

Date: _____

Name: _____

OD5 Midterm

/ 100

Part 1: Vocabulary

A. Listen carefully and write the word you hear on the line below.

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- | | |
|-----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |
| 11. _____ | 12. _____ |

B. Write the letter of the correct meaning next to the word below.

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- | | |
|-----------------|--|
| _____ extinct | a. The lower and upper bones in the mouth that hold teeth |
| _____ herbivore | b. A purpose or important job someone is given |
| _____ mission | c. No longer existing |
| _____ jaw | d. A building used to grind wheat into flour |
| _____ inspire | e. A flat surface or base that supports or holds something |
| _____ platform | f. An animal that only eats plants |
| _____ mill | h. An animal that is being hunted |
| _____ prey | i. To give someone an idea or make them feel like creating something |

C. Fill in the blanks using the words below.

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cavity technology rod preserve future population carnivore

1. _____ A _____ eats only meat.
2. _____ We can use _____ to help us solve problems.
3. _____ The dentist found a _____ in my tooth.
4. _____ Many scientists work to _____ endangered animals.
5. _____ The world's _____ keeps getting bigger.
6. _____ I think the _____ will have flying cars.
7. _____ At the center of a wheel is the axle, made from a _____.

Part 2: Grammar

A. Choose and write in the correct answer.

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1. _____ I (could / can / will) read by the time I was four.
2. _____ She (have / has) been reading about dodos for an hour.
3. _____ That (must / might / can't) be a lizard. It has no legs.
4. _____ Next year, I (will / would / can) be able to ride a bike.
5. _____ People (has / have) cleared forests to grow crops.
6. _____ My dad (can't / must / might) be able to skip. I don't know.
7. _____ My dad (going / will go / is going) to take me to the zoo next weekend.

B. Rewrite each sentence in the tense shown in parentheses.

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1. I **read** books about dinosaurs. (Present perfect)

2. She **study** English for two years. (Present perfect continuous)

3. They **clear** the land already. (Present perfect)

4. We **visit** the museum tomorrow. (Future with "going to")

5. That **be** a tiger. It's too small. (Modal of certainty – negative)

6. I **be** able to finish my homework tonight. (Future)

C. Fill in the blanks with the correct word: *must, might, can't*

/ 6

1. That animal has big, pointy teeth. It _____ be a herbivore.

2. Look at the claws—it _____ be a predator!

3. It _____ be a mammal. I see feathers!

4. It _____ be a vehicle. It has four wheels.

5. That bird _____ be extinct. We just saw one fly by!

6. This tooth _____ belong to a carnivore. It's very sharp.

Part 3: Reading

Read the story and answer the questions.

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Why Do We Protect Animals?

People around the world work to protect endangered animals. These are animals that might become extinct if we don't help them. Animals can become endangered because of habitat loss, pollution, or hunting. When a forest is cut down, the animals living there lose their homes. Zoos and wildlife parks help preserve species by creating safe places for animals to live and reproduce. Scientists also track animals in the wild using technology. This helps them learn how animals move and what they need to survive.

Everyone can help protect animals. We can learn about them, donate to conservation groups, and make choices that are better for the environment.

1. What does it mean if an animal is endangered?

2. What are three reasons animals can become endangered?

3. How do zoos and parks help endangered animals?

4. Why do scientists track animals?

5. What does "reproduce" mean in this text?

6. Why is technology useful for scientists?

7. What is one thing you learned from this passage?

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Part 5: Speaking

A. Reading Section

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Area	Score (0-1)	Notes
Fluency		Was the reading smooth and natural, with appropriate speed and rhythm?
Pronunciation		Were the words pronounced clearly and correctly?
Intonation		Did the student use proper rise and fall in voice to match meaning?
Clarity		Were the words easy to understand? Was speech distinct?
Volume		Could the student be heard clearly, not too soft or too loud?

A. Comprehension Questions

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Question #	Correctness (0-1)	Sentence Structure (0-2)
Question 1		
Question 2		
Question 3		
Question 4		
Question 5		