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**ENGLISH LANGUAGE TEST**

**GRADE FIVE**

**Semester Two**

**First 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
1. Laila has got short black curly hair.	<input type="radio"/>	<input type="radio"/>
2. He likes writing e-mails to his friends.	<input type="radio"/>	<input type="radio"/>
3. Khalid went shopping for some food.	<input type="radio"/>	<input type="radio"/>
4. Rose and her family visited Canada last week.	<input type="radio"/>	<input type="radio"/>
5. Her favourite animals are monkeys.	<input type="radio"/>	<input type="radio"/>

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

**(5 marks)**

You are going to hear a **story** about **Mohammed and Ali**.

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

6. Mohammed and Ali went to \_\_\_\_\_.

Korea

Kenya

Kuwait

7. They saw a lot of wild animals such as \_\_\_\_\_.

elephants

crocodiles

hippos

8. Ali saw a \_\_\_\_\_ running towards him.

lion

bear

tiger

9. He climbed a big \_\_\_\_\_.

tree

hill

mountain

10. \_\_\_\_\_ saved Ali.

Mohammed

A Kenyan man

An animal

--

**LISTENING  
SCORE**

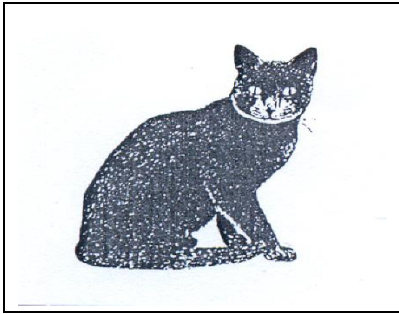
10

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

**(2½ marks)**

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

e.g.



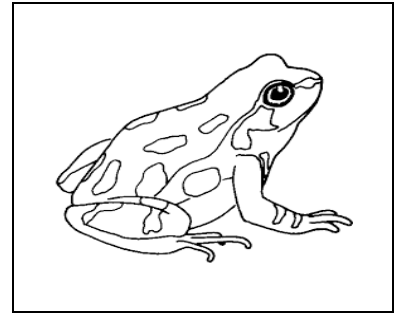
c a t

1.



-----

2.



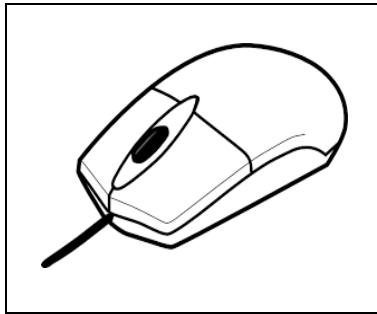
-----

3.



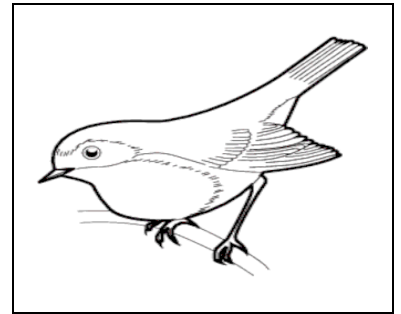
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4.



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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. Is sugar good for you? No, it \_\_\_\_\_.

- doesn't       is       are       isn't

7. He likes \_\_\_\_\_ his bike.

- riding       rode       ride       rides

8. Fatima is taller \_\_\_\_\_ Maha.

- than       more       the       most

9. I \_\_\_\_\_ got big brown eyes.

- am       have       is       has

10. Giraffes are the \_\_\_\_\_ animals in the world.

- taller       tall       taller than       tallest

**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 a <sup>(11)</sup>str\_\_\_\_\_ boy. He lives <sup>(12)</sup>i\_\_\_\_\_ a big house <sup>(13)</sup>wi\_\_\_\_\_ his family. He eats fresh food such as <sup>(14)</sup>fi\_\_\_\_\_, fruit <sup>(15)</sup>a\_\_\_\_\_ vegetables. He exercises <sup>(16)</sup>ev\_\_\_\_\_ day to stay <sup>(17)</sup>hea\_\_\_\_\_. He likes to play <sup>(18)</sup>foot\_\_\_\_\_. He doesn't eat chocolate because it is full of <sup>(19)</sup>su\_\_\_\_\_. He sleeps <sup>(20)</sup>a\_\_\_\_\_ 9 o'clock.

**GRM/VCB  
SCORE**

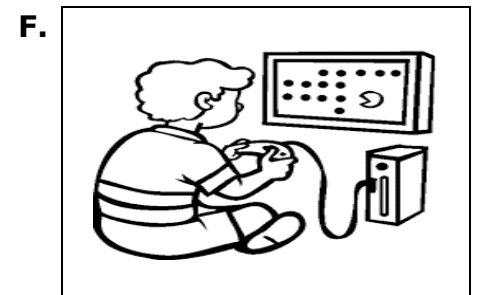
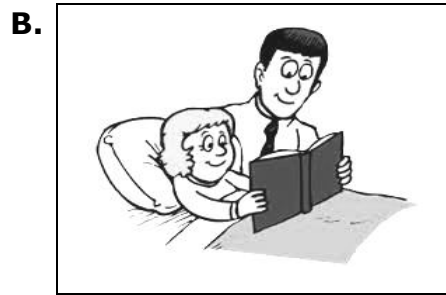
<b>10</b>

**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**

1. Tony likes to go out with his dad on Saturdays. They enjoy flying the kite high in the blue sky.
2. Aysha has a beautiful garden in her house. She takes care of it. She likes to water the plants daily.
3. Hassan doesn't like to go out. He likes to stay at home and play computer games.
4. Maya becomes very happy when winter comes. She often goes skating with her brother Mike.
5. Alia likes the story time and waits for it every night. Her dad reads for her before she sleeps.

	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**).

To: [Tariq@ikc.com](mailto:Tariq@ikc.com)  
From: [Karan@ikc.com](mailto:Karan@ikc.com)  
Subject: The Taj Mahal

Dear Tariq,

Hi! I enjoyed your e-mail about Al Jalali Fort in Muscat. I am going to tell you about a famous building in India that is called The Taj Mahal, that means "crown of palaces".

It was built as the final resting place for Mumtaz Mahal by the Mughal emperor Shah Jahan. Building it took around 20 years. It is made of white marble.

One of the Taj Mahal's most famous features is a large white dome that is called an 'onion dome' and there are 4 smaller domes around it. The height of Taj Mahal is 171 metres. Millions of tourists come to visit it every year.

I hope you like it.  
Karan

**6.** Who is the e-mail to?

\_\_\_\_\_

**7.** What does The Taj Mahal mean?

\_\_\_\_\_

**8.** What is The Taj Mahal made of?

\_\_\_\_\_

**9.** How many domes are there in The Taj Mahal?

\_\_\_\_\_

**10.** Who come to visit it every year?

\_\_\_\_\_

**READING  
SCORE**

**10**

**WRITING 1**

**(2 marks)**

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

A. does Hani like swimming

---

B. She s got long black hair

---

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>
---------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------

A. go          school

---

B. Ali          ice-cream

---

C. Cheetahs          fast

---

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.

friends eating under happy	
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Marker A	Marker B	Average

<b>WRITING SCORE</b>	
	<b>10</b>

## **GRADE FIVE LISTENING SCRIPTS**

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

1. Laila is a beautiful girl. She's got black eyes and long brown curly hair.
2. Ahmed has lots of friends from different countries. He likes to write e-mails to them in his free time.
3. Yesterday, Khalid's mother asked him to go shopping for some fruit and vegetables. She gave him a long list.
4. Rose and her family are from Canada. Last week, they visited Oman for the first time.
5. Asma goes to the zoo on Fridays. Her favourite animals are monkeys. She likes to feed them lots of bananas.

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

Last year Mohammed and his friend Ali went to Kenya for three weeks. They travelled by plane and stayed in a tent. They saw lots of wild animals and took photographs of them such as elephants, lions and giraffes, but they didn't see any crocodiles. One day, Ali was walking happily taking more photos when he saw a tiger running towards him. He was so scared and started to run, but the tiger ran after him. Suddenly, he saw a big tree and climbed it very quickly. Ali shouted for help. Fortunately a Kenyan man heard him. The man shot the tiger and saved Ali. Mohammed and Ali enjoyed their holiday but they decided to visit another country next year.

\*\*\*\*\*

LISTENING 1 (5 mks)		LISTENING 2 (5 mks)				
	True	False				
1.	<input type="radio"/>	<input checked="" type="radio"/>	6.	<input type="radio"/> Korea	<input checked="" type="radio"/> Kenya	<input type="radio"/> Kuwait
2.	<input checked="" type="radio"/>	<input type="radio"/>	7.	<input checked="" type="radio"/> elephants	<input type="radio"/> crocodiles	<input type="radio"/> hippos
3.	<input checked="" type="radio"/>	<input type="radio"/>	8.	<input type="radio"/> lion	<input type="radio"/> bear	<input checked="" type="radio"/> tiger
4.	<input type="radio"/>	<input checked="" type="radio"/>	9.	<input checked="" type="radio"/> tree	<input type="radio"/> hill	<input type="radio"/> mountain
5.	<input checked="" type="radio"/>	<input type="radio"/>	10.	<input type="radio"/> Mohammed	<input checked="" type="radio"/> A Kenyan man	<input type="radio"/> An animal

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

GRM/ VCB 1 (2.5 mks)	GRM/ VCB 2 (2.5 mks)				
1. milk	6.	<input type="radio"/> doesn't	<input type="radio"/> is	<input type="radio"/> are	<input checked="" type="radio"/> isn't
2. frog	7.	<input checked="" type="radio"/> riding	<input type="radio"/> rode	<input type="radio"/> ride	<input type="radio"/> rides
3. cake	8.	<input checked="" type="radio"/> than	<input type="radio"/> more	<input type="radio"/> the	<input type="radio"/> most
4. mouse	9.	<input type="radio"/> am	<input checked="" type="radio"/> have	<input type="radio"/> is	<input type="radio"/> has
5. bird	10.	<input type="radio"/> taller	<input type="radio"/> tall	<input type="radio"/> taller than	<input checked="" type="radio"/> tallest

*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. str <u>ong</u>	16. ev <u>er</u> y
12. i <u>n</u>	17. healt <u>h</u> y
13. wit <u>h</u>	18. foot <u>ball</u>
14. fis <u>h</u>	19. sug <u>ar</u>
15. a <u>nd</u>	20. a <u>t</u>

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

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. Tariq
2.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7. Crown of palaces
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	8. White marble
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	9. 5 domes
5.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10. Tourists/ Millions of tourists
<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 <u>clearly</u> and <u>convincingly</u> 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.
<b>Criteria:</b>	<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><u>Sentence A:</u> <b>Xxxxxx xxx xxxxx xxxxxx xxxxx xxxx.</b></p> <p><u>Sentence B:</u> <b>Xxxx xxx xx xxxxx xxxx xxxxx xxxxxx.</b></p>	<b>Criteria:</b>	<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>