



Primary section
English Summative Assessment

Theme: Sharing the Planet

Grade 5 A / B

Student name: _____

Day & Date: _____

This exam checks whether students can read, understand, and respond to informational texts connected to ecosystems, food chains, food webs, and human actions, and then use accurate English to communicate ideas clearly in reading responses and language questions.

Question Number	Question topic	Assessment criteria Description	Student feedback
Part 1	Understand and interpret an informational text about ecosystems.		
Part 2	Retrieve information and explain ideas linked to interactions in ecosystems.		
Part 3	Use Cambridge-style language skills: vocabulary, punctuation, grammar, and meaning.		
Part 4	Apply grammar in context and interpret ideas linked to responsibility and human impact on ecosystems.		
Total			

Teacher's Feedback

	Rarely	Sometimes	Always
Answers questions carefully and completely			
Uses accurate English in reading responses			
Manages time effectively and checks work			

Instructions: Read the passage carefully. Answer all questions. Use evidence from the text when needed.

Reading Passage

A Tiny Threat in the Food Web

Imagine eating something so small that you cannot see it, but so harmful that it may travel through an entire food web. This is the startling problem of microplastics. Microplastics are tiny pieces of plastic that come from bags, bottles, fishing nets, clothing fibres, and broken plastic waste. They can enter rivers, seas, soil, and even the bodies of living things.

In a healthy ecosystem, energy moves from producers to consumers. For example, algae use sunlight to make food. Tiny sea animals eat the algae. Small fish eat the tiny animals, and larger fish or seabirds eat the small fish. This may look like a simple food chain, but it is actually part of a wider food web where many organisms depend on one another.

The danger begins when harmful substances enter the environment. A small fish may swallow microplastics by mistake. The fish may feel full even though it has not eaten proper food, so it becomes weaker. If a seabird eats many small fish that contain microplastics, the harmful pieces can build up in its body over time. Scientists call this accumulation.

Other harmful substances, such as pesticides or mercury, can also move through food chains. Pesticides sprayed on crops may wash into the soil and water. Tiny organisms may absorb them, and then larger animals may eat those organisms. When these substances do not break down easily, they can affect growth, reproduction, and survival.

Human actions can disturb the balance of ecosystems, but human choices can also protect them. Reducing plastic use, recycling carefully, avoiding litter, protecting habitats, and choosing safer farming methods can all make a difference. A single plastic bottle may seem small, but in an interconnected ecosystem, small actions can have powerful effects.

Section A: Understanding the Article

1. What is the main purpose of the article?

Bloom's Taxonomy: Understanding

- A. To tell an imaginary story about seabirds
- B. To explain how harmful substances can affect ecosystems
- C. To advertise plastic bottles
- D. To describe how to catch fish

Answer: _____

2. Name two harmful substances mentioned in the article.

Bloom's Taxonomy: Remembering

- 1. _____
- 2. _____

4. Explain what may happen to a seabird if it eats many small fish that contain microplastics.

Bloom's Taxonomy: Applying

5. Why does the writer describe microplastics as a “tiny threat”? Use ideas from the text.

Bloom's Taxonomy: Analyzing

Section B: Vocabulary and Language

6. Find one word from the article that means “the gradual build-up of something over time.”

Bloom's Taxonomy: Remembering

7. The phrase “tiny threat” is an example of:

Bloom's Taxonomy: Understanding

- A. A metaphor
- B. A command
- C. Direct speech
- D. Rhyme

Answer: _____

8. Explain the effect of the opening sentence: “Imagine eating something so small that you cannot see it...”

Bloom's Taxonomy: Analyzing

9. Which word best describes the tone of the article?

Bloom's Taxonomy: Analyzing

- A. Playful
- B. Worried and informative
- C. Angry and rude
- D. Funny

Answer: _____

Section C: Use of English: Language and Features

10. Which feature makes the title "A Tiny Threat in the Food Web" effective?

Bloom's Taxonomy: Analyzing

- A. It makes the problem sound funny.
- B. It suggests that something very small can still be dangerous.
- C. It tells the reader the full solution.
- D. It describes only one animal.

Answer: _____

11. Find one modal verb from the article that shows possibility.

Bloom's Taxonomy: Remembering

12. The writer says, "A single plastic bottle may seem small, but in an interconnected ecosystem, small actions can have powerful effects."

What is the effect of using contrast in this sentence?

Bloom's Taxonomy: Analyzing

13. Add the missing punctuation to make the sentence accurate.

Bloom's Taxonomy: Applying

sara said we must protect habitats food chains and food webs

Section D: Reading Skills

14. The article uses startling facts to make the reader care about the problem. Copy one phrase from the text that creates concern or surprise.

Bloom's Taxonomy: Analyzing

15. Why does the writer include examples such as microplastics, pesticides, or mercury?

Bloom's Taxonomy: Analyzing

- A. To make the article sound like a story
- B. To show how harmful substances can move through food chains and damage ecosystems
- C. To describe animals in a food chain only
- D. To explain how plants make their own food

Answer: _____

16. What is the main message of the article?

Bloom's Taxonomy: Evaluating

- A. Ecosystems can survive without humans caring for them.
- B. Food chains are simple and never change.
- C. Human actions can disturb ecosystems, so people must make responsible choices.
- D. Decomposers are the only important part of an ecosystem.

Answer: _____