to the</i> nurse. (etc, etc) |
|--|--|

A.

| |
|------------------|
| egg eat |
|------------------|

B.

| |
|------------------|
| she box |
|------------------|

C.

| |
|---------------------|
| fun museum |
|---------------------|

| 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.



| Marker A | Marker B | Average |
|----------|----------|---------|
| | | |

**WRITING
SCORE**

10

GRADE FIVE LISTENING SCRIPTS

Listening 1 (1-5)

1. Ahmed's family has a basketball playing ground.
Every Monday afternoon, Ahmed plays basketball with his brother.
2. I always forget the things my mother tells me to buy.
So, she gave me a shopping list yesterday.
3. My father took us to the USA last week. We had a great holiday. We visited the Arizona Desert.
4. Sami is a big boy. In his class, he is the biggest one and he feels happy about it.
5. John has a computer. He always likes to play alone.
He spends a lot of time on it.

Listening 2 (6-10)

My name is Edward Weston. I was born in Washington in 1886. I loved writing and taking pictures. I used to write short stories and take pictures of different things.

When I was 18, I opened a shop in California. I made and sold pictures of people. One summer, I travelled to New York to meet famous photographers. I wanted to learn from them. I Only met Alfred. He helped me a lot. He advised me to go to Mexico. My picture of a sea shell and a vegetable called "a green pepper" made me famous! From that day, everyone wanted to see my pictures and buy them. I often took pictures of rocks, coastlines, and vegetable life.

| LISTENING 1 (5 mks) | | LISTENING 2 (5 mks) | | |
|--|----------------------------------|--|--|--|
| True | False | | | |
| 1. <input type="radio"/> | <input checked="" type="radio"/> | 6. <input checked="" type="radio"/> 1886 | <input type="radio"/> 1986 | <input type="radio"/> 1896 |
| 2. <input checked="" type="radio"/> | <input type="radio"/> | 7. <input type="radio"/> writing | <input type="radio"/> taking pictures | <input checked="" type="radio"/> writing and taking pictures |
| 3. <input type="radio"/> | <input checked="" type="radio"/> | 8. <input type="radio"/> animals | <input type="radio"/> insects | <input checked="" type="radio"/> people |
| 4. <input checked="" type="radio"/> | <input type="radio"/> | 9. <input checked="" type="radio"/> Mexico | <input type="radio"/> California | <input type="radio"/> Japan |
| 5. <input type="radio"/> | <input checked="" type="radio"/> | 10. <input type="radio"/> sea shell | <input checked="" type="radio"/> green pepper. | <input type="radio"/> vegetable |
| <i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i> | | | | |

| GRM/ VCB 1 (2.5 mks) | GRM/ VCB 2 (2.5 mks) | | | |
|--|---|---|---|--|
| 1. apple | 6. <input checked="" type="radio"/> do | <input type="radio"/> are | <input type="radio"/> don't | <input type="radio"/> is |
| 2. jar | 7. <input type="radio"/> ride | <input checked="" type="radio"/> riding | <input type="radio"/> rode | <input type="radio"/> rides |
| 3. monkey | 8. <input type="radio"/> tall | <input type="radio"/> tallest | <input checked="" type="radio"/> taller | <input type="radio"/> the tallest |
| 4. hand | 9. <input type="radio"/> is | <input type="radio"/> will | <input type="radio"/> does | <input checked="" type="radio"/> isn't |
| 5. goat | 10. <input type="radio"/> Who | <input checked="" type="radio"/> Where | <input type="radio"/> What | <input type="radio"/> When |
| <i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i> | <i>Notes: Half-a-mark each. Responses must be indicated <u>clearly</u>.</i> | | | |

| GRM/ VCB 3 (5 mks) | |
|---|--------------------|
| 11. ha <u>ve</u> | 16. sho <u>uld</u> |
| 12. hea <u>lthy</u> | 17. fr <u>uit</u> |
| 13. <u>i</u> s | 18. mea <u>t</u> |
| 14. si <u>ck</u> | 19. Dai <u>ry</u> |
| 15. ab <u>out</u> | 20. chee <u>se</u> |
| <i>Notes: Half-a-mark each. Spelling <u>must</u> be correct, including grammatical endings.</i> | |

| READING 1 (5 mks) | | | | | | READING 2 (5 mks) | |
|---|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------|--|------------------------------------|
| | A | B | C | D | E | F | |
| 1. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 6. 3 days |
| 2. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 7. Technology and music |
| 3. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | 8. Costumes and instruments |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | 9. (Their) father's friend / Ahmed |
| 5. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10. Near the city fountain |
| Notes: One mark each. Responses must be indicated <u>clearly</u> . | | | | | | Notes: One mark each. Ignore grammar/ spelling mistakes as long as the content of the response is <u>clearly</u> and <u>convincingly</u> correct. | |

| 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 overall quality of the punctuation and use of capital letters in the two sentences as a whole:</p> <ul style="list-style-type: none"> – Have all the correct punctuation marks and capital letters been inserted in the correct places? – Have any been inserted that should <u>not</u> be there? <p><u>Sentence A:</u> Xxxxxx xxx xxxxx xxxxxx xxxxx xxxx.</p> <p><u>Sentence B:</u> Xxxx xxx xx xxxxx xxxx xxxxx xxxxxx.</p> | Criteria: | <p>Consider the overall quality of the three sentences as a whole:</p> <ul style="list-style-type: none"> – Do the sentences <u>make sense</u>? [<i>Is the meaning clear?</i>] – 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>] – Is the <u>language</u> in the sentences <u>correct</u>? [<i>Is the grammar/ vocabulary/ spelling/ punctuation(mostly) correct?</i>] |

| WRITING 3 (5 mks) | |
|-------------------|--|
| 5 | <ul style="list-style-type: none"> – Writing communicates clearly and is obviously appropriate to the picture. – Language is mostly correct. |
| 4 | <ul style="list-style-type: none"> – Writing communicates clearly enough and is appropriate to the picture. – However, there are some noticeable language errors. |
| 3 | <ul style="list-style-type: none"> – Manages to communicate some relevant information about the picture, but only in a limited way. – There are several very noticeable language errors. |
| 2 | <ul style="list-style-type: none"> – Attempts to communicate, but only with difficulty. Important points are missing or unclear. – Frequent language errors. |
| 1 | <ul style="list-style-type: none"> – A very unsatisfactory attempt at the task. Very little is communicated. – Language is seriously flawed. |
| 0 | <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> |