

# LEARNING STANDARDS TESTS

## *MOSAIC 2: END OF TERM 1 TEST*



**OXFORD**  
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**Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

### **Marks:**

Oral Comprehension (Block 1): \_\_\_\_\_ / 20

Oral Production (Block 2): \_\_\_\_\_ / 20

Reading Comprehension (Block 3): \_\_\_\_\_ / 30

Written Production (Block 4): \_\_\_\_\_ / 30

Total: \_\_\_\_\_ / 100

## Learning Standards Tests

The *Mosaic* Learning Standards Tests provide a convenient way to assess your students' progress. Based on the learning standards outlined by the LOMCE, these tests evaluate students' linguistic competence over the course of the school year. During the year, all standards are assessed thoroughly.

Learning Standards Tests are provided for every unit. A complete exam featuring all learning standards is provided for use at the end of each term, and at the end of the year.

## Evaluation Criteria

In the *Mosaic* Learning Standards Tests, you will find activities which assess Oral Comprehension (Listening: Block 1), Oral Production (Speaking: Block 2), Reading Comprehension (Block 3), and Written Production (Block 4).

Each unit test evaluates a range of standards, chosen based on their relevance to the unit content. Over the school year, the full range of learning standards is evaluated in depth to ensure that students have a strong linguistic knowledge base.

In addition to the written tests, you can use the evaluation rubrics in your Oxford *programación* to assess your students in class. These are provided for each unit, and contain useful evaluation criteria mapped to regional learning standards.

In order to guarantee a robust evaluation of all learning standards, we recommend using a combination of written tests and continuous evaluation, such as classroom presentations, debates and written portfolio tasks.

## Scoring for Learning Standards Tests

The following marks are awarded for the unit Learning Standards Tests:

Oral Comprehension (Block 1): 20

Oral Production (Block 2): 20

Reading Comprehension (Block 3): 30

Written Production (Block 4): 30

## About this material

Tests are available in PDF and editable format, allowing you to customize the tests to your specifications.

Use the audio files from the Teacher Resource Disc in combination with the Oral Comprehension activities.

# End of term 1 test

## Oral comprehension (Listening) / Block 1 (20 marks)

Standard 1.4

- 1 ☉ Listen to four people talking about unusual discoveries. Match the speakers to the items they talk about. (4 marks)

Speaker 1	_____	A	photo album
Speaker 2	_____	B	ceramic bowl
Speaker 3	_____	C	diamond
Speaker 4	_____	D	painting

- 2 ☉ Listen again. Complete the sentences with one word in each space. (16 marks)

- 1 The person that discovered the diamond \_\_\_\_\_ a lot of the money to \_\_\_\_\_ other people.
- 2 Speaker 2 didn't feel very \_\_\_\_\_ when he made his discovery, but his girlfriend did.
- 3 Speaker 3 felt a strong \_\_\_\_\_ to her family history through her discovery.
- 4 The person who discovered the bowl \_\_\_\_\_ time outside \_\_\_\_\_ for more precious objects.

## Oral production (Speaking) / Block 2 (20 marks)

Standard 2.4

- 3 Talk about past events and feelings, unusual discoveries in the past, and science, nature and the environment. (10 marks)

- Describe an interesting experience or an event that you went to. When was it? Where was it? Who were you with? What happened? How did you feel?
- Give an example of an unusual discovery from the past. When was it? Where was it? What was discovered? How was it found? Why was it unusual?
- What are the main environmental problems in the world today? What are the causes? What do you think will happen if we do not do something about these problems?
- How do you think the world will change in the future? Will life get better or worse? Why?

Standards 2.1 and 2.2


- 4 In pairs, give a short presentation about a visit to a museum or gallery. Answer the questions below. Remember to use visuals. Be prepared to answer questions about your presentation. (10 marks)

- Where did you go?
- What did you see?
- How did you feel?
- Did anything unusual happen?
- Would you go back again?

## Reading comprehension / Block 3 (30 marks)

Standard 3.1

- 5 Read the webpage. What is it about? (5 marks)



### Metal Detectors – Top Tips!

So you dream of finding an ancient artefact or an unusual, valuable metal object underground. Well, read on to learn how to make your search more rewarding!

- 1 Practise, practise, practise! Metal detectors make different noises for different metals. A nail and a coin will sound differently. If you know the sound (or beep) the detector will make for a nail, you don't need to spend time digging it up to find out what it is.
- 2 Teach yourself to listen for the beeps. You don't want to miss a beep that may lead to a valuable find.
- 3 Search in a pattern. Find an area of land and walk left to right, up or down, or in a circle. You don't want to search the same area of land twice!
- 4 Make sure you know exactly where the object is in the ground. The detector will beep faster the closer it is to the object. This will save you time when you dig up the ground.
- 5 Don't clean an object or artefact straight away. Brush off the dirt to see what it is. If you don't know, put it in a plastic bag for a professional to look at.
- 6 Wear headphones. They help you concentrate on the beeps as they protect you from other sounds like the wind, children, etc.

Good luck!

# End of term 1 test

## 6 Read the webpage again. Answer the questions. (10 marks)

- 1 What is the goal of using a metal detector?  
\_\_\_\_\_
- 2 What happens when the metal detector finds metal?  
\_\_\_\_\_
- 3 Why should you search in a pattern?  
\_\_\_\_\_
- 4 What will happen when the metal detector is very near metal?  
\_\_\_\_\_
- 5 Why is it important to wear headphones?  
\_\_\_\_\_

## Standard 3.3

## 7 Read the blog post. Match sentences A–F with spaces 1–5 in the text. There are two sentences you do not need. (5 marks)

- A It became very famous all over Europe because of the colourful costumes that people wore.
- B People come from all over the world to see them.
- C It was an experience I will never forget.
- D But the place to be during the carnival is St Mark's Square.
- E There are competitions for the best costume.
- F It's a Venetian tradition.
- G The carnival finally returned to Venice in 1979.

## 8 Read the blog post again. Complete the sentences with one or more words. (10 marks)

- 1 Jemma feels \_\_\_\_\_ about her experience of the Venice Carnival.
- 2 When the King of Austria governed Venice, \_\_\_\_\_.
- 3 According Jemma, there are many shops in Venice where \_\_\_\_\_.
- 4 During the Carnival everyone goes to \_\_\_\_\_.
- 5 Enthusiasts of American television may like to see \_\_\_\_\_ walking around Venice.

Jemma's Blog!

### An unforgettable trip to Venice!

Last week, I went to Venice on holiday. I was there for the carnival. (1) \_\_\_\_ This is what I found out about this spectacular event: The Venice Carnival began in 1162 when the people of Venice started to dance in St Mark's Square. (2) \_\_\_\_ The carnival gave the people of Venice a chance to forget their worries, relax and celebrate. However, while the King of Austria was ruling Venice, the carnival stopped and it was against the law to wear masks in the street. (3) \_\_\_\_ It is celebrated at the same time every year, over ten days in late winter. The costumes at the carnival are very beautiful and unusual. People wear dresses, long black coats, strange hats with three corners and masks. The masks are what make the carnival so original. Many have got very detailed artwork and complicated designs. Some are quite terrifying! (4) \_\_\_\_ If you go to the carnival, you will see lots of people walking the streets and squares wanting be photographed and maybe win competitions! If you want to join in with the atmosphere, you will need to buy a mask! There are many shops around the city where you can do this. During the carnival there are lots of parties and activities going on. The action starts with a zombie walk. Hundreds of zombies walk through the city! This is a recent American addition to the carnival and great fun for fans of TV programmes like *The Walking Dead*. (5) \_\_\_\_ This is where everyone goes and this is where you will see all the fantastic costumes. There is food, music and dance. It can get very busy, so if that's a little too much you can always go into one of the side streets and still see all the fun. There is also the Arsenal, an enormous building where various theatre performances, concerts and other events take place during this extraordinary and unforgettable festival.

I can't wait to go back next year and experience more!

## End of term 1 test

### Writing / Block 4 (30 marks)

## Standard 4.2

**9 Read the message below on a social networking site. Write a reply. Use the points below to help you. Write about 125 words. (15 marks)**

- Include your point of view on the matter.
- Give reasons for your answer.
- Conclude your thoughts and feelings about the subject in a sentence or two.

[illegible]

## Standard 4.4

**10 Write an email to a friend about something funny or unusual that happened to you. Use the questions and prompts to help you. Remember to use grammatical structures that you have learnt from Units 1–3. Write about 125 words. (15 marks)**

**Paragraph 1:** Introduce the event. When and where did it happen? Who was there?

**Paragraph 2:** Describe in more detail what happened. What did you or other people do? How did the people feel? What happened afterwards?

**Paragraph 3:** Write a conclusion. What happened in the end? How did you feel? Do you think this will happen again?

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