

GRADE 5

ENGLISH LISTENING COMPREHENSION

PROCEDURE FOR TASK 1

Look at Task One

(Allow 15 seconds pause while students familiarise themselves with the page.)

Listen carefully. You will listen to the passage twice.

This is a letter that Mark sent to his head teacher Mrs Tugwell.

6, Cardiff Close,
Shakespeare Road,
London.

15th June, 2017.

St Helen's School,
Acre Lane,
London.

Dear Mrs Tugwell,

First of all, I would like to congratulate you for the way the school operates. I really enjoy coming to the school because while we learn we have fun as well.

I also have a suggestion to make. Everyone agrees that we need an activity centre like those found in other schools. We need a place to play when we can't go out at break time because of bad weather. The activity centre would also be an excellent place for us to wait for our parents or the bus after school. This room would give us a different kind of play experience from what we have during P.E. lessons in the gym or at break time in the playground. Our teacher, Mr Wyatt told us that it would be a good idea if we have a different area for play.

We will cooperate in any way we can to make this project work. But we need the school's support.

Yours sincerely,

Mark Kelly.

Listen carefully to the exercises related to the passage.

Number 1: Underline the correct word from the brackets.

- a. Mrs Tugwell is (the head teacher, a Grade 5 teacher, the bus driver).
- b. Mark (likes, dislikes, hates) going to school.
- c. Mark is suggesting that (a new playground, an activity centre, a waiting area) would be built.
- d. The new area would be (different from, like, the same as) the gym.

Number 2: Tick the column T if it's true, the column F if it's false or the column NIG if no information is given.

- a. Mark lives in London.
- b. Mark's school is the only one in the area without an activity centre.
- c. The activity centre Mark is suggesting can be used by children in bad weather.
- d. The children usually use the playground for P.E.
- e. The project will cost a lot of money.
- f. The activity centre could be also used as a parking area.
- g. Mark's teacher is Mr Wyatt.
- h. Mark is ready to cooperate to make the project work.

You will now listen to the story again. Listen carefully.

This is a letter that Mark sent to her head teacher Mrs Tugwell.

6, Cardiff Close,
Shakespeare Road,
London.

15th June, 2017.

St Helen's School,
Acre Lane,
London.

Dear Mrs Tugwell,

First of all, I would like to congratulate you for the way the school operates. I really enjoy coming to the school because while we learn we have fun as well.

I also have a suggestion to make. Everyone agrees that we need an activity centre like those found in other

schools. We need a place to play when we can't go out at break time because of bad weather. The activity centre would also be an excellent place for us to wait for our parents or the bus after school. This room would give us a different kind of play experience from what we have during P.E. lessons in the gym or at break time in the playground. Our teacher, Mr Wyatt told us that it would be a good idea if we have a different area for play.

We will cooperate in any way we can to make this project work. But we need the school's support.

Yours sincerely,

Mark Kelly.

Listen carefully to the exercises related to the passage.

Number 1: Underline the correct word from the brackets.

- a. Mrs Tugwell is (the head teacher, a Grade 5 teacher, the bus driver).
- b. Mark (likes, dislikes, hates) going to school.
- c. Mark is suggesting that (a new playground, an activity centre, a waiting area) would be built.
- d. The new area would be (different from, like, the same as) the gym.

Number 2: Tick the column T if it's true, the column F if it's false or the column NIG if no information is given.

- a. Mark lives in London.
- b. Mark's school is the only one in the area without an activity centre.
- c. The activity centre Mark is suggesting can be used by children in bad weather.
- d. The children usually use the playground for P.E.
- e. The project will cost a lot of money.
- f. The activity centre could be also used as a parking area.
- g. Mark's teacher is Mr Wyatt.
- h. Mark is ready to cooperate to make the project work.

You now have some time to check your answers. *(30 seconds)*

This is the end of Task One.

(Allow a 30 second pause between Task 1 and Task 2.)

PROCEDURE FOR TASK 2

Look at the exercises for Task 2.

(Allow 50 seconds while the students familiarise themselves with the pages.)

Now listen to this story. If you wish you may start answering the questions as you listen.

The disappearing days

“Oh dear!” groaned the King of Incrediblania. “Monday again, washing day; the house full of soapy smells and the grounds full of washing. I positively dislike Mondays, and I can’t stand washing day!”

“Why not abolish it, Your Majesty?” suggested the Lord Chancellor, who didn’t like Mondays either, because that was the day he had to put on his heavy wig and elaborate robes and sign no end of documents.

“Hm,” said the King. He looked up ‘abolish’ in the royal dictionary and found it meant to do away with something and stop having it. “An excellent idea!” he cried. “Yes, indeed, we shall abolish Mondays, and with them this horrible, damp, smelly, uncomfortable washing day business.”

He sent for the Astronomer Royal and said, “It is our royal wish that there shall be no more Mondays in the kingdom of Incrediblania. Kindly abolish them, will you?”

“Ah, now, Majesty,” said the Astronomer Royal. “And what does your Majesty, in his wisdom, wish to do with the days that used to be Mondays?”

“Oh!” said the King, who hadn’t even thought of that. “That makes it sort of awkward, doesn’t it?”

“It doesn’t do anything of the kind,” said the Queen, who had just come in from seeing that the royal washing was pegged out with becoming royal dignity. “All you have to do is have two Sundays and then go straight to Tuesday, so the day that was Monday becomes a second Sunday.” She sat down on the throne feeling delighted because she liked Sundays as she had her breakfast in bed then.

“Yes of course,” said the King, trying to look as if he had thought of it himself. “Two Sundays, then go straight on to Tuesday.”

Now, listen carefully to the exercises related to passage:

Number 1: Tick who? The King, the Queen, the Chancellor. The first one is done for you. It says: a) Who did not like Mondays because of the washing? The answer to this question is “The King” so I put a tick under the column which says “The King”. Now I read the rest of the questions.

b. suggested to abolish Mondays?

c. thought that abolishing Mondays was an excellent idea?

- d. had to sign a lot of documents on Mondays?
- e. checked that the washing was pegged?
- f. sat on the throne?
- g. ordered that Incrediblania should have two Sundays?

Number 2: Fill in with ONE word from the passage:

- a. Monday was a _____ day in the House of the King of Incrediblania.
- b. On Mondays the Lord Chancellor had to wear a heavy _____.
- c. The Queen had _____ in bed on Sundays.

Number 3: Choose the correct answer:

- a. Where did the king look up the meaning of the word “abolish”?
 In a Thesaurus
 In the Royal Dictionary
 Online
- b. Who was addressed as “Your Majesty”?
 The King
 The Queen
 The Lord Chancellor
- c. According to the new law Monday would become
 First Sunday
 Second Sunday
 Tuesday

Now listen to the story again:

The disappearing days

“Oh dear!” groaned the King of Incrediblania. “Monday again, washing day; the house full of soapy smells and the grounds full of washing. I positively dislike Mondays, and I can’t stand washing day!”

“Why not abolish it, Your Majesty?” suggested the Lord Chancellor, who didn’t like Mondays either, because that was the day he had to put on his heavy wig and elaborate robes and sign no end of documents.

“Hm,” said the King. He looked up ‘abolish’ in the royal dictionary and found it meant to do away with something and stop having it. “An excellent idea!” he cried. “Yes, indeed, we shall abolish Mondays, and with them this horrible, damp, smelly, uncomfortable washing day business.”

He sent for the Astronomer Royal and said, “It is our royal wish that there shall be no more Mondays in the kingdom of Incrediblania. Kindly abolish them, will you?”

“Ah, now, Majesty,” said the Astronomer Royal. “And what does your Majesty, in his wisdom, wish to do with the days that used to be Mondays?”

“Oh!” said the King, who hadn’t even thought of that. “That makes it sort of awkward, doesn’t it?”

“It doesn’t do anything of the kind,” said the Queen, who had just come in from seeing that the royal washing was pegged out with becoming royal dignity. “All you have to do is have two Sundays and then go straight to Tuesday, so the day that was Monday becomes a second Sunday.” She sat down on the throne feeling delighted because she liked Sundays as she had her breakfast in bed then.

“Yes of course,” said the King, trying to look as if he had thought of it himself. “Two Sundays, then go straight on to Tuesday.”

Now, listen again to the exercises related to story. You may finish any exercises as you listen.

Number 1: Tick who? The King, the Queen, the Chancellor. The first one is done for you. It says: a) Who did not like Mondays because of the washing? The answer to this question is “The King” so I put a tick under the column which says “The King”. Now I read the rest of the questions.

- b. suggested to abolish Mondays?
- c. thought that abolishing Mondays was an excellent idea?
- d. had to sign a lot of documents on Mondays?
- e. checked that the washing was pegged?
- f. sat on the throne?
- g. ordered that Incrediblania should have two Sundays?

Number 2: Fill in with ONE word from the passage:

- a. Monday was a _____ day in the House of the King of Incrediblania.
- b. On Mondays the Lord Chancellor had to wear a heavy _____.

c. The Queen had _____ in bed on Sundays.

Number 3: Choose the correct answer:

a. Where did the king look up the meaning of the word “abolish”?

In a Thesaurus

In the Royal Dictionary

Online

b. Who was addressed as “Your Majesty”?

The King

The Queen

The Lord Chancellor

c. According to the new law Monday would become

First Sunday

Second Sunday

Tuesday

THERESA NUZZO SCHOOL MARSA

Final Exams 2016 - 2017

GRADE 5 ENGLISH LISTENING COMPREHENSION

Thursday, 15th June, 2017

Name: _____

Class: _____

Register Number: _____

Marks:

TOTAL

(max. 20 marks)

--

GRADE 5 ENGLISH LISTENING COMPREHENSION

TASK 1: Letter to the Head Teacher

(8 marks)

1. Underline the correct word from the brackets.

(1 mark each)

- a. Mrs Tugwell is (the head teacher, a Grade 5 teacher, the bus driver).
- b. Mark (likes, dislikes, hates) going to school.
- c. Mark is suggesting that (a new playground, an activity centre, a waiting area) would be built.
- d. The new area would be (different from, like, the same as) the gym.

2. Tick the column T if it's true, the column F if it's false or the column NIG if no information is given.

(½ mark each)

		T	F	NIG
a	Mark lives in London.			
b	Mark's school is the only school in the area without an activity centre.			
c	The activity centre Mark is suggesting can be used by children in bad weather.			
d	The children usually use the playground for P.E.			
e	The project will cost a lot of money.			
f	The activity centre could be also used as a parking area.			
g	Mark's teacher is Mr Wyatt.			
h	Mark is ready to cooperate to make the project work.			

TASK 2: The disappearing days**(12 marks)**

1. Tick who. Put a tick in the correct column: the King, the Queen or the Chancellor?
The first one is done for you. (1 mark each)

	WHO ... ?	The King	The Queen	The Chancellor
a	did not like Mondays because of the washing?	✓		
b	suggested to abolish Mondays?			
c	thought that abolishing Mondays was an excellent idea?			
d	had to sign a lot of documents on Mondays?			
e	checked that the washing was pegged?			
f	sat on the throne?			
g	ordered that Incrediblania should have two Sundays?			

2. Fill in with ONE word from the passage. (1 mark each)

- a. Monday was a _____ day in the House of the King of Incrediblania.
- b. On Mondays the Lord Chancellor had to wear a heavy _____ .
- c. The Queen had _____ in bed on Sundays.

PLEASE, TURN OVER THE PAGE

3. Choose the correct answer.

(1 mark each)

a. Where did the king look up the meaning of the word “abolish”?

- ☐ In a Thesaurus
- ☐ In the Royal Dictionary
- ☐ Online

b. Who was addressed as “Majesty”?

- ☐ The King
- ☐ The Queen
- ☐ The Lord Chancellor

c. According to the new law, Monday would become

- ☐ First Sunday
- ☐ Second Sunday
- ☐ Tuesday

END OF THE LISTENING COMPREHENSION

THERESA NUZZO SCHOOL MARSA

Final Exams 2016 - 2017

GRADE 5 ENGLISH READING COMPREHENSION

Thursday, 22nd June, 2017

Time: 50 minutes

Name: _____

Class: _____

Register Number: _____

Marks:

TOTAL

(max. 30 marks)

--

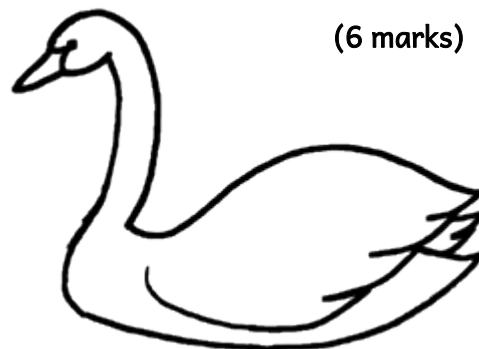
GRADE 5 ENGLISH READING COMPREHENSION 1

Look at this information about MUTE SWANS

(6 marks)

Looks

The mute swan is a very large white bird with a long neck and an orange bill. The bill has a large black lump called a knob near the bird's eye. The young birds, called cygnets, are grey in colour. Mute swans produce very few sounds apart from hissing: their large wings produce a beating or humming sound as they fly.



Habitat

The mute swan can be found on lakes, ponds, rivers and canals and sometimes on the sea near the coast.

Food

They mainly eat vegetation in the water but they will also eat grass in fields near water.

Nesting

The male bird collects sticks, reeds and other vegetation and brings them to the female. She then builds a very large nest on the ground or in reed-beds. There are usually between five and seven eggs, which are grey-green in colour and are laid in March, April or May. The parents take turns to incubate the eggs for about five weeks. Both parents look after the cygnets who are able to swim one or two days after hatching. They learn to fly about sixteen weeks later.

1. Underline the correct word in the brackets.

(1 mark each)

- a. The mute swans have a (thick, thin, long) neck.
- b. The beaks of mute swans are (black, orange, white).
- c. The cygnets are taken care of by the (male, female, both parents).

2. Mark True, False or No Information Given

(1 mark each)

		T	F	NIG
a	Mute swans live only in lakes.			
b	There can be six eggs in the nest.			
c	Mute swans are bigger than eagles.			

GRADE 5 ENGLISH READING COMPREHENSION 2

SECTION 1**(10 marks)****THE CHICKEN GAVE IT TO ME**

Andrew laid it on Gemma's desk. A cloud of farmyard dust puffed up in her face. The first thing she asked when she stopped sneezing was, "Where did you get that?"

"The chicken gave it to me."

"What chicken? How could a chicken give it to you? It's a book!" **(paragraph 1)**

It was! A tiny little book. The cover was just a bit of old farm sack with edges that looked as if they had been — yes, well — pecked. And the writing was all thin and scratchy and — there's no way round this — chickeny. **(paragraph 2)**

"This is ridiculous! Chickens can't write books. Chickens can't read."

"The chicken gave it to me," Andrew repeated helplessly.

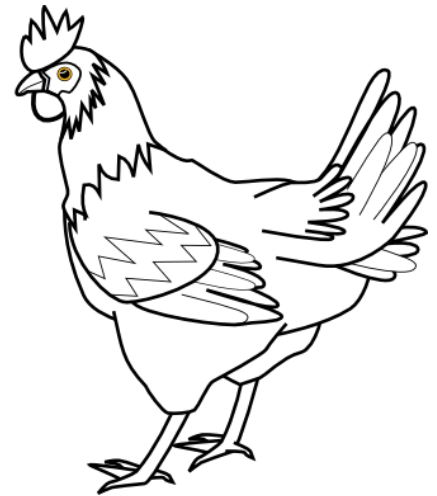
"But how?"

So Andrew told her how he'd been walking past the fence that ran round the farm sheds, and suddenly this chicken had leaped out in front of him in the narrow pathway.

"Pounced on me, really."

"Don't be silly, Andrew. Chickens don't pounce." **(paragraph 3)**

"This one did," Andrew said stubbornly. "It fluttered and squawked and made the most tremendous fuss. I was quite frightened. And it kept pushing this book at me with its scabby little foot—just pushing the book towards me whichever way I stepped. The chicken was absolutely determined I should take it." **(paragraph 4)**



1. Answer these questions:

(½ mark each)

a. What did Andrew show Gemma? _____

b. Where did the chicken meet Andrew? _____

2. Tick: True (T), False (F) or No Information Given (NIG)**(½ mark each)**

		T	F	NIG
a	Andrew and Gemma's school was called "St Mary's".			
b	The chicken gave the book to Gemma.			
c	Gemma sneezed as soon as she was given the book.			
d	The book had writing on it.			
e	The book was covered in plastic.			
f	The fence around the farm sheds was very high.			

3. Underline the correct answer.**(½ mark each)**

- a. The book was full of (soil, dust, glitter).
- b. The edges of the book were (pecked, smooth, round).
- c. The writing on the book was (large, in black ink, scratchy).
- d. Andrew told Gemma that the chicken (walked with, pounced at, ran along) him.
- e. The chicken would not let Andrew go (before, after, when) he took the book.
- f. The chicken was (quiet, noisy, hissing) when Andrew met it.
- g. Andrew was quite (happy, confused, afraid) when he met the chicken.
- h. Gemma (could, did not, could not) believe Andrew.

4. Tick who said these phrases (the first one is done for you):**(½ mark each)**

		Gemma	Andrew
a	Where did you get that?	✓	
b	This is ridiculous.		
c	This one did.		
d	But how?		
e	Pounced on me.		

THE CHICKEN GAVE IT TO ME (*continued*)



Gemma sat back in her desk and stared. She stared at Andrew as if she'd never even seen him before, as if they hadn't been sharing a desk for weeks and weeks, borrowing each other's rubbers, getting on one another's nerves, telling each other secrets. She thought she knew him well. Had he gone mad? (paragraph 5)

"Have you gone mad?"

Andrew leaned closer and hissed rather fiercely in her ear.

"Listen," he said. "I didn't choose to do this, you know. I didn't want this to happen. I didn't get out of bed this morning and fling back the curtains and said to myself, 'Hey! What a great day to walk to school down the path by the farm sheds, **minding my own business**, and get attacked by some ferocious hen who has decided I am the one to read his wonderful book.'" (paragraph 6)

"Her wonderful book," interrupted Gemma. "Hens aren't him. They're all her. That's how they get to lay eggs."

Andrew chose to ignore this.

"Well," he said. "That's what happened. Believe me or don't believe me. I don't care. I'm simply telling you that this chicken stood there making a great fuss and kicking up a storm until I reached down to pick up her dusty little book. Then she calmed down and strolled off." (paragraph 7)

"Not strolled, Andrew," Gemma said. "Chickens don't stroll. She may have strutted off. Or even — " (paragraph 8)

But Andrew had shoved his round little face right up close to Gemma's, and he was hissing again. "Gemma! This is important. Don't you see?" (paragraph 9)

And, **all at once**, Gemma believed him. Maybe she'd gone mad too. She didn't know. But she didn't think Andrew was making it up. And she didn't think Andrew was dreaming. The chicken gave it to him. (paragraph 10)

She picked it up. More dust puffed out as, carefully, she stretched the sacking cover flat on her desk to read the scratchy chicken writing of the title: *The True Story of Harrowing Farm*. (paragraph 11)

Opening it to the first page, she slid the book until it was exactly halfway between the two of them. Together they began to read. (paragraph 12)

5. Choose the correct answer:

(½ mark each)

- a. “Minding my own business” (paragraph 6) means ☐ bothering no one.
☐ thinking hard.
☐ opening a shop.
- b. “All at once” (paragraph 10) means ☐ together.
☐ suddenly.
☐ everyone.

6. Answer these questions:

(1 mark each)

- a. List two things that Gemma and Andrew did together at school?

(1) _____

(2) _____

- b. Why did Gemma say “Hens aren’t him”?

- c. When did the chicken calm down?

- d. What was the title of the book that the chicken gave Andrew?

7. Match Column A with Column B (the first one is done for you):

(½ mark each)

COLUMN A		COLUMN B	
a	Gemma sat		Andrew had gone mad.
b	Gemma thought that		read the book together.
c	The chicken made	a	at her desk.
d	Andrew managed		a great fuss before Andrew took the book.
e	Andrew and Gemma		to persuade Gemma.

NOW, ANSWER THESE QUESTIONS ABOUT BOTH SECTIONS

8. Answer these questions:

(1 mark each)

a. Why did Gemma believe Andrew at last?

b. Why did Andrew think that it was important to read the book?

c. Why do you think the book was covered in dust?

9. Answer these questions

(2 marks each)

a. How do you know that Gemma and Andrew were best friends?

b. Do you think that Gemma was right not to believe Andrew at first? Why?

THERESA NUZZO SCHOOL MARSA

Final Exams 2016-2017

GRADE 5 ENGLISH WRITING

Thursday, 22nd June, 2017

Time: 1 hour

Name: _____

Class: _____

Register Number: _____

Marks:

Short Writing task (max. 10 marks)

Long Writing task (max. 20 marks)

TOTAL (max. 30 marks)

GRADE 5 ENGLISH SHORT WRITING TASK

DIALOGUE**(10 marks)**

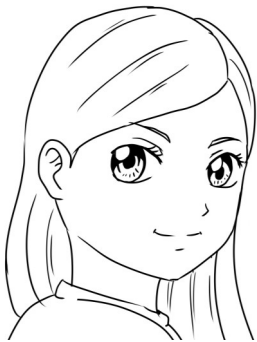
This is the start of a dialogue between Jenny and Mark. They are trying to decide where to spend the first day of their holidays. Jenny wants to go to the water park while Mark wants to go to the beach.

Your task is to finish off the dialogue until a decision is reached.

Remember that they are trying to **persuade** each other.

Write about 50-60 words.

You can plan here. (this plan is NOT marked.)

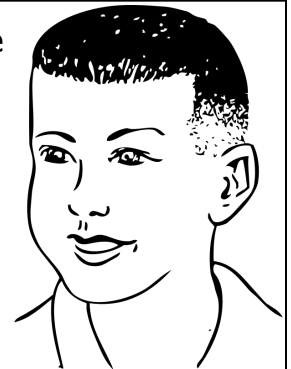


Jenny wants to go to the water park.

Write a few words that Jenny might use to persuade Mark.

Mark wants to go to the beach.

Write a few words that Mark might use to persuade Jenny.



Jenny: I suggest we should go to the water park. It's fun!

Mark: We have time to go to the water park later during the holidays. I think we should go to the beach.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

GRADE 5 ENGLISH LONG WRITING TASK

STORY

(20 marks)

Choose 1 or 2

1. As soon as we entered the big house, we noticed that everything was in order and a pleasant smell filled the first room.

OR

2. We were climbing up the hill fast up to the castle which was now a few metres away.

Write a story starting with one of these sentences.

YOUR TASK IS TO WRITE A STORY.

Write between 140 and 200 words.

Title Number: _____

Plan here. *(You can get 2 marks for this planning. Plan carefully.)*

[illegible]

[illegible]

[illegible]