Teacher key and compliance check

Student content-review paper: Grade 5 Unit 5, Animals in danger.

Not an official Ministry template. Exact current template verification remains pending.

LISTENING 1: 1 False, 2 True, 3 False, 4 True, 5 False

LISTENING 2: 6 Sea turtles; 7 At seven; 8 Checks the water; 9 On Saturdays; 10 Take rubbish home

GRAMMAR/VOCABULARY: 1 went; 2 were; 3 near; 4 swim; 5 an; 6 quickly; 7 swam; 8 sea; 9 happy; 10 rubbish

READING 1: 1 D; 2 A; 3 F; 4 B; 5 E. Extra continuation: C.

READING 2: Accept equivalent short answers that show the required meaning.

6. Their science teacher.

7. By bus.

8. It had a hurt flipper.

9. Posters about keeping beaches clean.

10. Next month.

Rubric wording: official saved Semester One templates (G5 MCQ/descriptive, G6 story, G7 text matching) and Ministry G5 S2 2023/24 (T/F listening and short answers). Topics/participants adapted; story minimum is 40 words per current G5 S2 handbook. This is not the missing current S2 template.

Specification check

L1: five two-speaker dialogues, 40-43 words each, five T/F items. L2: two-speaker interview, 105 words, five MCQs with three options. G/V: one 53-word text, ten gaps, three options per gap. R1: five excerpt-continuation pairs, 21-22 words per pair, one distractor. R2: 109-word email, five Wh-questions. W1: three pictures and five useful words. W2: descriptive task. Both writing tasks: minimum 40 words, five marks each.

Source: Student Assessment Handbook, English Language, Grades 5-10, September 2026, printed p48. Each listening text is read twice. Illustrations: the Unit 5 lesson assets already used in Itqan 2. No real pupil information is included.

Listening script: dialogues 1-3

Read each complete dialogue twice, allowing answer time between plays.

Dialogue 1

Boy: What were you doing at the aquarium yesterday, Salma?
Girl: I was watching the sharks with my sister.
Boy: Were they sleeping near the rocks?
Girl: No, they were swimming slowly around the tank. We stayed there until the guide called us.
Girl: We really enjoyed it.

Dialogue 2

Girl: Did you enjoy your trip to the beach on Friday?
Boy: Yes, but there was a lot of rubbish on the sand.
Girl: What did your family do?
Boy: We collected plastic bags and bottles. Then we put everything into the large bins.

Dialogue 3

Boy: Look at this picture of an Arabian leopard, Huda.
Girl: It is beautiful. Does it live near the sea?
Boy: No, it lives in the mountains.
Girl: Is it safe there?
Boy: Not always. People are working to protect it and its home.
Girl: That is good news.

Listening script: dialogues 4-5

Dialogue 4

Girl: Why are you carrying that small box, Sami?
Boy: There is a bird inside. I found it near our garden gate.
Girl: Can it fly?
Boy: No, its wing is hurt. My father is taking it to the animal doctor this afternoon.
Girl: I hope it recovers.

Dialogue 5

Boy: Did you see any turtles on your school trip?
Girl: Yes, we watched them from a quiet place on the beach.
Boy: Did you take pictures with a bright light?
Girl: No, our teacher said that bright lights could frighten the turtles.
Boy: That was very sensible.

Listening 1 answer evidence

1. She was with her sister.

2. They collected plastic bags and bottles.

3. It lives in the mountains.

4. His father is taking it that afternoon.

5. They did not use bright lights.

Listening script: interview

Read the complete interview twice.

Interviewer: Welcome, Aisha. What do you do at the animal centre?
Aisha: I look after sea turtles. Some arrive with plastic around their bodies.
Interviewer: When do you start work?
Aisha: At seven in the morning. First, I check the water and prepare food.
Interviewer: What do the turtles eat?
Aisha: We give them small fish and other suitable food.
Interviewer: Can children visit the centre?
Aisha: Yes, on Saturdays. They can watch us, but they must not touch the animals.
Interviewer: How can families help?
Aisha: They can keep beaches clean and take their rubbish home. Even one plastic bag can hurt an animal.
Interviewer: Thank you for sharing these useful ideas with us today.

Writing: models and marking

Writing is teacher-assessed. Do not award a mark for word count alone. These are possible answers, not the only accepted answers.

Writing 1 model

One night, a turtle came to the beach. There was a lot of plastic on the sand. The next morning, some men collected the rubbish and put it into bags. They worked carefully. Later, the beach was clean again, and the turtle could return safely.

Writing 2 model

A sea turtle is an interesting animal. It has a hard shell and four flippers. Its body can be green or brown. It lives in the sea and swims very well. Some turtles eat plants, and others eat small sea animals. Sea turtles need clean water and safe beaches.

Writing scale

Use the approved five-level rating scale for the task. Consider task completion, clear meaning, organisation, grammar/vocabulary, spelling and punctuation together. Each task is out of 5. The exact current Semester Two marking-guide scale is pending recovery; do not certify a final mark against an unverified scale.