Infinity Training Centre

Winter Term Combined Assessment

Name: _____

Class / Level: _____

Date: _____

Duration: 1 hour

Total Marks: / 45

Teacher: _____

Instructions:

Read all questions carefully. Answer all parts of the test. Write clearly.

LIVEWORKSHEETS

Part 1: Listening

- There are 10 questions
- You have 15 minutes
- WINTER CAMP.mp3

Listen and write. There is one example.

The Weekend Club

Meetings at: 4.00 pm on Fridays

1 Children learn about: the _____

2 Sometimes they visit: a _____

3 Children should bring: a _____

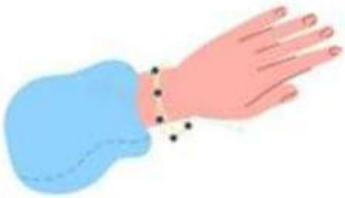
4 If it's raining, children: _____

5 Person who sometimes helps: Mrs _____

Where did Uncle Ray get each of these things? Listen and write a letter in each box. There is one e

Places: A market B airport C theatre D café E museum F park

Example	a painting	**E**
6	a kite	
7	a camera	
8	a vase	
9	a bracelet	
10	a drum	



LIVEWORKSHEETS

Part 2: Reading and Writing

- There are 25 questions

Look and read. Choose the correct word and write it on the line. There is one example.

Word box: guide, photograph, picnic, guess, umbrella, delicious, journey, exhausted, borrow, invitation, museum, market

Example: A place where you can see old and interesting objects from the past. Answer: museum

1 A person who shows visitors around a place and explains things. _____

2 An old picture taken with a camera. _____

3 A meal eaten outdoors, often on the grass. _____

4 To try to give an answer without being completely sure. _____

5 You use this to keep dry when it is raining. _____

6 A word to describe food that tastes very good. _____

7 A trip from one place to another, especially a long one. _____

8 A word to describe how you feel after very hard exercise. _____

9 To take something from someone and return it later. _____

10 A card or message asking someone to come to an event. _____

LIVEWORKSHEETS

Read the text. Choose the right words and write them on the lines.

Saturday Markets

Every Saturday morning, many families in our town go to the outdoor market. There are (Example) many stalls selling fruit, vegetables, and fresh bread. (1) ____ stall has its own colours and smells, which makes the market a fun place to explore.

The market usually (2) ____ at eight o'clock, before the sun gets too hot. Shoppers walk (3) ____ the rows of stalls, choosing the freshest food for the week. Some sellers let customers taste a small piece of fruit (4) ____ they decide to buy it.

By midday, the market gets (5) ____ busy, and it can be hard to walk between the stalls. Most families finish shopping (6) ____ midday, because the best fruit is often sold out by then.

Many people say the market food tastes (7) ____ than food from the supermarket, because it is grown nearby and picked only a day or two (8) ____. At the end of the morning, the sellers pack (9) ____ their stalls and go home to rest before the (10) ____ market next week.

Example	much	many ✓	any
1	Each	Other	All
2	begin	begins	beginning
3	along	for	during
4	until	before	already
5	more	most	much
6	until	for	during
7	good	better	best
8	before	after	already
9	up	of	with
10	next	nextly	nexting

Write your chosen word for each number on the lines below.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

LIVEWORKSHEETS

Read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

A Trip to Remember

Every year, Mrs Tan's class chooses a destination for their school trip, and the students always look forward to this occasion with great enthusiasm. This year, after a lively discussion, the students voted unanimously for the city museum, as they were curious to learn about how people lived a hundred years ago. The class traveled to the museum by train, which was an exhilarating experience for many students who had never taken a train before. As the train pulled out of the station, the children pressed their faces against the windows, eager not to miss a single sight along the way.

Upon arriving at the museum, a knowledgeable guide showed the students old photographs, handwritten letters, and even antique toys that children used to play with long ago. The students were astonished to discover that children in the past did not have phones or computers, yet they still found many ingenious ways to entertain themselves, such as inventing games with simple objects like sticks and stones. The guide explained that these humble objects, though ordinary in appearance, held great sentimental value for the families who once owned them. Several students admitted that they had never imagined life could be so different without modern technology, and a few even began to appreciate how fortunate they were.

Midway through the tour, the class paused in a quiet exhibition hall filled with faded black-and-white portraits. The guide spoke about the hardships people faced in the past, from long working hours to limited resources, yet also highlighted their resilience and creativity in overcoming these challenges. This part of the tour left a deep impression on many students, who began to reflect on how much comfort and convenience they enjoyed in their own daily lives.

After the tour, the students had a picnic lunch in the museum's tranquil garden, where they exchanged excited opinions about what they had just seen. Some students admitted that the trip was far more interesting than they had expected, because they could vividly imagine what daily life was really like before modern technology existed. Others said they felt a newfound sense of gratitude for the conveniences they often took for granted. Before boarding the train home, Mrs Tan gathered the class together and reminded them that even small, everyday objects

LIVEWORKSHEETS

can tell us a big story about the past, and that history is not just found in textbooks, but in the ordinary things people leave behind.

Questions

1. Find a word in paragraph 1 that means "extremely excited or thrilled."

   .....

2. Find a word in paragraph 2 that means "clever or resourceful."

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3. State whether the following statement is True or False, and support your answer with evidence from the passage: "The students found the museum trip disappointing."

   .....

4. Based on paragraph 3, explain in your own words one hardship that people in the past faced, according to the guide.

   .....

5. Arrange the following events in the correct order: the picnic lunch, voting for the museum, the guide showing old photographs, the train journey.

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   .....

6. Mrs Tan said, "Even small, everyday objects can tell us a big story about the past." In your own words, explain what you think she meant by this statement, and give one example from the passage to support your explanation.

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7. Do you agree that children today are less able to entertain themselves without technology, compared to children in the past? Give two reasons to support your opinion.

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LIVEWORKSHEETS

8. If you were one of the students on this trip, would you describe it as "a trip to remember"? Justify your answer with one point from the passage.

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9. The guide highlighted the resilience and creativity of people in the past despite their hardships. In your opinion, what modern-day hardship might future generations look back on, and how might people today be showing similar resilience?

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10. Compare the students' feelings before the trip and after the trip. What caused this change, and what does it suggest about the value of visiting historical places rather than just reading about them?

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Part 3— Writing (5 marks)

Choose ONE. Write about it. Write 50 or more words.

Either: Write about your favourite hobby and why you enjoy it.

Or: Write about a memorable trip or outing you have been on, where you went, what happened, and how you felt.

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LIVEWORKSHEETS

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Marks	Descriptor
5	50+ words. Fully on-topic with clear, relevant details (e.g. what, where, when, how it felt). Ideas flow logically. Good range of vocabulary. Grammar mostly accurate, errors don't affect meaning.
4	50+ words. On-topic with relevant details. Mostly logical flow. Reasonable vocabulary. A few grammar errors, but meaning stays clear.
3	Close to 50 words. On-topic but ideas are simple, repetitive, or thin on detail. Basic vocabulary. Noticeable grammar errors; meaning still mostly understandable.
2	Under 50 words or partly off-topic. Ideas poorly connected or hard to follow in places. Limited vocabulary. Frequent grammar errors affecting clarity.
1	Very short or mostly off-topic. Little to no organisation. Very limited vocabulary. Errors make meaning difficult to understand.
0	Blank, illegible, or completely unrelated to either prompt.

Part 3: Speaking

The Speaking component of this test will be conducted physically at the training centre. Students are required to attend in person on the scheduled date to complete this section with their teacher.

LIVEWORKSHEETS

End of test paper.

LIVEWORKSHEETS