

iEnglish 5 – iExam for Unit 1

Name: _____

Score: _____

Grade & Section: _____

Teacher: _____

I. Listening. Noting Details. Elements of the Story.

KATRINA'S TRIP TO THE OCEAN

As the alarm clock started with a loud ring, Katrina got out of her bed excitedly. They were going to the beach today and she didn't want to be late.

When Katrina went down for breakfast, Mother had already prepared a big picnic basket filled with all kinds of food. "Do you have your things ready?" Mother asked. "Yes, Mother. I packed my red bathing suit, my yellow pail and pink spade."

After a hearty breakfast, Katrina and her parents piled into their car and headed for the ocean. Katrina watched as the scenery rushed by. She saw many things. She saw houses, rice fields and a funny scarecrow. She waved at some children playing by the roadside.

Finally, they reached the beach. Katrina excitedly ran to the water. The golden sand felt soft and warm at her feet. She saw many things at the beach. She saw different kinds of shells - long and short shells, fat and thin shells, even a shell shaped like a fan. She also saw a starfish and a crab digging in the sand. Katrina swam all day. She also built a beautiful sand castle with her yellow pail and pink spade.

At the end of the day, when the sun was like an orange ball in the sky, and all of her mother's delicious food was gone, Katrina and her family went home. This time, Katrina didn't even see the funny scarecrow. Katrina was fast asleep dreaming of her day at the ocean.

A. Ask these questions:

1. Who is the main character in the story?
2. Where did Katrina go?
3. What did she bring?
4. What did she see on the way to the ocean?
5. What did she see at the beach?
6. What time did Katrina go home?
7. How did Katrina feel about going to the beach?
8. Did she have a happy time during her trip to the beach? Give sentences that show she was happy.
9. Which part of the story do you like best? Why?
10. How do you feel when going to places like the beach? What other places do you enjoy going to?

B. Let them complete the table based on the story.

Characters	Setting	Events

II. SPEAKING. Work with a partner and practice reciting this poem with proper facial expression, gestures, movements. Fill up the rubric after to assess each other.

The Hungry Mouse

By. E.H. Hartland

A very hungry mouse who said,
 "I'll do just what I please!"
Snuck into a house one night
And stole a chunk of cheese.
He scampered down the passageway
And thinking that was that,
Was very unprepared to see
 The shadow of a cat!
He dropped the cheese
And turned around,
And headed for his hole
And didn't even think about
The big cheese that he stole.
When he was finally safe at home
And telling all the mice
He couldn't help but add some girth to
 The abandoned slice.
The kitty, too, became a huge
And formidable beast
To hear the brave mouse tell it
 He had nearly been a feast.
His friends, they all believed him,
For they did not know he lied
And so, the not-so-brave mouse
Was allowed to keep his pride!

Rubric for Oral Performance:

	5	4	3	2	1
Lines	All lines are read without mistake	There are 1- 2 lines that were skipped.	Some lines are not read	Incomplete lines	Did not finish a stanza
Voice	Voice is loud enough.	Voice can't be hear but few words are inaudible.	Some words are inaudible	Most of the lines are not heard.	Speaking to himself
Facial Expression	Appropriate to the texts	There are 1 or 2 inappropriate facial expressions	Facial expressions are mostly inappropriate.	Facial expressions can't be seen in most times	No facial expression at all.
Gestures	Actions match the characters	1 or 2 actions do not match the character/s.	Some actions do not match at all.	Very few actions are seen.	No actions at all.
Movement	Appropriate to the scene	1 or 2 movements are not appropriate.	Some movements are unnecessary.	Few movements are present	No movement at all.

III. POEMS. Elements (rhythm, figurative language, sound device)**From "The Bells"
By Edgar Allan Poe**

Hear the sledges with the bells -
Silver bells!
What a world of merriment their melody foretells!
How they tinkle, tinkle, tinkle,
In the icy air of night!
While the stars that over sprinkle
All the heavens seem to twinkle
With a crystalline delight;
Keeping time, time, time,
In a sort of Runic rhyme,
To the tintinnabulation that so musically wells
From the bells, bell, bells, bells
Bells, bells, bells

Directions: Analyze a 2-stanza poem in terms of its elements (rhymes, sound devices, imagery and figurative language). Work with a partner.

Sound Devices	
Rhymes	
Figurative Language	
Imagery	

IV. VIEWING. Describe each form and convention of film and moving picture. Write your answers on the line.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

V. Lesson 6-9 Review

A. Directions: As a review, write your answers on the line.

1. What are the different literary elements in a story? (5 pts)

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

2. Analyze sound devices (onomatopoeia, alliteration, assonance). What kind of sound devices are they?

- A. "tick tock" of a clock = _____
- B. The light of the fire is a sight. = _____

- C. Three grey geese in a field grazing. = _____
- D. "ding dong" of a doorbell = _____
- E. Grey were the geese and green was the grazing. = _____

3. Formal and Informal Language

3A-ACTIVITY: Read each pair of words. Circle the option that has a more formal suggestion.

1. Start vs commence
2. Examine vs. Look at
3. Show vs. Demonstrate
4. However vs. But
5. Get vs. obtain

3B-ACTIVITY: Read each pair of words. Circle the option that has a more formal suggestion.

1. Discovers vs. Find out
2. Really vs. Quite
3. Needed vs. Required
4. Omit vs. Leave out
5. Very vs. Extremely

B. Synonyms and Antonyms

Directions: Write the synonym and antonym for each word in the word box.

agitated	transparent	disagree	plump
mend	cloudy	peaceful	slender
drop	abandon	break	rescue
Consent	climb	increase	lessen

	Synonym	Antonym
1. Calm	_____	_____
2. Rise	_____	_____
3. Skinny	_____	_____
4. Agree	_____	_____
5. Clear	_____	_____
6. Repair	_____	_____
7. Decrease	_____	_____
8. Save	_____	_____

C. Grammar:

Directions: Compose clear and coherent sentences using appropriate grammatical structures using modals.

1. _____
2. _____
3. _____
4. _____
5. _____

VI. Lesson 10 to 11 Review

A. VOCABULARY

Directions: Answer the question and write your answers on the line.

When do we use the dictionary, thesaurus and online resources?

B. FIGURES OF SPEECH

What are the different figures of speech? Give an example for each.

A.	Example:
B.	Example:
C.	Example:
D.	Example:

C. Write 5 sentences each for the correct kind of conjunctions.

Coordinating Conjunctions

1. _____
2. _____
3. _____
4. _____
5. _____

C. Write 5 sentences each for the correct kind of conjunctions.

Subordinating Conjunctions

1. _____
2. _____
3. _____
4. _____
5. _____

iEnglish 5 – Answer Keys for Unit 1

I. Listening. Noting Details. Elements of the Story.

A.

1. Katrina and her parents
2. Trip to the ocean
3. Her bathing suit, yellow pail and pink spade
4. Houses, rice fields and scarecrow
5. Golden sand, starfish, crab, shells
6. At the end of the day or sunset
7. She was excited.
8. Katrina excitedly ran to the water.
9. The part when she saw different sea creatures.
10. I feel happy and excited.

B.

Characters	Setting	Events
• Katrina • Her parents	• At the beach	• Katrina prepared all her stuff. They travelled to the beach. She saw many sea creatures and built a sand castle. The went home during sunset.

II. SPEAKING

**Answers may vary.*

III. POEMS

Sound Devices	Alliterations: sledges , silver., tinkle, tinkle, time , time
Rhymes	Twinkle, twinkle, over sprinkle. Time, rhyme, wells, bells
Figurative Language	Personification : silver bells, the melody foretells; heavens seem to twinkle and keeping time
Imagery	While the stars that over sprinkle All the heavens seem to twinkle With a crystalline delight; Keeping time, time, time,

IV. VIEWING

1. **Lights** refers to the lighting used in films and it can be natural or artificial.
2. **Blocking** is the precise staffing of actors in order to facilitate the performance of a film.
3. **Direction** is the control of the scenes in the film.
4. **Characterization** refers to the process by which the writer reveals the personality of a character.
5. **Acting** is the work of an actor or actress, in which a person in theater, film, television and any other storytelling medium portrays a character.
6. **Dialogue** is the conversation or lines spoken in between characters in the film.
7. **Setting or set-up** refers to the time and location where filming takes place.

V. Lesson 6-9 Review

A.

1. Literary Elements A. Setting B. Character C. Plot D. Conflict E. Resolution	2. Sound Devices A. Onomatopoeia B. Assonance C. Assonance D. Alliteration E. Alliteration
3A ACTIVITY 1. Commence 2. Examine 3. Demonstrate 4. However 5. Obtain	3B ACTIVITY 1. Discovers 2. Quite 3. Required 4. Omit 5. Extremely

B. Synonyms and Antonyms

	Synonym	Antonym
1. Calm	Peaceful	Agitated
2. Rise	Climb	Drop
3. Skinny	Slender	Plump
4. Agree	Consent	Disagree
5. Clear	Transparent	Cloudy
6. Repair	Mend	Break
7. Decrease	Lessen	Increase
8. Save	Rescue	Abandon

C. Grammar

**Answers may vary.*

VI. Lesson 10 to 11 Review

A. VOCABULARY

Dictionary used for meanings. Thesaurus used for looking for another similar or same words. Online resources used for research and getting additional information about a certain topic.

B. FIGURES OF SPEECH

A. Simile lines with like and as.	Example: It is as beautiful as a flower.
B. Metaphor used for comparison between two things that are not the same.	Example: Her tears are flowing like a river.
C. Personification is when an object or animal acts like humans.	Example: The pencil dances, swivels and swirls around the table.
D. Onomatopoeia used to express sound in poetry or literature.	Example: The buzzing bee flew over my head.

C. KIND OF CONJUNCTIONS

Coordinating Conjunctions

1. Sleep now or you will miss the class tomorrow.
2. Robin did not try hard so he did not succeed.
3. He is sad but not broken.
4. Rita, as well as Shaun, came here yesterday.
5. Shaun played well still he lost.

Subordinating Conjunctions

1. She usually eats at home, because she likes cooking.
2. My work must be finished before afternoon.
3. He works every day, even on Sundays.
4. Since I was ill for two months, I lost my job.
5. She was too late so that she could not apply for the job.