



First Language Assessment Materials

Arabic

Chinese

Khmer

Somali

Turkish

Vietnamese

Second Edition



Department of Education and
Early Childhood Development

First Language Assessment Tasks



**Arabic
Chinese
Khmer
Somali
Turkish
Vietnamese**

Second Edition

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Introduction



Introduction

The materials

Providing an appropriate program for individual ESL students means responding to their learning needs. An essential initial step is collecting information about students' prior language and learning history, such as the time they have spent at school and the languages they speak. Any literacy skills a student has in one language are likely to be useful in learning to read, write and speak further languages. As a guide to whether these skills are available to be called upon in learning English, it is worth making a semi-formal assessment of a student's level of literacy development in her/his first language, or the language in which s/he has received some education. *First Language Reading and Writing Assessment Materials* have been developed to assist teachers to do this. The languages covered in the kit are Arabic, Khmer, Somali and Vietnamese.

Although newly arrived students often have had education in their first or strongest language, this is not always the case. For example, some may have received schooling in a second or additional language they were learning.

While many students possess literacy skills acquired through a range of life experiences, this kit is concerned with assessing literacy skills likely to have been learned in a school context. The materials can be used with students:

- who are at the early stages of learning English
- who have had limited schooling or severely interrupted schooling
- whose class teacher feels the need for some additional information about any prior development of reading and writing skills.

Target student group

The tasks have been designed for newly arrived students entering Australian schools at the upper primary and the secondary level, however, some of the early tasks may provide useful information about younger students.

What can using these materials show?

These materials give teachers an indication about whether a student has begun the process of learning to read and write in another language and identify:

- specific basic literacy skills and understandings that may be transferable to learning to read and write in English
- how familiar a student is with basic reading and writing tasks of the kind s/he is likely to meet in a classroom in Australia.

In the light of this assessment, teachers will have a better idea of the kind of literacy program appropriate for the student. The information gathered will need to be supplemented by further observations and assessments, and continuing collection of background information about prior learning, gathered through interviews with parents or guardians.





The materials

The materials comprise a series of reading and writing tasks of increasing complexity. As far as possible the tasks reflect the kind of early learning experiences that students might be expected to have had if they have begun to learn to read and write in another language. A range of people, including Multicultural Education Aides (MEAs), has been consulted in the authentication of the materials and tasks.

Literacy levels

The tasks chosen provide opportunities for students to demonstrate the kinds of reading and writing skills described in the early levels of the *English Curriculum & Standards Framework* (BOS, 1997), however, they are solely for the collection of information relating to early development in a student's first language or additional language. The *ESL Companion to the English CSF* should be used to monitor students' development in reading and writing English.

Using the materials

When should these materials be used?

By coupling background information with observation of newly arrived students' responses to classroom tasks involving reading and writing English, classroom teachers may be alerted to the possibility that a student is in the early stages of acquiring literacy in another language. In such cases, administering the tasks in this kit will give a clearer picture of the literacy skills the student might have.

The materials should be used after a student has had two or three weeks to settle into the school and after other background information has been collected.

Conditions of assessment

It is recommended that the tasks be carried out under the direction and guidance of a teacher familiar with the student. An interpreter or MEA should give verbal instructions for each task in the language in which the literacy skills are being assessed.

It is recommended that the teacher consult with an interpreter or MEA in recording observations and comments. Full test conditions are not necessary when the student is working on the tasks. The MEA or interpreter should clarify the task for the student, as needed, and should give as much guidance as is necessary to encourage the student to attempt the tasks.

The tasks

Seven reading tasks and seven writing tasks from simple to more complex are provided. Reading tasks 6 and 7 have more than one part to them. The reading and writing tasks are interspersed, so the student has an opportunity to show what is known of reading and writing at the same time.

Sometimes students' cultural and schooling background might influence the difficulty of a task. If this occurs and they are unable to complete a task due to unfamiliarity with the particular task or text type, they might still be able to attempt or complete later tasks. For example, reading task 7 involves reading a diagram, which may be difficult for students who are unfamiliar with working with factual text in this format, however, the same students may find reading task 8 more familiar and consequently easier.

If a student is very competent in the beginning tasks, the teacher should skip one or two and proceed with the more difficult tasks. Age and conceptual development will also affect students' ability to complete tasks, therefore younger students may not be able to attempt all the tasks.

It is up to the discretion of the teacher to decide at what point the assessment should end, but it is important to stop before students lose confidence. At the conclusion of the assessment, the teacher should complete the Student details form to indicate which tasks have been attempted.

The tasks are placed in the following order:

Reading tasks 1	Writing task 1
Reading tasks 2	Writing task 2
Reading tasks 3	Writing task 3
[Reading tasks 4 not used in 2nd edition]	Writing task 4
Reading tasks 5	Writing task 5
Reading tasks 6A	Writing task 6
6B	
6C	
Reading tasks 7A	Writing task 7
7B	
Reading tasks 8	

(Please note that writing task 7 should be the final task.)

Recording results

All answers are to be completed in the language of the materials.

The tasks are not 'scored' or marked, and the information is not amalgamated to give an overall result. The tasks simply give a student an opportunity to demonstrate specific reading and writing skills without indicating her/his level of literacy in a standardised way. The information gained from watching the student attempt the tasks will need to be informally analysed to gauge her/his literacy skills in the language of the test.





A summary sheet is provided for recording each student's details and the tasks attempted.

Each task comes with an observation guide, which provides:

- an English version of the instructions the student will be given
- a list of the skills that the task can assist in assessing
- a space to note observable behaviours, for example, the way in which the student has approached the task and how much assistance was needed or asked for
- a space for other comments.

Some samples of completed observation guides are included on pp. 15

The teacher will need to photocopy the student worksheets and observation guides provided in these materials in preparation for the assessment.

Additional information

Background information relating to language and culture are provided for each language, at the beginning of each set of tasks.

Working with interpreters and MEAs

It is important that students have support in the language of the test while completing the tasks. Before assisting in the assessment, MEAs or interpreters will need time to read page 8 which describes the assessment conditions and the amount of help that should be given.

Notes for interpreters or MEAs

These materials are designed to help teachers collect information about the skills students might have in reading and writing a language other than English. The assessment will be in a student's first language or in an additional language in which they might have had schooling.

The student should be reassured that:

- the tasks are not a test, but are designed to find out what the student can read and write in the language assessed
- the information will help teachers develop a suitable classroom program for the student.

The tasks are to be given informally; that is, not as a formal test, but in a helpful atmosphere where students are encouraged to ask questions and discuss the tasks they are required to complete. Therefore, they should be encouraged to seek clarification when necessary.

Students should be given every opportunity to demonstrate their ability, however, they must not be told the answers as this would distort the results.

If the student makes an error, just allow them to complete the task. At the end of each task, praise the student's efforts.

If a student experiences too much difficulty with a number of the tasks, the assessment should stop. When this happens, it is important that the student feels comfortable with what has been attempted and is not made to feel any sense of failure.





Overview of skills and strategies

Reading skills

The tasks provide the opportunity for students to demonstrate their ability in reading in their first or other language to:

- recognise some words
- match familiar words to pictures
- show awareness of letter–sound relationships
- say the sounds of some letters
- read in the correct direction
- read simple sentences
- read a short text aloud
- read with expression
- complete a cloze activity
- use title and illustrations to predict meaning
- read longer texts fluently
- retell the text in a logical sequence
- demonstrate literal understanding of main ideas in a short, informational text
- demonstrate literal understanding of supporting detail in a short, informational text
- demonstrate interpretative understanding of main ideas
- justify a response with reference to the text
- answer questions and follow instructions.
- Note: as Chinese is character-based rather than alphabet-based, suitable adjustments in the Chinese instructions to students are made to identify characters and phonetic features accompanying them.

Reading strategies

The tasks provide the opportunity for students to demonstrate their ability to:

- use illustrations to gain meaning
- re-read to clarify meaning
- monitor own reading
- seek assistance, if necessary
- clarify or correct, if necessary
- scan to locate vocabulary and detail.

Writing skills

The tasks provide the opportunity for students to demonstrate their ability to:

- hold a pen correctly
- form some letters correctly
- write in the correct direction
- write legibly
- position letters appropriately on the page
- show awareness of letter-sound relationship
- complete a simple sentence
- write a few sentences on a topic
- use and maintain simple, but appropriate, tense or time markers
- use some punctuation
- construct a short text on a familiar chosen topic
- construct a short text on a given topic
- use paragraphs
- use adjectives and adverbs to add detail
- link sentences using conjunctions.
- Note: as Chinese is character-based rather than alphabet-based, suitable adjustments in the Chinese instructions to students are made to identify characters and phonetic features accompanying them.

Writing strategies

The tasks provide the opportunity for students to demonstrate their ability to:

- seek assistance, if necessary
- self-correct, if necessary
- attempt spelling by using familiar letter patterns
- proof-read for meaning
- proof-read to identify and correct spelling errors, punctuation errors, incomplete sentences.



Language Background Notes



Arabic language background notes

The language

Arabic is spoken in many countries, consequently there are many variations in the language, particularly in the dialects used for everyday communication. Consequently speakers from different countries may have difficulty understanding one another.

The Arabic language has the following characteristics:

- The consonants in Arabic are generally used to denote the base words, and the vowels carry grammatical information, such as what part of speech the word is. The vowels are made by using accents. The accent over, under, or at the beginning of a word determines its sound.
- Text is read from right to left. A book is read in the reverse direction to English, pages being turned from left to right. Capital letters are not used. Full stops and commas are used, but are not common. Spaces between the words may be almost unnoticeable.
- The Arabic language has masculine and feminine forms. This is not always apparent in speaking as the words may give no indication of gender, but in the written word the gender may be shown.
- Nouns have a single, double and plural form. Often the plural form is a completely new word.
- Tenses are similar to English. The future tense is indicated by a word meaning will in front of the word. The present tense is indicated by *yeh* (masculine) or *teh* (feminine). The past tense is indicated by the ending of the word.
- There is no word to indicate ownership, rather a letter is added to the end of a word.

Schooling

Given the many countries in which Arabic is spoken, schooling systems differ. Although many students study the Koran in Arabic, it is a difficult text to read and they may not be able to read Arabic in contexts other than religious studies.

Schools often emphasise the teaching of grammar and handwriting. The formation of letters is like an art form and great pride is taken in reproducing letters well. Students usually learn from an early age to write in the cursive form, instead of printing the letters first.



Chinese language background notes

The language

Chinese young people coming from overseas are generally divided into four categories: from Mainland China; Hong Kong; Taiwan and Southeast Asia. Many students from Southeast Asia today have an English education system and Chinese is treated as a subject rather than the instructional language.

The Chinese writing script is called Hanzi, and it is mostly ideographic (character-based) in origin instead of phonetic. As a result students need to study a separate phonetic system, Hanyu Pinyin (Mainland China and Singapore, using Latin letters) or Zhuyin Fuhao (Taiwan, non-Latin letters, akin to Japanese letters), before they use it to assist with the pronunciation of Hanzi. So even before they commence any study of English, mainland students are equipped with a phonetic system with identical sounds for most consonants and similar sounds for vowels to English and they are used to sounding Hanyu Pinyin letters out. The spoken language is called Mandarin, or Putonghua in China and Huayu in Singapore.

Students from Hong Kong do not study a formal phonetic system before they start learning Hanzi. They learn and remember Hanzi characters by rote. However they do have names spelt in English letters as they acquire the English phonetic system. They also have the benefits of a historical more English infused environment and they insert English words into their everyday conversations. The spoken language is Cantonese, or Guangdong Hua a regional dialect in the south. Due to changes in the Hong Kong education system after 1997, more and more students will use Mandarin as their instructional language.

Taiwanese students find it more difficult, as their alphabet is non-Latin. The spoken language is Mandarin, or Guoyu.

Chinese writing has two scripts – simplified and traditional. Mainland China has simplified its script as the government wished to propagate reading. And Singapore has followed due to economic considerations. People from Hong Kong and Taiwan continue to use traditional Chinese, which has slightly more strokes for certain characters.

Schooling

Chinese place strong emphasis on education for their children. While schooling differs a little across the various Chinese-speaking countries, in general it will be more formal than in Australia, with teachers held in high esteem, and a higher emphasis on book learning, homework and to an extent still on rote learning – the latter also is partly conditioned by the need to learn the difficult ideographic writing system. School in Hong Kong and Singapore may have more English influence.



Khmer language background notes

The language

Khmer is the official language of Cambodia and is the main language spoken in the country. Many older Cambodians are bilingual in both Khmer and French. The Khmer script is based on an Indian syllabic writing system introduced to Cambodia around the third century A.D. by monks and merchants.

The Khmer language has been termed ambiguous in the sense that it contains hidden meanings. The Cambodians themselves respond to elaborate linguistic cues that are hard for outsiders to decipher.

The Khmer language has the following characteristics:

- It is grammatically simple. There are no masculine–feminine or singular–plural word complications. Many words vary depending on the status of the speakers, such as whether an older person is talking to a younger person.
- There are no tenses as in English; but words indicating time change are added to sentences to make time clear. Khmer is not a tonal language.
- The script is written and read from left to right.
- The script is far more complex than Roman scripts, having 23 vowels, 33 consonants, 24 dependent vowels, 12 independent vowels and several diacritics. Diacritical markers, ‘legs’, are placed above, below, to the left and to the right of consonant symbols to create different sounds and therefore different meanings. Vowels do not have ‘legs’, but are placed in certain positions with respect to consonants to form particular sounds and meanings.
- There are no spaces between words in Khmer writing, but spaces are placed where pauses in speaking would occur.

Schooling

After independence from France in 1953, the school system was based on the French system and led to the baccalaureate at the end of secondary school. Standards at primary and secondary schools were similar to those in France, and university degrees were comparable to those awarded by French universities. French was usually used in secondary and tertiary courses.

After the Khmer Rouge took power in 1970, most primary schools and virtually all secondary schools and universities closed. The Khmer Rouge almost completely abandoned the former education system, concentrating instead on some elementary education and ignoring the higher levels. The disruption of the 1970s is still having an enormous impact on the education system today. Access to basic education is still difficult for many people, with only around 50 per cent of students completing five years of primary schooling.

Texts

In many Khmer texts there is a focus on how the people and the land are linked and how the individual’s identity is bound to the country. There is often a ‘lesson’ in the texts about appropriate behaviour. The simple texts used in these assessment materials typify these characteristics.

The structure of the text in reading task 6, *Living in the Countryside*, should be familiar to students who have had some schooling. The inset in the top left corner denotes time and places the text in a situational context.



Somali language background notes

The language

Somali was an oral language until 1972 when the Roman alphabet became the official script for writing the language. The written language was only in existence for a short time before war broke out, therefore, variations in usage are sometimes found. The spelling of a word may also vary because it is pronounced differently in different parts of the country. Traditional communication of oral history has been via the epic poem.

The Somali language has the following characteristics:

- The Somali alphabet consonants are: b, t, j, x, kh, d, r, s, sh, dh, c, g, f, q, k, l, m, n, w, h, y.
- The short vowels are: a, e, i, o, u.
- The long vowels are: aa, ee, ii, oo, uu.
- When a long vowel joins a short vowel, an apostrophe separates the sounds, e.g. go'aan
- Some letters are used in the double form: b (xabbad), d (eddo), r (carrab), g (degganaan), l (ballan), m (ammaan), n (annaga)
- English letters and sounds that are not used in Somali are: p, v, z, th.
- The punctuation is the same as for English.
- Question forms and tense structures are similar to English, but there is only one past tense.
- The order for adjectives is the opposite to English (black cat – cat black).
- Concepts of colour and direction are the same as in English, but are determined by context and usage.

Schooling

Many Somali students have had no schooling, disrupted schooling, or schooling in a second or third language. Those who have attended school have usually experience teaching methods very different from those found in Australia.

Many Somali students speak more than one language. For example, if they have spent time in a refugee camp, they may speak Somali and the language of their refugee camp – Sudanese, Ethiopian or Swahili. They are also likely to have studied, or to be studying, Arabic as part of their religious studies.



Turkish language background notes

The language

Turkish belongs to the Altaic sub-branch of the Turkic languages. It is the first language of about 150 million people who live in various countries extending from central Asia to Europe.

Turkish is also the language of a sizeable Turkish community in Australia.

Turkish language has the following characteristics:

- In 1928 the Ottoman (Arabic) script was replaced with phonetic variant of the Latin alphabet.
- There are 29 letters in the alphabet, which include;
- 21 consonants: b,c,ç,d,f,g, ,h,j,k,l,m,n,p,r,s, ,t,v,y,z.
8 vowels: a,e,i,ı,o,ö,u,ü
- Turkish does not contain English sounds such as : q, w, x.
- The most distinguishing characteristics of Turkish in comparison to other language are vowel harmony and extensive agglutination. Turkish frequently uses affixes , or endings. One word can have many affixes and these can also be used to create new words, such as creating a verb from a noun, or a noun from a verbal root. For example: Gün (the day) , Günün the day's, of the day, Güne, to the day, Günden of/from the day. Ev=house, evim=my house, evinde= at your house, evindeyim= I am at your house. The basic word order is : Subject + Object + Verb. For example, Hakan okula gitti (Hakan –Subject, okula –school , gitti –went)Turkish has no noun classes or grammatical gender.
- The punctuation is the same as for English.

Schooling

The Turkish education system mandates 8 years of primary education between the ages of 6 and 14. The high school lasts 4 years. The different kinds of high schools in the education system include: Public High schools, the standard type; Anatolian High Schools which provide additional skills in a selected foreign language (English, German, French), Science High Schools which focus on science education; Vocational High Schools, which focus on a certain type of profession. At the end of high school students take a High School finishing examination in order to continue their studies at a tertiary level.

Due to over-crowding in classes, learning takes place in morning and afternoon shifts in many schools. Learning is strongly book-based due to limited facilities and resources in schools.



Vietnamese language background notes

The language

Vietnamese is the official language of Vietnam. During the period of French rule, French was the language of administration and most educated Vietnamese were fluent in that language. Since 1954, Vietnamese has been the language of education and administration.

Vietnamese was originally written in Chinese characters, later in a Vietnamese version of the characters, and now is written in a Romanised alphabet with accents. The alphabet has seven letters not used in English – a, a, d, e, o, o, u, but does not include j, w, f, z.

The Vietnamese language has the following characteristics:

- It is monosyllabic – there are no stressed or unstressed syllables in a word (Vietnamese students may find it difficult to keep up with the speed and intonation of English, and often drop ‘s’, ‘ed’, ‘t’ etc. when speaking or reading English.)
- It is phonetic
- It is tonal – six tonal markers are generally placed above syllables to distinguish different meanings. For example, the simple word *ma* has many meanings, depending on the inclusion of the markers: *ma* (ghost), *ma* (cheek), *ma* (tomb), *ma* (appearance), *ma* (rice seedling) and *ma* (which, whom).
- While there are no tenses and internal changes in Vietnamese words, word order and the use of independent grammatical particles is important in forming tenses in sentences, e.g. *mua* (buy), *da mua* (bought, have bought).
- Nouns do not carry plural markers (like ‘s’ in English), for example, *mot con bo* (a cow), *ba con bo* (three cows).

Schooling

Education in Vietnam is highly regarded, representing the stepping stone to status and financial success. Children between the ages of three and five years may go to kindergarten. At five years of age they start primary school. Rural schools are less well resourced than city schools, and city schools tend to have more qualified and skilled teachers.

Traditionally the Vietnamese student’s attitude towards teachers is one of great respect. The teacher was considered an exemplary person who guided students morally and academically to the right way of life. A deferential manner is often adopted by Vietnamese students to show respect to their teachers or elders.



Recording Sheets



Examples of completed recording sheets

Reading task

3

RECORDING SHEET

Instructions to students:

- Look at the alphabet.
- Tick (✓) the correct word in the list

In this task the student demonstrated that s/he could:

- match familiar words to pictures ☒
- recognise some words ☒
- show awareness of letter—sound relationships ☒*
- follow a simple instruction ☒

Observable behaviours:

- student was unsure about task after direction given - looked to MEA for direction
- read methodically through all words in each list before making choices
- re-read one list and changed answer
- sounded out words to self
- used finger to cross reference
- * confused s with sh

Other comments:

Student indicated that he had never done such a task before. Nevertheless, he seemed happy to 'have a go'.

Examples of completed recording sheets

Writing task

3

RECORDING SHEET

Instructions to students:

- Fill in the missing letters.

In this task the student demonstrated that s/he could:

- form some letters correctly ☐ X
- position letters appropriately ☒
- show awareness of letter—sound relationships ☐ *
- follow simple instructions ☐ X

Observable behaviours:

- student did not complete task
- was unsure of the order of the alphabet
- could name some of the alphabet
- asked whether each answer was correct
- student holds held pen awkwardly
- wrote in capital letters
- formed letters awkwardly

Other comments:

Student was very anxious and unsure but we proceeded to the next task

* knew the first, third and last letters of the task

Examples of

completed recording sheets

Writing task

5

RECORDING SHEET

Instructions to students:

- Write a sentence about each picture.

In this task the student demonstrated that s/he could:

- | | | | |
|---|-------------------------------------|----------------------------------|-------------------------------------|
| • write some sentences | <input checked="" type="checkbox"/> | • use some punctuation | <input checked="" type="checkbox"/> |
| • write legibly | <input checked="" type="checkbox"/> | • write in the correct direction | <input checked="" type="checkbox"/> |
| • use and maintain simple, but appropriate, tense or time markers | <input checked="" type="checkbox"/> | • seek assistance, if necessary | <input checked="" type="checkbox"/> |
| • attempt spelling by using familiar letter patterns | <input checked="" type="checkbox"/> | • self-correct, if necessary | <input checked="" type="checkbox"/> |

Observable behaviours:

- student completed task slowly but carefully
- read whole text before attempting any response
- re-read sentences aloud to self
- referred directly to illustrations and seemed to gain meaning from them
- student holds held pen awkwardly

Other comments:

Student approached task with interest and confidence. Worked quickly but was careful. Tended to rely on self rather than ask for assistance from MEA.

Name of student:

Male ☐

Female ☐

Date of birth:

Date of arrival in Australia:

Country of birth:

First language:

Has the student attended school before?

Yes ☐

No ☐

Which language was used at school?

Language being assessed

Tasks attempted:

- ☐ Reading task 1
- ☐ Reading task 2
- ☐ Reading task 3
- ☐ Reading task 5
- ☐ Reading task 6A
- ☐ Reading task 6B
- ☐ Reading task 6C
- ☐ Reading task 7A
- ☐ Reading task 7B
- ☐ Reading task 8

- ☐ Writing task 1
- ☐ Writing task 2
- ☐ Writing task 3
- ☐ Writing task 4
- ☐ Writing task 5
- ☐ Writing task 6
- ☐ Writing task 7

Date:

Commencement time:

Completion time:

Name of interpreter/MEA:

Name of teacher:

Instructions to students:

- Draw a line from the word to its picture.

In this task the student demonstrated that s/he could:

- recognise some words ☐
- match familiar words to pictures ☐
- show awareness of letter--sound relationships ☐

Observable behaviours:

Other comments:

Instructions to students:

- Copy the words.

In this task the student demonstrated that s/he could:

- hold a pen correctly
- form some letters correctly
- write in the correct direction

☐☐☐**Observable behaviours:**

Other comments:

Instructions to students:

- Look at the alphabet.
- Say the sound of each letter that the teacher points to.

In this task the student demonstrated that s/he could:

- say the sounds of some letters ☐
- show awareness of letter—sound relationships ☐

Observable behaviours:

Other comments:

Instructions to students:

- Look at the alphabet.
- Write the missing letters.

In this task the student demonstrated that s/he could:

- could hold a pen correctly ☐
- could form some letters correctly ☐
- knew the order of letters of the alphabet ☐

Observable behaviours:

Other comments:

Instructions to students:

- Look at the alphabet.
- Tick (✓) the correct word in the list

In this task the student demonstrated that s/he could:

- match familiar words to pictures ☐
- recognise some words ☐
- show awareness of letter--sound relationships ☐
- follow a simple instruction ☐

Observable behaviours:

Other comments:

Instructions to students:

- Fill in the missing letters.

In this task the student demonstrated that s/he could:

- form some letters correctly ☐
- position letters appropriately on the page ☐
- show awareness of letter--sound relationships ☐
- follow simple instruction ☐

Observable behaviours:

Other comments:

Instructions to students:

- Write the missing word in each sentence.

In this task the student demonstrated that s/he could:

- | | | | |
|---------------------------------|--------------------------|----------------------------------|--------------------------|
| • complete a simple sentence | <input type="checkbox"/> | • write in the correct direction | <input type="checkbox"/> |
| • self- correct, if necessary | <input type="checkbox"/> | • show awareness of | <input type="checkbox"/> |
| • write legibly | <input type="checkbox"/> | letter—sound relationships | |
| • seek assistance, if necessary | <input type="checkbox"/> | | |

Observable behaviours:

Other comments:

Instructions to students:

- Read the text.
- Write an appropriate word in each space.

In this task the student demonstrated that s/he could:

- | | | | |
|--|--------------------------|-------------------------------------|--------------------------|
| • use personal knowledge to gain meaning from text | <input type="checkbox"/> | • monitor own reading | <input type="checkbox"/> |
| • complete a cloze activity | <input type="checkbox"/> | • use illustrations to gain meaning | <input type="checkbox"/> |
| • re-read to clarify meaning | <input type="checkbox"/> | • seek assistance, if necessary | <input type="checkbox"/> |

Observable behaviours:

Other comments:

Instructions to students:

- Write a sentence about each picture.

In this task the student demonstrated that s/he could:

- | | | | |
|---|--------------------------|----------------------------------|--------------------------|
| • write some sentences | <input type="checkbox"/> | • use some punctuation | <input type="checkbox"/> |
| • write legibly | <input type="checkbox"/> | • write in the correct direction | <input type="checkbox"/> |
| • use and maintain simple but appropriate tense or time markers | <input type="checkbox"/> | • seek assistance, if necessary | <input type="checkbox"/> |
| • attempt spelling by using familiar letter patterns | <input type="checkbox"/> | • self-correct, if necessary | <input type="checkbox"/> |

Observable behaviours:

Other comments:

Instructions to students:

- Look at the picture and the title.
- Answer the question: 'What do you think the story is going to be about?'
- Read the story aloud.
- Turn the text over.
- Retell the story.
- Complete the cloze activity.
- Answer the question: "What jobs did members of your family do in your home country?"

In this task the student demonstrated that s/he could:

- | | | | |
|--|--------------------------|---|--------------------------|
| • use title and illustrations to predict meaning | <input type="checkbox"/> | • retell the text in a logical sequence | <input type="checkbox"/> |
| • read a short text aloud | <input type="checkbox"/> | • complete a cloze activity | <input type="checkbox"/> |
| • read with expression | <input type="checkbox"/> | • clarify or correct, if necessary | <input type="checkbox"/> |
| • monitor own reading | <input type="checkbox"/> | | |

Observable behaviours:

Other comments:

Instructions to students:

- Write some sentences about jobs that different members of your family did in your home country.

In this task the student demonstrated that s/he could:

- | | | | |
|---|--------------------------|--|--------------------------|
| • construct a short text on a familiar topic | <input type="checkbox"/> | • attempt spelling by using familiar letter patterns | <input type="checkbox"/> |
| • use and maintain simple but appropriate tense or time markers | <input type="checkbox"/> | • self-correct, if necessary | <input type="checkbox"/> |
| • use some punctuation | <input type="checkbox"/> | • seek assistance, if necessary | <input type="checkbox"/> |

Observable behaviours:

Other comments:

Instructions to students:

- Read the text.
- Answer true or false next to each statement.

In this task the student demonstrated that s/he could:

- | | | | |
|---|--------------------------|---|--------------------------|
| • read longer texts fluently | <input type="checkbox"/> | • demonstrate interpretative understanding of main ideas (Q5–6) | <input type="checkbox"/> |
| • monitor own reading | <input type="checkbox"/> | | |
| • demonstrate literal understanding of main ideas in an informational text (Q1–4) | <input type="checkbox"/> | • scan to locate vocabulary and detail | <input type="checkbox"/> |
| • demonstrate literal understanding of supporting detail in informational text | <input type="checkbox"/> | • justify response with reference to the text | <input type="checkbox"/> |

Observable behaviours:

Other comments:

Instructions to students:

- Look at the diagram.
- Suggest an appropriate title.
- Read and follow the instructions.

In this task the student demonstrated that s/he could:

- | | | | |
|--|--------------------------|--|--------------------------|
| • use illustrations to predict meaning | <input type="checkbox"/> | • scan to locate vocabulary and detail | <input type="checkbox"/> |
| • demonstrate literal understanding of main ideas | <input type="checkbox"/> | • seek assistance, if necessary | <input type="checkbox"/> |
| • demonstrate interpretive understanding of main ideas | <input type="checkbox"/> | • answer questions and follow instructions | <input type="checkbox"/> |

Observable behaviours:

Other comments:

(Please note that Writing task 7 should be given as the final task.)

Instructions to students:

- Write a story about:
 - how you came to Australia
 - your country.

In this task the student demonstrated that s/he could:

- | | |
|---|---|
| • construct a short text on a given topic <input type="checkbox"/> | • use appropriate adjectives and adverbs <input type="checkbox"/> |
| • proof read for meaning <input type="checkbox"/> | • link sentences using conjunctions <input type="checkbox"/> |
| • proof read to identify and correct: <ul style="list-style-type: none"> – spelling errors <input type="checkbox"/> – punctuation errors <input type="checkbox"/> | • use appropriate punctuation <input type="checkbox"/> |
| • incomplete sentences <input type="checkbox"/> | • use and maintain appropriate tense or time markers <input type="checkbox"/> |
| • use paragraphs <input type="checkbox"/> | |

Observable behaviours:

Other comments:

Arabic tasks

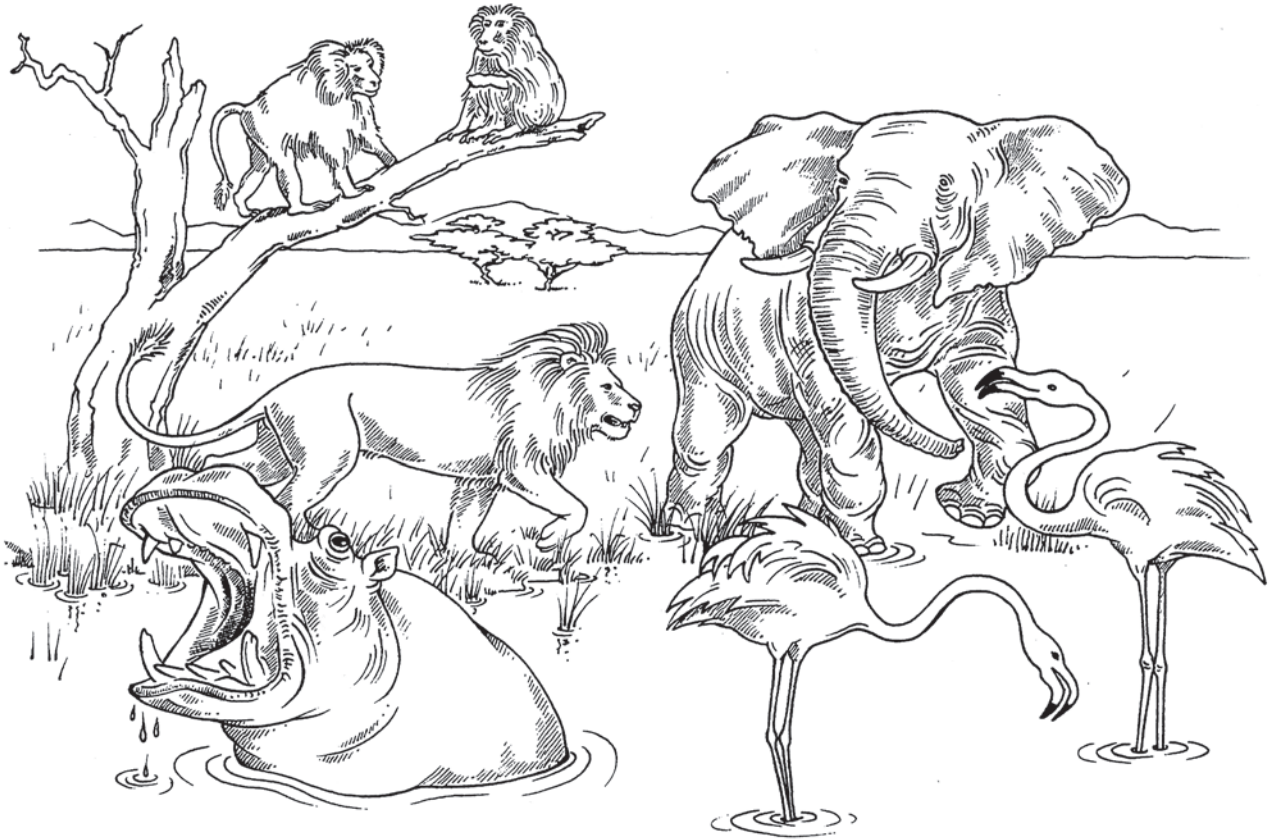


Draw a line from the word to its picture.

ارسم خطاً من الكلمة إلى الصورة.

قرد

أسد



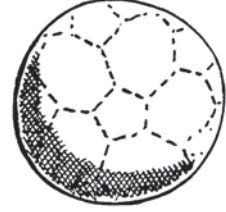
فيل


شجرة

Copy the words.

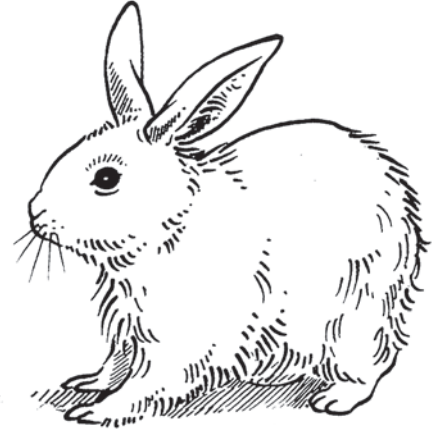
انسخ الكلمات.

كرة



_____ 

أرنب



_____ 

هاتف

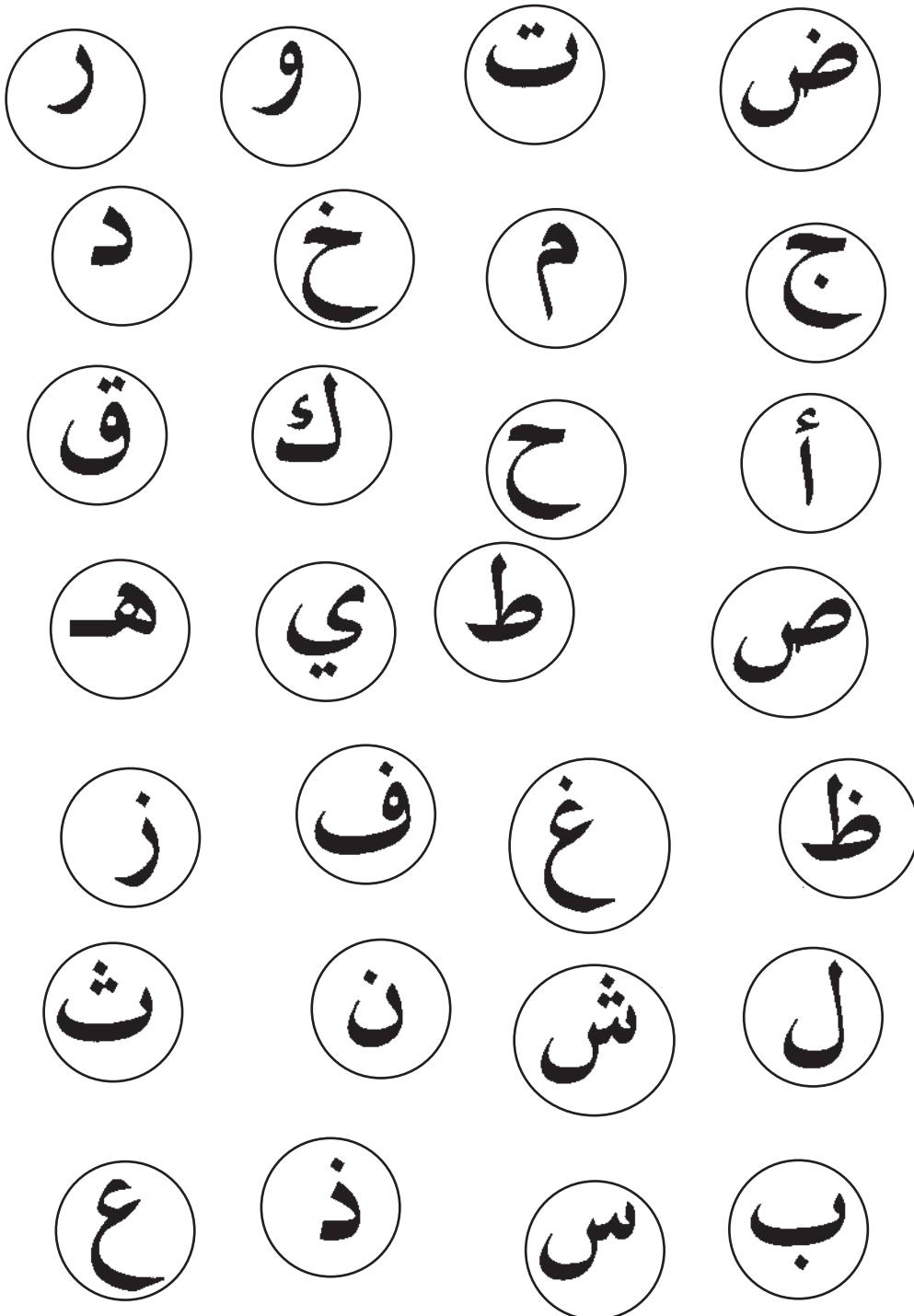


_____ 

Look at the alphabet.

Say the sound of each letter that the teacher points to.

انظر إلى أحرف الأبجدية.
الفظ صوت كل حرف تقوم المعلمة بالتأشير إليه.



Look at the alphabet.
Write the missing letters.

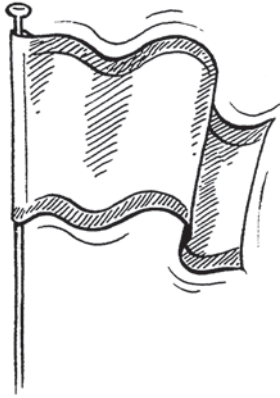
انظر إلى الأحرف الأبجدية
اكتب الأحرف الناقصة

ث	ب	أ
د	خ	ج
س	ز	ذ
	ض	ش
ف	غ	ظ
م	ل	ق
ي	و	ن

Look at each picture.

Tick (✓) the correct word in the list.

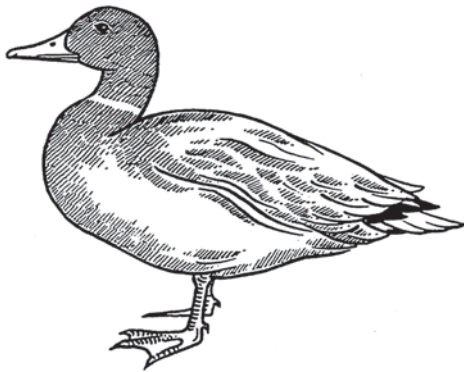
انظر إلى الصورة
ضع علامة (✓) على الكلمة الصحيحة في القائمة



باب ☐
علم ☐
سلة ☐



طفل ☐
شجرة ☐
قارب ☐



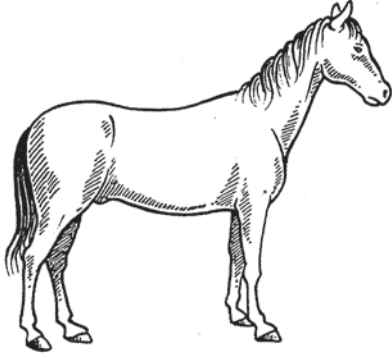
بصلة ☐
بقرة ☐
بطة ☐



منبه ☐
موزة ☐
مشط ☐

Fill in the missing letters.

املأ الأحرف الأبجدية الناقصة



حصا



جرة



كُرسـ



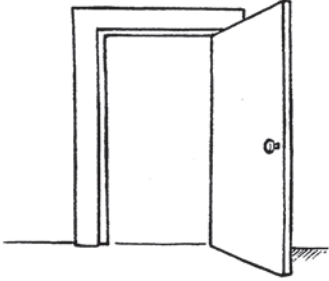
وزة



سيّاة

Write the missing word in each sentence.

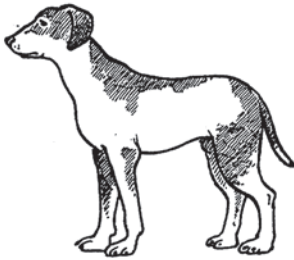
اكتب كلمة مناسبة في كل فراغ.



هَذَا



هَذَا



هَذَا



هَذَا

Read the text.

Write an appropriate word in each space.

اقرأ النص.

اكتب كلمة مناسبة في كل فراغ.



عندما يقوم والدي بإعطائي
هدية فإنني أقول له

.....



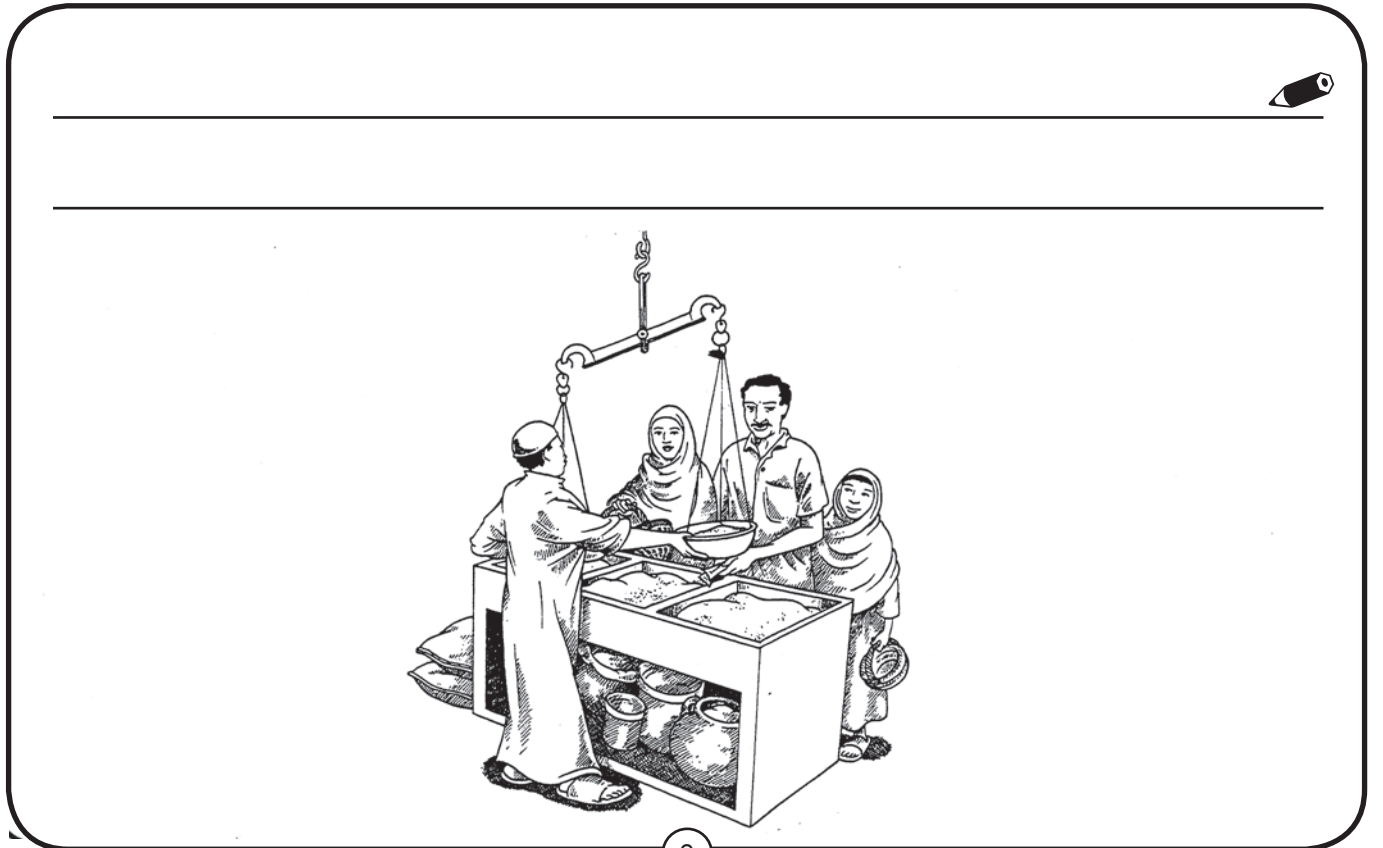
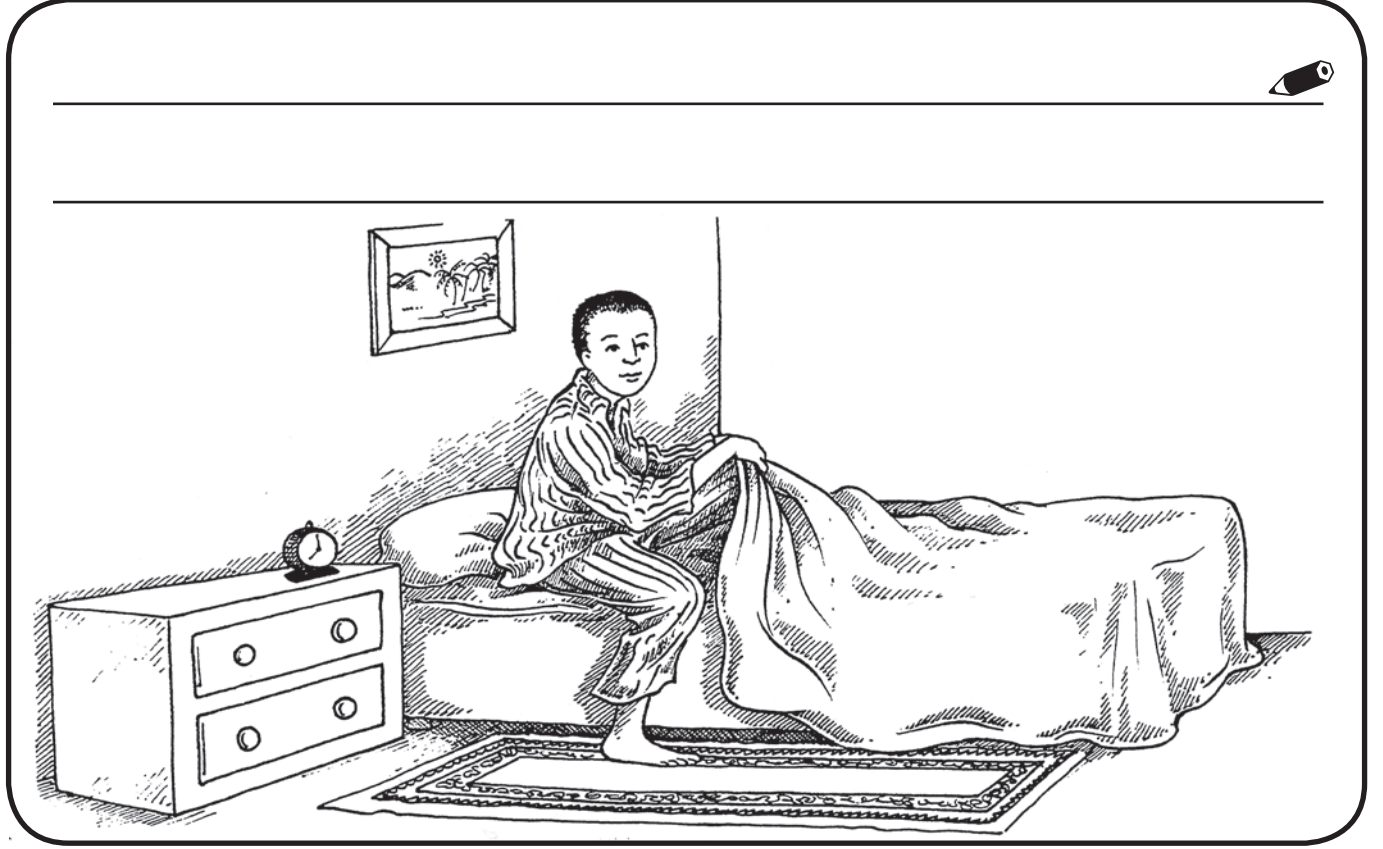
والدي يعطيني



هذه عائلتي
نحن سعيدة.

Write a sentence about each picture.

اكتب جملة عن كل صورة.



Look at the picture and the title.

Answer the question: 'What do you think the story is going to be about?'

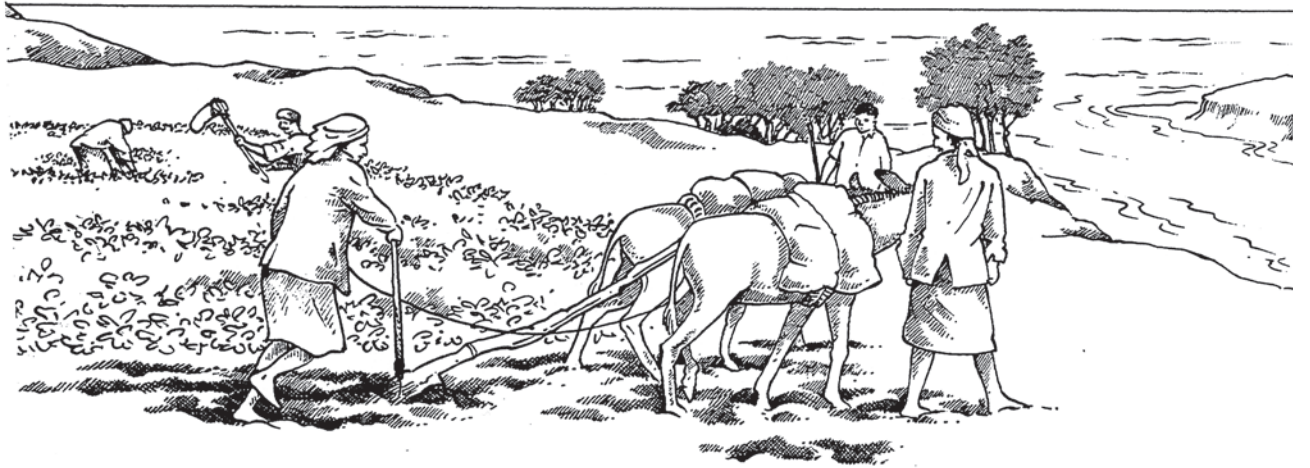
Read the story aloud.

انظر إلى الصورة والعنوان .

أجب على السؤال : برأيك ماذا سيكون موضوع القصة ؟

اقرأ القصة .

عائلي



نحن نعيش في بيت صغير . يذهب أبي كل يوم إلى العمل في متجر .
نحن نعيش مع جدتي وجدّي . وهما يساعدان أمي ويعتنيان بأخي
الصغير . ويحبان العمل في الحديقة وزراعة الخضروات التي تأكلها
العائلة . تأخذني أمي إلى المدرسة . بعد المدرسة أساعد أبي في قطع
الأخشاب لاستعمالها في المدفأة . أساعد أيضاً جدي بإطعام الماعز .

تقوم أمي بتنظيف البيت وإعداد الطعام لنا .

Turn the text over.
Retell the story.

أقلب النص .
أعد سرد القصة .

Fill the gaps in the sentences.

Answer the question: What jobs did members of your family do in your home country?

املأ الفراغات في الجمل.
أجب على السؤال : ما هي الأعمال التي قام بها أفراد من عائلتك في بلدك ؟

يعمل أبي في

..... و يزرعان الخضروات في الحديقة

تنظف الأم

أنا إلى المدرسة

أنا أساعد جدي بإطعام

6

This image shows a single page from a notebook or ledger. The page is white with rounded corners and features horizontal ruling lines spaced evenly down its length. In the upper right-hand corner, there is a small, stylized black and white icon of a pencil pointing towards the bottom left. At the very bottom center of the page, there is a small circular mark containing the number "12".

Read the text aloud.

اقرأ النصّ بصوتٍ عالٍ

الأنهار

إن الأنهار مهمة بالنسبة لنا ولكنها مهمة للغاية للمزارعين، حيث تساعد في نموّ محاصيلهم، كما تقوم أيضاً بتزويد التربة قرب النهر بالمواد الضرورية التي تساعد في نموّ المحاصيل. تتدفق الأنهار من قمم الجبال وتجري نزولاً باتجاه البحر. عند التقاء النهر بالبحر فإنه عادةً يتوسّع ويصير عريضاً جداً.

ويحمل النهر معه أثناء جريانه نزولاً باتجاه البحر كمية كبيرة من التربة الغنية والمغذيات، ولكنه يجري ببطء أكثر عندما يصبح واسعاً قرب البحر ويبدأ بترسيب المغذيات والتربة الغنية عبر الجزء الواسع من الأرض قرب البحر.

بما إن التربة في هذه المنطقة غنيّة جداً فإن الكثير من المزارعين يقومون بزراعة محاصيلهم فيها. وحيث إن الأنهار كبيرة وعريضة فإنه من المحتمل أيضاً أن تفيض في الأوقات التي تهطل فيها أمطاراً غزيرة جداً. وتكون هذه الأوقات فترة خطرة جداً على المزارعين وغالباً ما يفقدون محاصيلهم. وفي الكثير من الأحيان يقوم المزارع بحفر قنوات عبر الأرض لكي يستعمل مياه النهر في ريّ محاصيله.

Answer true or false next to each statement.

أجب بصح أو خطأ بجانب كل جملة.

- ١ أجب بصح أو خطأ

- ٢ النهر أعرض قرب الجبل

- ٣ يحفر المزارع قنوات بحيث يمكن استعمال الماء من النهر

- ٤ يجري النهر بسرعة أقل قرب البحر

- ٥ النهر مفيد لأنه يجعل التربة غنية

- ٦ النهر خطر بسبب الحيوانات التي تعيش فيه

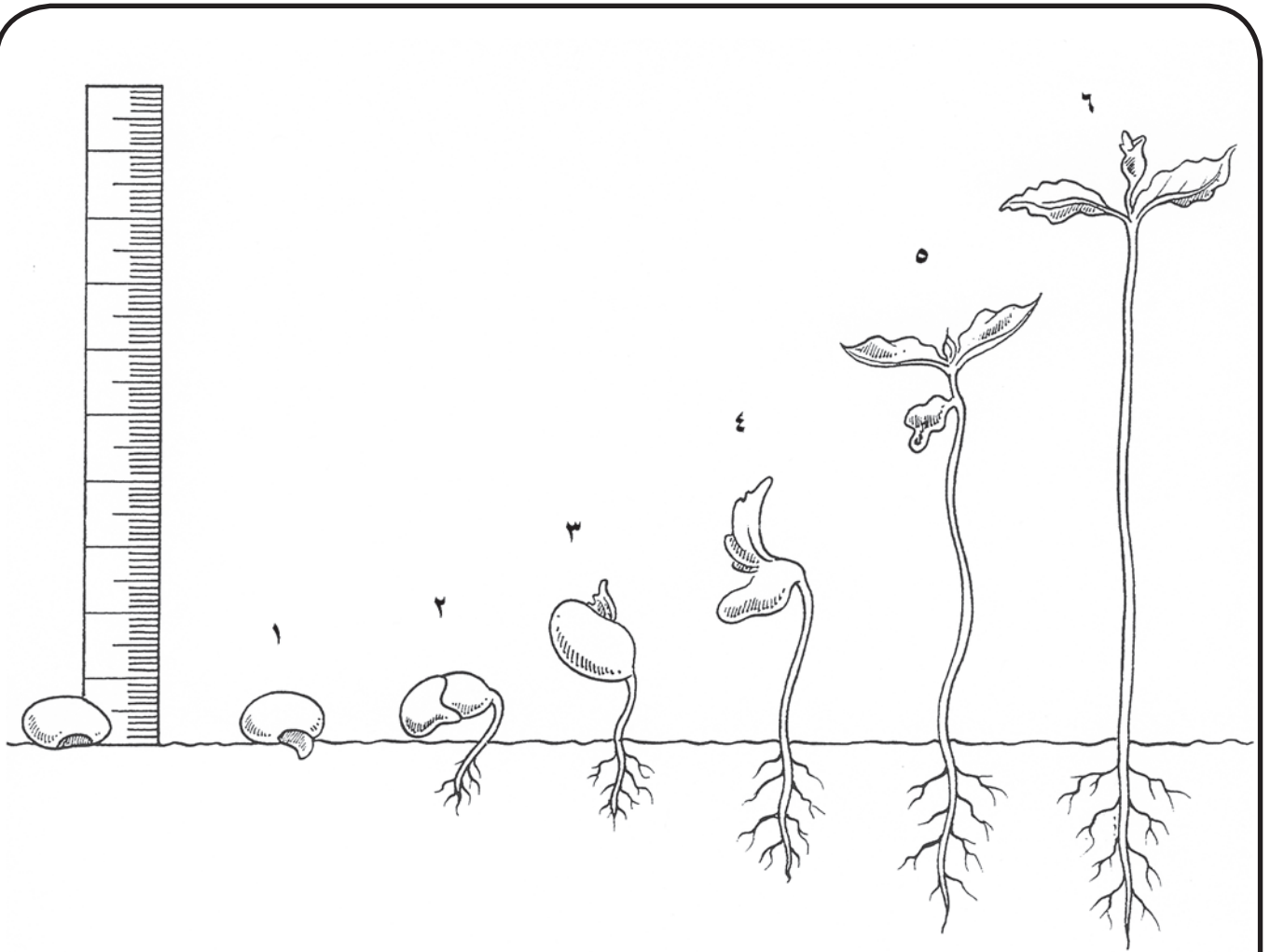
- ٧ تتدفق الأنهار من قمم الجبال وتجري نزولاً باتجاه البحر.

Look at the diagram.

Suggest an appropriate title.

Read and follow the instructions.

انظر إلى الرسم.
اقتراح عنواناً مناسباً.
اقرأ واتبع التعليمات.



الواجب :

اغمر البذرة في
الماء في الليلة
السابقة

- ١- قم بقياس نمو حبة الفاصوليا في كل يوم.
- ٢- اكتب كل قياس على يمين المسطرة.
- ٣- ضع دائرة على اليوم الذي حدث فيه أكثر نمو

اليوم السادس

7

- how you came to Australia, or
- your country

• صورة من الصور



Chinese tasks

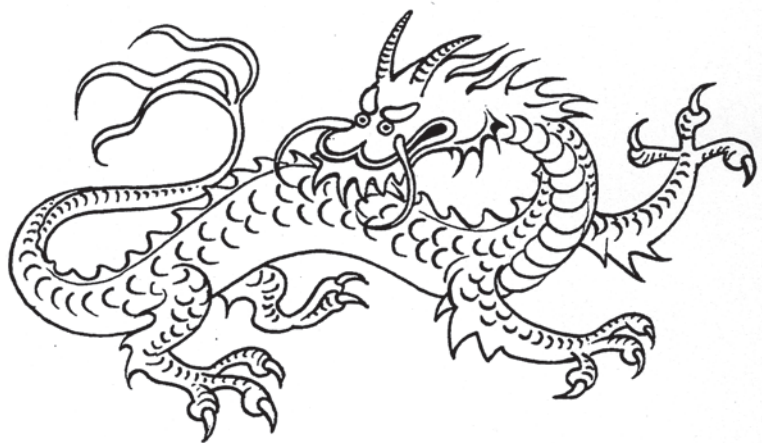
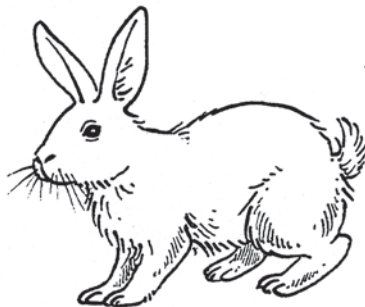
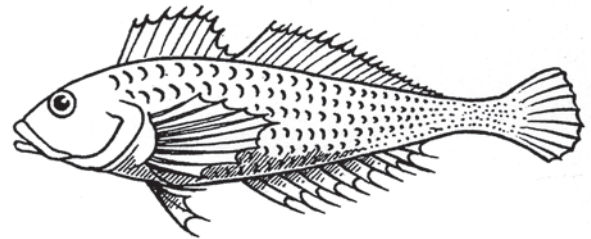


Draw a line from the word to its picture.

图文连线 (圖文連線)

白兔

龙 (龍)

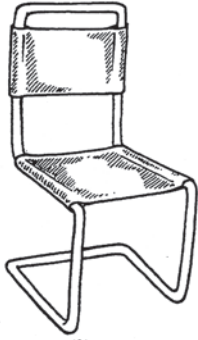


女孩

鲤鱼 (鯉魚)

Copy the words.

抄写（寫）以下词语（詞語）



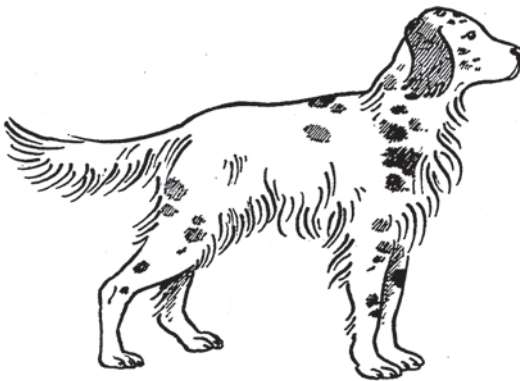
椅子

_____ 



一碗米饭（飯）

_____ 



黄狗

_____ 

Look at the alphabet.

Say the sound of each letter that the teacher points to.

读（讀）出老师（師）所指的拼音或符号（號）。

e ㄜ	i 丨	a ㄚ	u ㄨ	o ㄛ
ua ㄨㄚ	ao ㄠ	ie 丨 ㄝ	ai ㄞ	ei ㄟ
ian 丨 ㄢ	uo ㄨㄛ	uei ㄨㄟ	eng ㄥ	ou ㄡ
uan ㄨㄢ	ün ㄩㄣ	an ㄢ	ueng ㄨㄥ	uang ㄨㄤ
iong ㄩㄥ	uen ㄨㄣ	N ㄋ	B ㄅ	L ㄌ
q ㄑ	S ㄙ	Sh ㄕ	Zh ㄗ	C ㄘ

Look at the alphabet.
Write the missing letters.

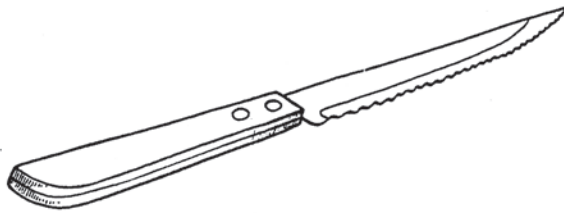
完成声（聲）母表。

B ㄅ	P ㄆ	1. ()	F ㄈ	D ㄉ
2. ()	N ㄋ	L ㄌ	3. ()	K ㄎ
H ㄏ	4. ()	5. ()	X ㄒ	Zh ㄗ
Ch ㄔ	6. ()	7. ()	8. ()	C ㄘ
9. ()				

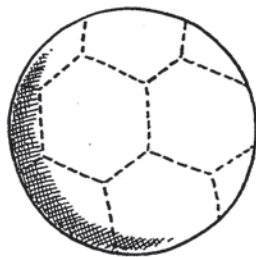
Look at each picture.

Tick (✓) the correct word in the list.

(✓) 看图选词 (看圖選詞)



- 剪刀 ☐
- 水果刀 ☐
- 砍刀 ☐



- 气球 (氣球) ☐
- 篮球 (籃球) ☐
- 足球 ☐



- 纸杯 ☐
- 塑料杯 ☐
- 玻璃杯 ☐



- 碗 ☐
- 盘子 (盤子) ☐
- 锅 (鍋) ☐

Fill in the missing letters.

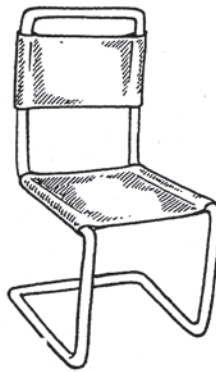
填入缺少的偏旁，组（組）成完整的汉（漢）字。



(尸)子 ____



玫 (鬼) 花 ____



(奇) 子 ____



(门 / 門) 钟 ____

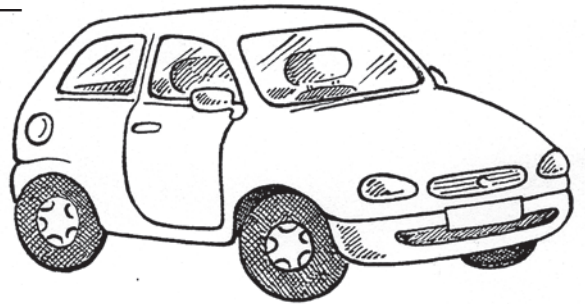


香 (焦) ____

Write the missing word in each sentence.

完成句子。

爸爸买（買）了一辆（輛）_____



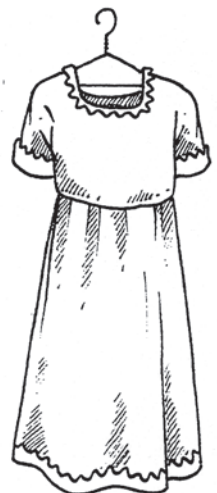
_____ 是人类（類）的好朋友。



这（這）是我的_____



我把连（連）衣裙_____起来（來）。



Read the text.

Write an appropriate word in each space.

使用恰当（當）的词（詞）语完成句子。



妹妹和同学（學）比赛（賽）

_____。



我做完功课（課），_____

老师（師）检（檢）查。



我们（們）在海边_____

了愉快的一天。傍晚，巴士来载（載）我们（們）回家。

Writing task 5

Write a sentence about each picture.

看图（圖）造一个句子。



Look at the picture and the title.

Answer the question: 'What do you think the story is going to be about?'

Read the story aloud.

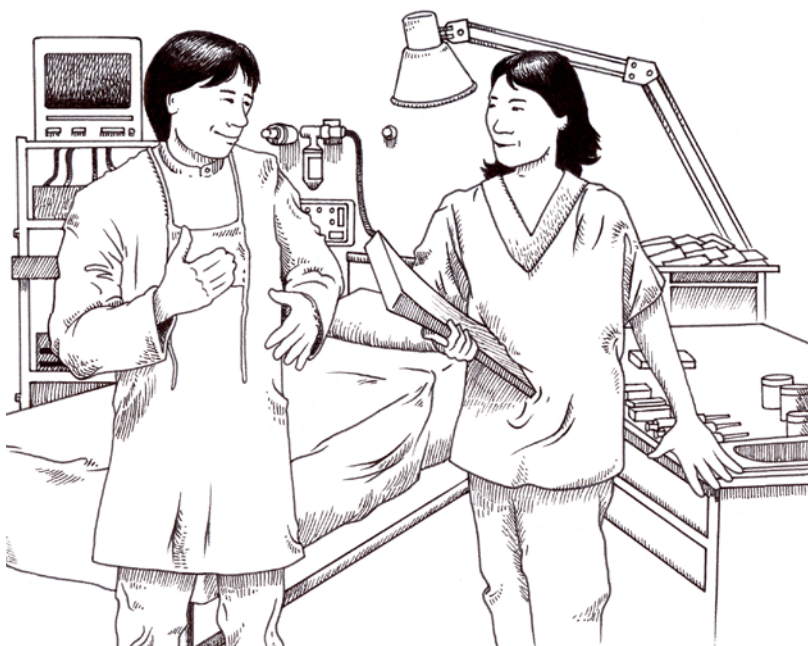
根据图（圖）片和题（題）目，回答以下问题（問題）：“你认为这个故事讲（講）的是什么（麼）？”

大声（聲）朗读（讀）故事。

最合格的助手

在一所大医（醫）院的手术（術）室里，一位年轻（輕）姑娘第一次担（擔）任护（護）士，而且是做一位赫赫有名的外科专（專）家的助手。

复杂（複雜）艰（艱）苦的手术从清晨进行到黄昏，眼看患者的伤口即将缝合，女护士突然严肃地盯着外科专（專）家说（說）：“大夫，我们（們）用了十二块（塊）纱（紗）布，您只取出十一块（塊）。 ” “我已经（經）都取出来（來）了。手术（術）已经（經）一整天了，立即开（開）始缝合伤（傷）口。” 专（專）家断（斷）言。“不行！”女护（護）士高声（聲）抗议（議），“我记（記）得清清楚楚，我们（們）准备（準備）了十二块纱（紗）布。”



外科专（專）家冷漠的脸（臉）上浮现（現）出欣慰的笑容，他举（舉）起左手心握着的第十二块纱（紗）布，向所有人宣布：“她是我最合格的助手。”

Turn the text over.
Retell the story.

把文章翻过来（來）。
复述故事（復述）。

Fill the gaps in the sentences.

Answer the question: What jobs did members of your family do in your home country?

完形填空。

回答问（問）题： 在你的国（國）家，家里人从事什么职业（職業）？

在一所大医（醫）院的手术（術）室里，一位年轻（輕）姑娘第一次担（擔）任护（護）士，而且是做一位赫赫有名的 _____ 的助手。

复杂（複雜）艰（艱）苦的手术从清晨进行到黄昏，眼看患者的伤口即将 _____，女护士突然严肃地盯着外科专（專）家说（說）：“大夫，我们（們）用了十二块（塊） _____，您只取出十一块（塊）。”“我已经（經）都取出来（來）了。手术（術）已经（經）一整天了，立即开（開）始缝合伤（傷）口。”专（專）家断（斷）言。“不行！”女护（護）士高声（聲） _____，“我记（記）得清清楚楚，我们（們）准备（準備）了十二块纱（紗）布。”

外科专（專）家冷漠的脸（臉）上 _____ 出欣慰的笑容，他举（舉）起左手心握着的第十二块纱（紗）布，向所有宣布：“她是我最 _____ 的助手。”

6

写（寫）一段话（話），描述在你的国（國）家，家里人从事的不同职业（職業）。

[illegible]

Read the text aloud.

大声（聲）朗读（讀）以下文章。

一个（個）塑料袋

我们（們）十天的南极（極）考察就要结（結）束了。值得自豪的是，告别南极（極），我们没有带回一块（塊）石头（頭）或一滴海水。

企鹅、海豹和海狮都是南极（極）的主人。前来（來）考察的科学（學）家或旅客在岛上走路都是悄悄的。

一次，几个记（記）者在冰海中穿行寻（尋）找蓝鲸，因为（爲）下小雨，都用塑料袋套住摄像机（機）。有一位不小心把塑料袋掉进（進）海里了。为我们（們）驾驶（駕駛）小艇的卡地亚（亞）小姐不顾（顧）风（風）浪，执意去追赶（趕）那只漂得很远的塑料袋，直至捞上来（來）为（為）止。

Answer true or false next to each statement.

根据（據）文章内容判断（斷）是非。

- ① 科学（學）家是南极（極）的主人。 ()
- ② 几个（幾個）记（記）者在冰海中寻（尋）找鲨鱼（鯊魚）。 ()
- ③ 科学（學）家不小心把塑料袋掉进（進）海里了。 ()
- ④ 因为（爲）下小雨，记（記）者用塑料袋来套头（頭）。 ()
- ⑤ 卡地亚（亞）小姐把掉进（進）海里的塑料袋捞（撈）起来（來）了。 ()
- ⑥ 卡地亚（亞）小姐是一名记（記）者。 ()

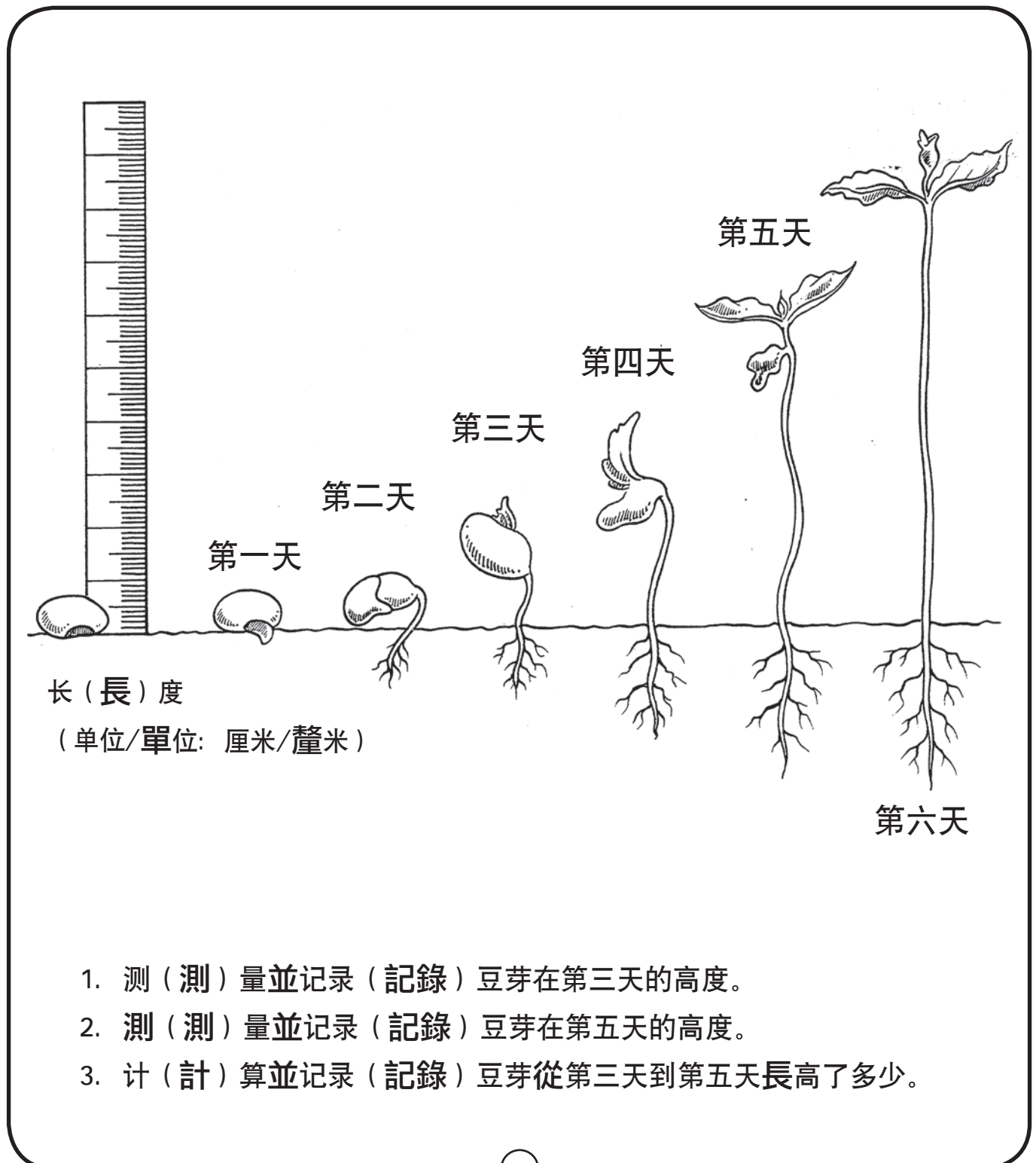
Look at the diagram.

Suggest an appropriate title.

Read and follow the instructions.

根据图画（圖畫），建议（議）一个恰当（當）的标题（標題）。

根据指示完成任务。



Writing task

7

Write a story about:

- how you came to Australia, or
- your country

写（寫）一个故事，描述：

- 你是怎样来（來）到澳大利亚，或
- 你的国（國）家

[illegible]

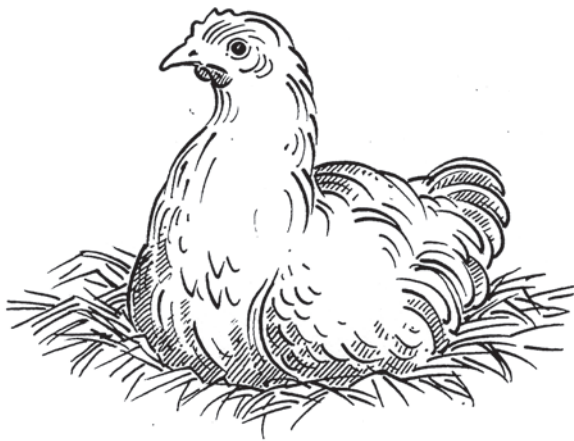
Khmer tasks



Draw a line from the word to its picture.

ចូរគូសបន្ទាត់ពីពាក្យទៅនឹងរូបភាពរបស់វា។

បាតដៃ



ពស់



សត្វចាប



មាត់

Copy the words.

ថ្ងៃសៅរ៍ស្រស់ត្រកាល

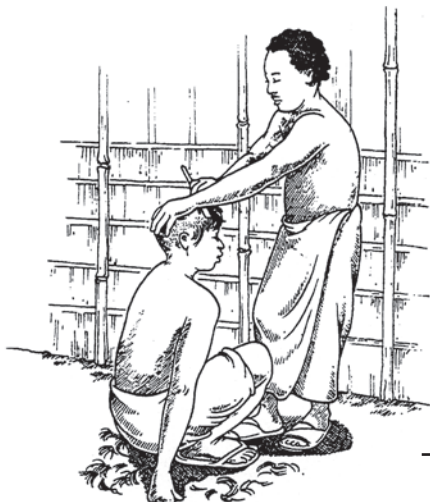
ដើរ



ដើរ



កោរ



Look at the alphabet.

Say the sound of each letter that the teacher points to.

ចូរមើលតួអក្សរ។

ចូរបញ្ចេញសំឡេងតួអក្សរនីមួយៗដែលគ្រូចង្អុល

ឡ	ភ	ហ	ល	
ត	ង	ក	ស	ខ
ឧ	ឆ	គ	យ	
ថ	ម	ធុ	ណ	ផ
ជ	វ	ថ	យ	ប
ញ	ទ	ប	ឈ	ដ
ព	ន	ឆ	រ	អ

Writing task

2

Look at the alphabet.
Write the missing letters.

ចូរមើលតួអក្សរ។

ចូរបំពេញតួអក្សរដែលបាត់ទាំងឡាយ។

ក	ខ	—	ឃ	ង
ច	ឆ	ជ	ឈ	ញ
ដ	—	ឧ	ឝ	ណ
ត	ថ	ទ	ធ	—
ប	—	ព	ភ	ម
យ	រ	ល	—	
ស	—	ឡ	អ	

Look at each picture.

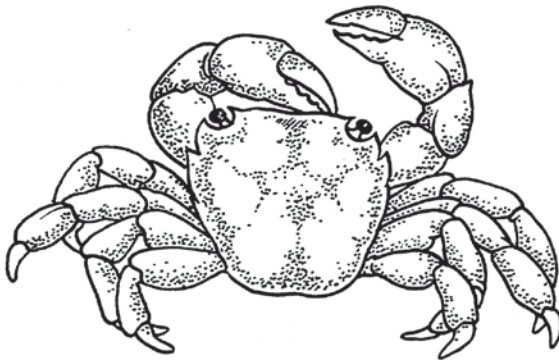
Tick (✓) the correct word in the list.

ចូរមើលរូបភាពនីមួយៗ។

គូស (✓) លើពាក្យដែលត្រូវនៅក្នុងបញ្ជី។



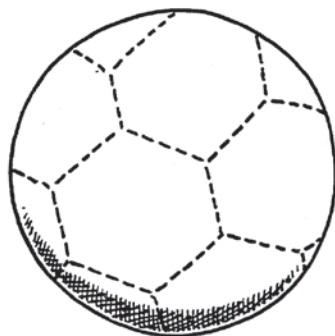
ផ្កា ☐
ឈើ ☐
ព្រៃ ☐



ក្ដាម ☐
គ្រឿង ☐
ទា ☐



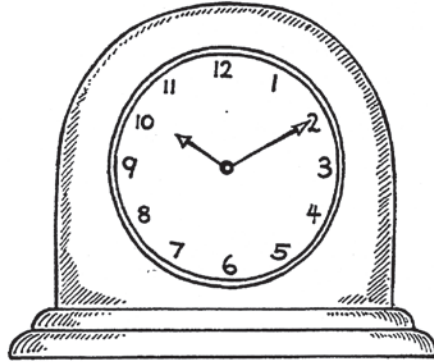
កាំភ្លើង ☐
កាំបិត ☐
កាំរទេះ ☐



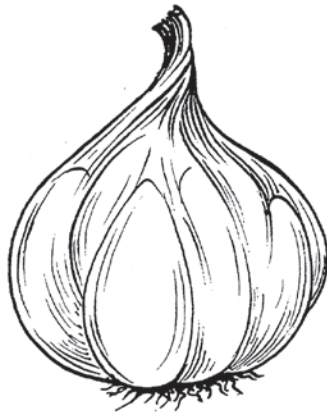
បាទ ☐
បាញ់ ☐
បាល់ ☐

Fill in the missing letters.

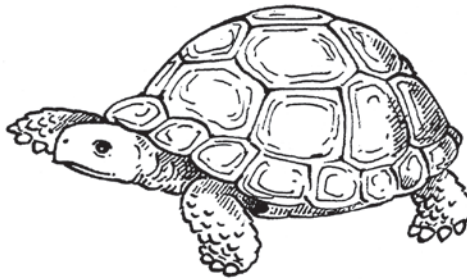
ចូរបំពេញតួអក្សរដែលបាត់ទាំងឡាយ។



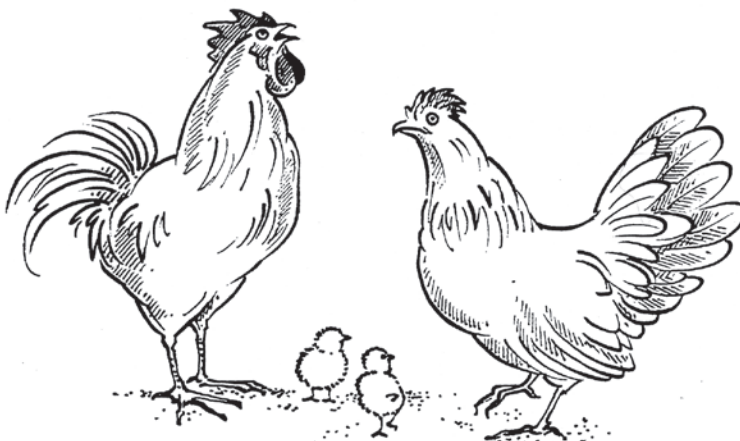
ន ឡ្យក



ខ ម ស



ត ណ្យក

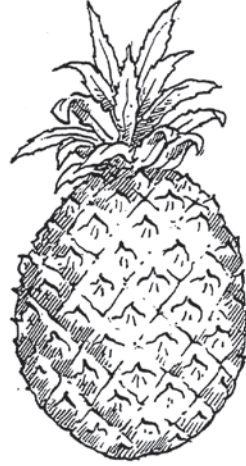


ម ង

Write the missing word in each sentence.

ចូរសរសេរពាក្យដែលបាត់ទាំងឡាយក្នុងឃ្លានីមួយៗ។

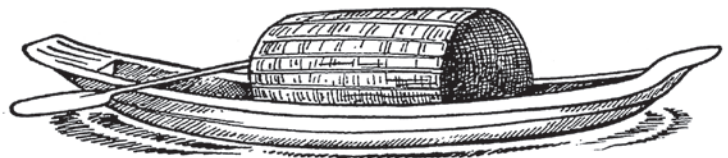
នេះគឺជា _____



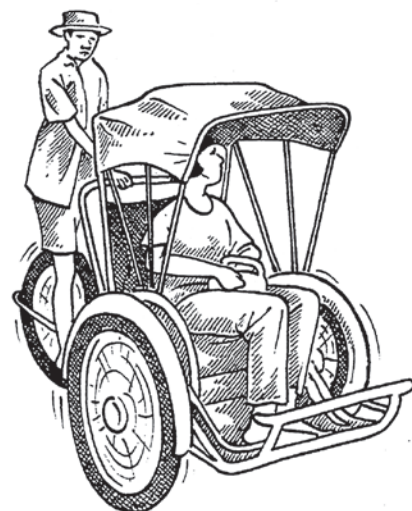
នេះគឺជា _____



នេះគឺជា _____



នេះគឺជា _____



Read the text.

Write an appropriate word in each space.

ចូររៀនអត្ថបទ។

ចូរសរសេរពាក្យសមស្របក្នុងចន្លោះទីមួយៗ។

នៅពេលយើងជួបគ្នា យើងនិយាយថា



នៅពេលគេធ្វើអ្វីល្អដល់យើង

ឬអោយអ្វីយើង យើងនិយាយថា



នៅពេលយើងធ្វើអោយបែកបាក់ ឬខូច

ខាតរបស់គេ ឬរត់ប៉ះគេ យើងនិយាយថា



Write a sentence about each picture.

ចូរសរសេរឃ្លាអំពីរូបភាពនីមួយៗ។



Look at the picture and the title.

Answer the question: 'What do you think the story is going to be about?'

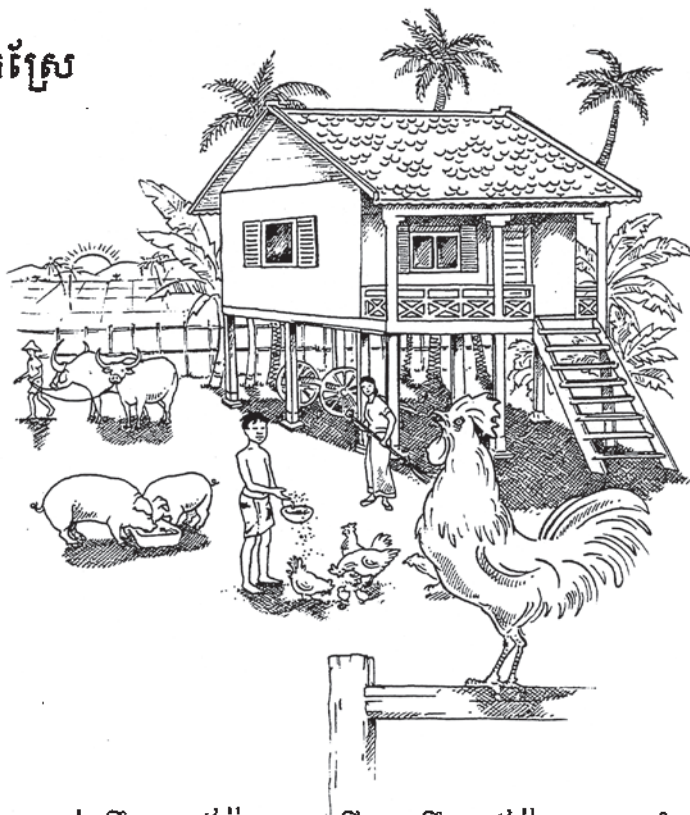
Read the story aloud.

ចូរមើលទៅរូបភាពនិងចំណងជើង។

ចូរឆ្លើយនឹងសំណួរ: “តើអ្នកគិតថារឿងនេះនឹងនិយាយអំពីអ្វី?”

ចូរអានរឿងនេះអោយខ្លាំងៗ។

ផ្ទះនៅស្រុកស្រែ



នៅស្រុកស្រែ រឿងរាល់ព្រឹកពុកម៉ែក្រោកពីព្រលឹម ម៉ែបោសសំអាតផ្ទះ

ពុកដឹកគោចូលនឹមចេញទៅភ្នំស្រែដើម្បីចិញ្ចឹមជីវិត។ ខ្ញុំជួយអោយចំណីមាន់ ទា

ជ្រូកម៉ែរួច ទើបខ្ញុំឡើងទៅស្រស់ស្រួបអាហារពេលព្រឹក ហើយរៀបចំទៅ សាលារៀន។

ខ្ញុំស្រឡាញ់ស្រែ ដែលជាស្រុកខ្មែរស្មើនឹងដួងដីវិត។

សេចក្តីស្រឡាញ់នេះបានដក់ជាប់ក្នុងចិត្តគ្មានប្រែជាពីរ ព្រោះនោះជា

កន្លែងអោយកំណើតខ្ញុំ។

Turn the text over.
Retell the story.

ចូរផ្តាច់អត្ថបទទៅម្ខាងទៀត។
ចូរនិយាយរឿងសាឡើងវិញ។

Fill the gaps in the sentences.

Answer the question: What jobs did members of your family do in your home country?

ចូរបំពេញចន្លោះទាំងឡាយក្នុងឃ្លានីមួយៗ។

ចូរឆ្លើយនឹងសំណួរថា: “តើការងារអ្វីដែលសមាជិកម្នាក់ៗក្នុងគ្រួសាររបស់អ្នកបានធ្វើនៅឯប្រទេសអ្នក?”

ផ្ទះនៅស្រុកស្រែ

រៀងរាល់ព្រឹក

ដឹងជីវិត

ជួយ

កន្លែងអោយកំណើតខ្ញុំ

ចិញ្ចឹមជីវិត

បោសសំអាតផ្ទះ

ស្រស់ស្រូបអាហារពេលព្រឹក

ចូលនិម ក្រោកពីព្រលឹម

នៅស្រុកស្រែ _____ ពុកម៉ែក្រោកពី _____ ម៉ែបោសសំអាតផ្ទះ

ពុកដឹកគោ _____ ចេញទៅភ្នំស្រែ ដើម្បី _____ ។ ខ្ញុំ _____

អោយចំណីមាត់ ទា ជ្រូកម៉ែរួច ទើបខ្ញុំឡើងទៅ _____ ពេលព្រឹក

ហើយរៀបចំទៅ សាលារៀន។ ខ្ញុំស្រឡាញ់ស្រែ ដែលជាស្រុកខ្មែរស្មើនឹង _____ ។

សេចក្តីស្រឡាញ់នេះបានដក់ជាប់ក្នុងចិត្តគ្មានប្រែជាពីរ ព្រោះនោះជា

_____ ។

6

ចូរសរសេរឃ្លាខ្លះៗអំពីការងារដែលសមាជិកម្នាក់ៗក្នុងគ្រួសាររបស់អ្នកបានធ្វើនៅឯប្រទេសរបស់អ្នក។



Read the text aloud.

ចូរអានអត្ថបទដោយខ្លាំងៗ។

ការនេសាទត្រី

ស្រុកខ្មែរយើងសំបូរត្រីណាស់នៅតាមដងទន្លេ ស្ទឹង បឹងប្លូ និងសមុទ្រ។ ការនេសាទត្រីជាមុខរបរមួយយ៉ាងសំខាន់។ ចាប់ពីរដូវសម្រក អ្នកស្រុកយើង នាំគ្នារៀបចំគ្រឿងបករណ៍ផ្សេងៗដើម្បីចុះទៅនេសាទត្រី។ កន្លែងដែលសំបូរត្រី ជាងគេគឺបឹងទន្លេសាប។ ត្រីទាំងនេះជាត្រីទឹកសាប។

យើងបរិភោគត្រីស្រស់ៗ។ សល់ពីនេះគេប្រឡាក់ធ្វើជាត្រីងៀត ត្រីឆ្អែរ ប្រហុក ទឹកត្រី។ សំណល់ពីនេះគេយកទៅធ្វើជាខ្នាញ់ ជាម្សៅត្រី។

ក្រៅពីត្រីទឹកសាប ស្រុកខ្មែរនៅមានត្រីសមុទ្រទៀត។ យើងធ្វើការ នេសាទត្រីសមុទ្រដោយប្រើបករណ៍ធំៗ និងកប៉ាល់។

ត្រីផ្តល់ផលច្រើនណាស់។ សល់ពីបរិភោគក្នុងស្រុក យើងអាចនាំចេញ ទៅលក់នៅប្រទេសក្រៅទៀត។

Answer true or false next to each statement.

ចូរឆ្លើយពិត ឬ មិនពិត តាមសេចក្តីនីមួយៗ។

ពិត ឬ មិនពិត

- ① ស្រុកខ្មែរយើងសំបូរត្រីនៅតាមដងទន្លេណាស់។ _____
- ② ការទេសាទត្រីជាមុខរបរមួយយ៉ាងសំខាន់។ _____
- ③ អ្នកទេសាទនាំគ្នារៀបចំគ្រឿងបករណ៍នៅពេលទឹកឡើង។ _____
- ④ បឹងទន្លេសាបពុំសូវសំបូរត្រីទេ។ _____
- ⑤ គេបរិភោគត្រីបានច្រើនយ៉ាង។ _____
- ⑥ ការទេសាទត្រីសមុទ្រនិងត្រីទឹកសាប ប្រើវិធីនិងបករណ៍ដូចគ្នា។ _____

Look at the diagram.

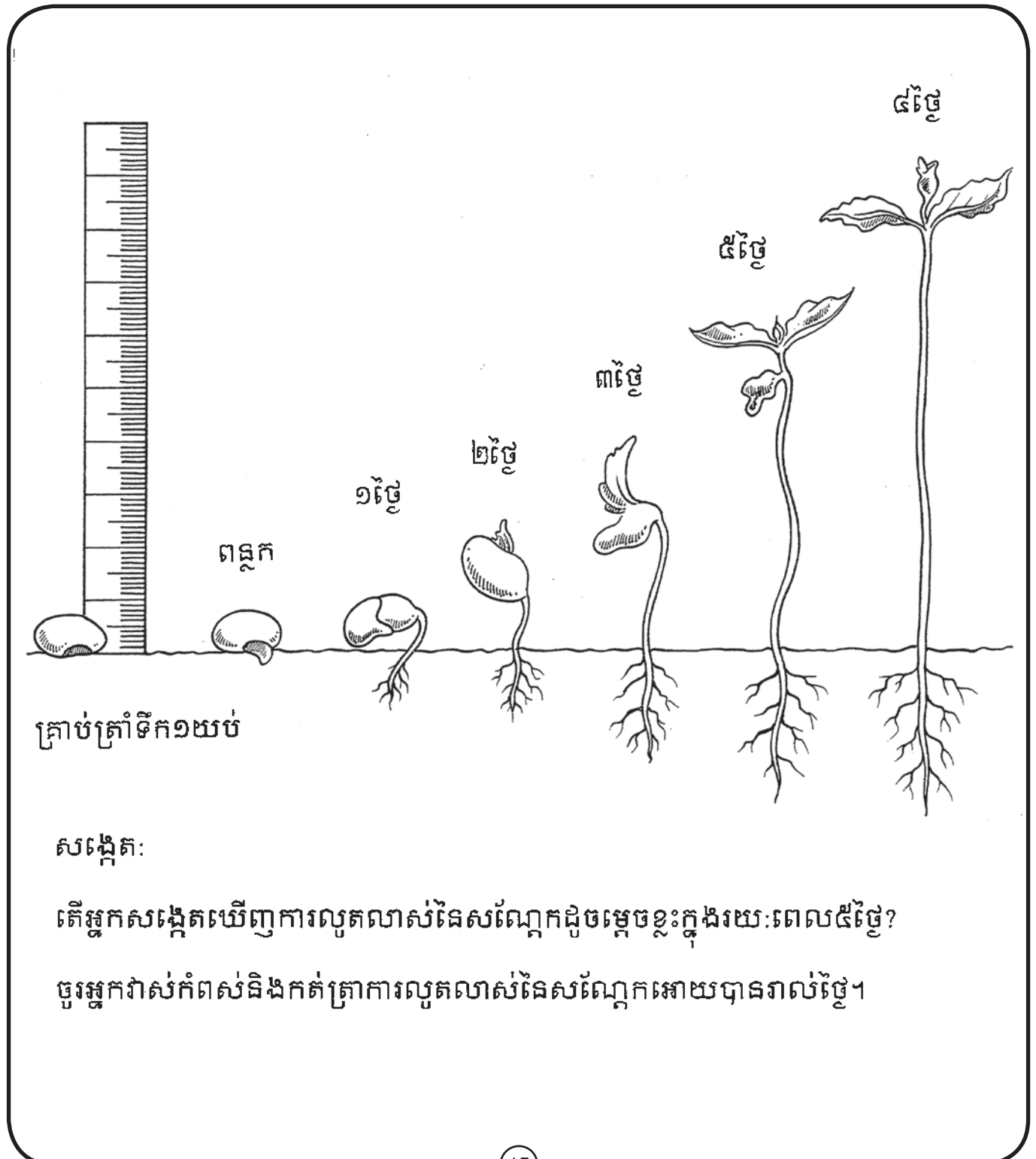
Suggest an appropriate title.

Read and follow the instructions.

ចូរមើលទៅឌីយ៉ាក្រាម (រូបគំនូស)។

ចូរផ្តល់ចំណងជើងអោយបានសមស្រប។

ចូរអានហើយធ្វើតាមការណែនាំទាំងនោះ។



7

- how you came to Australia, or
- your country

- តើអ្នកមកអូស្ត្រាលីតាមណា
- ប្រទេសរបស់អ្នក

[illegible]

Somali tasks

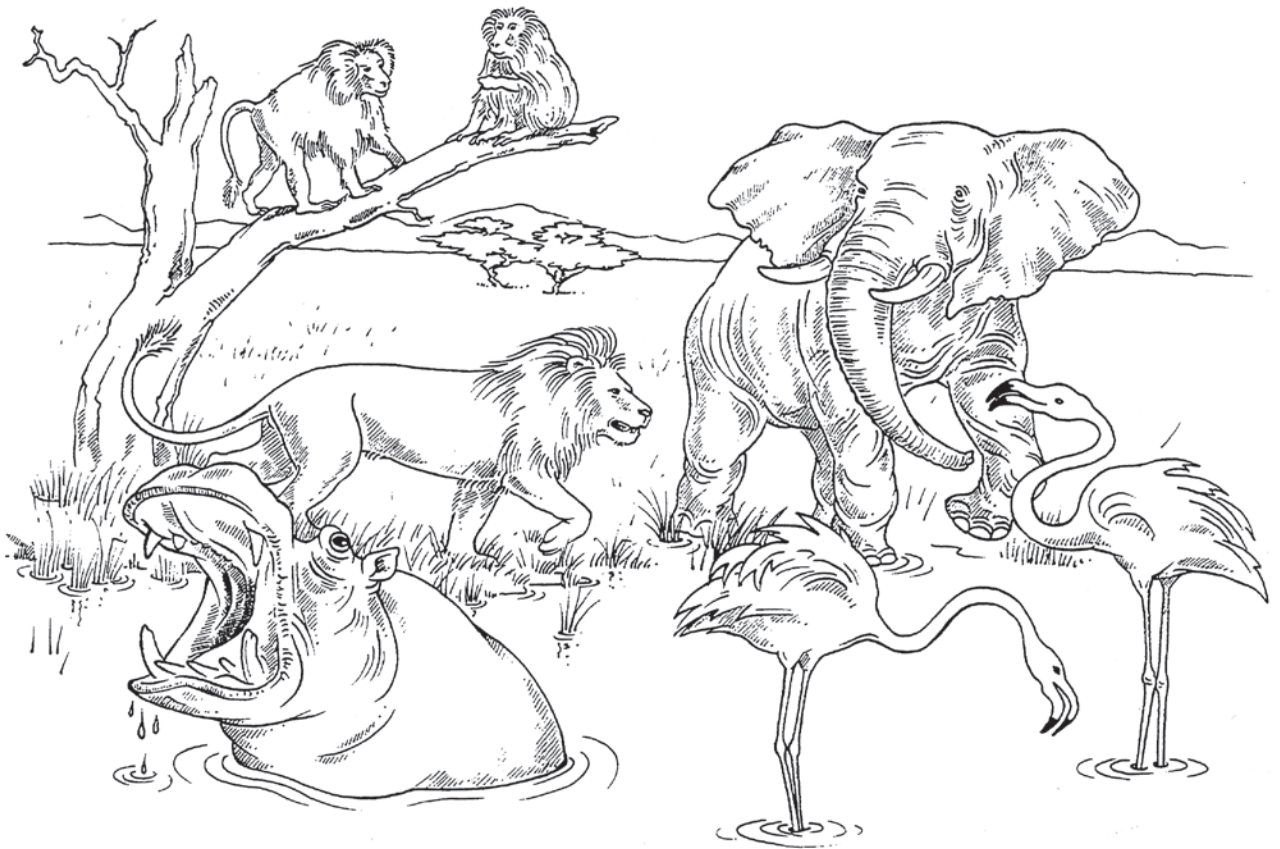


Draw a line from the word to its picture.

Xariiq ku sawir xarafka ilaa sawirkeeda

libaax

maroodi



jeer

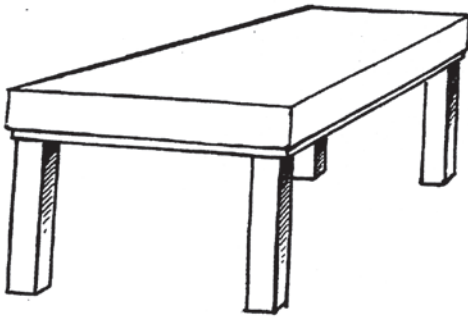
daanyeer

Writing task

1

Copy the words.

Hadalladaan koobiyaareey.



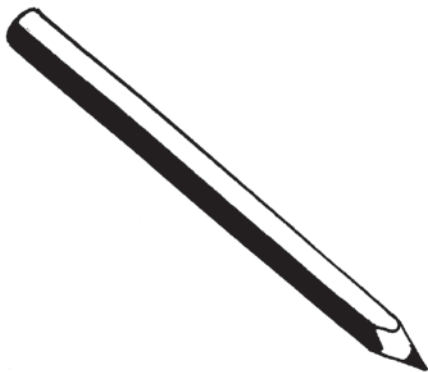
miis

_____ 



Haween

_____ 



qalin

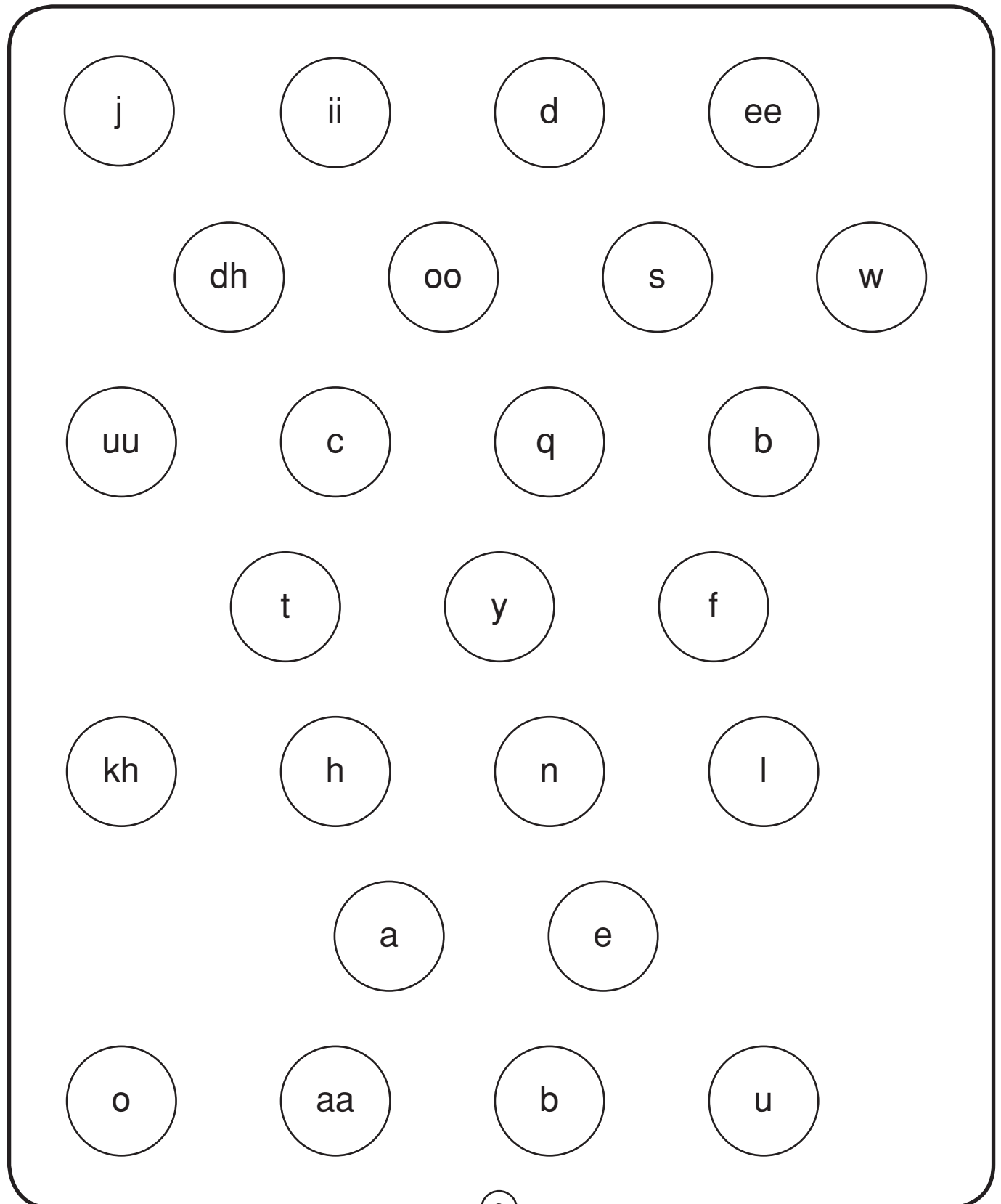
_____ 

Look at the alphabet.

Say the sound of each letter that the teacher points to.

Fiiri alfabeetadaan.

Ku dhawaaq codka xaraf waliba oo uu macallinka kuu tilmaamaamo.



Look at the alphabet.
Write the missing letters.

Fiiri alfabeetadaan\xuruufta.
Qor xuruufaha ka maqan.

b t j _____ kh d r

s sh _____ c g

f q _____ l m

_____ w _____ y

Look at each picture.

Tick (✓) the correct word in the list.

Fiiri masawir kasta.

Sax ama tikgareey erayga saxa ah. (✓)



dab

☐

maqas

☐

fure

☐

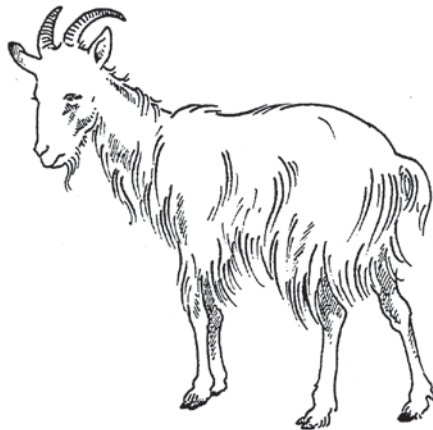

caano

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muus

☐

timir

☐


rabaa

☐

rah

☐

ri'

☐


war

☐

wiil

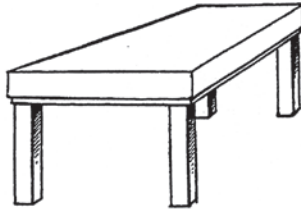
☐

waran

☐

Fill in the missing letters.

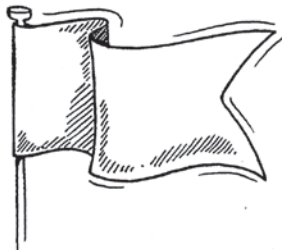
Buuxi xarfaha ka maqan



___ iis



___ ar



ca ___ an



g ___ d

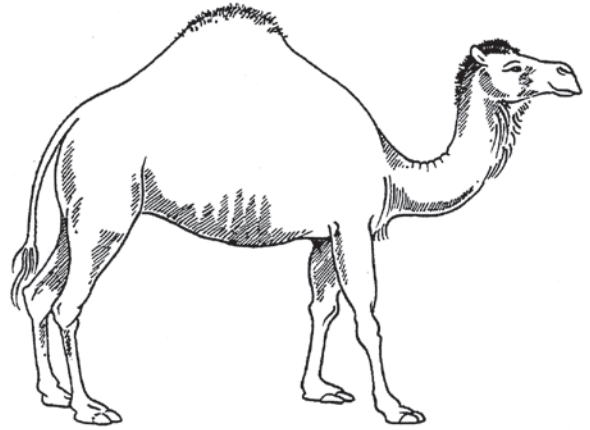


koo ___

Write the missing word in each sentence.

Ku qor erayga ka maqan jumlad kasta.

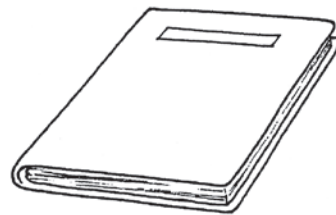
Kani waa _____



Kani waa _____



Kani waa _____



Kani waa _____



Read the text.

Write an appropriate word in each space.

Akhri qoraalka.

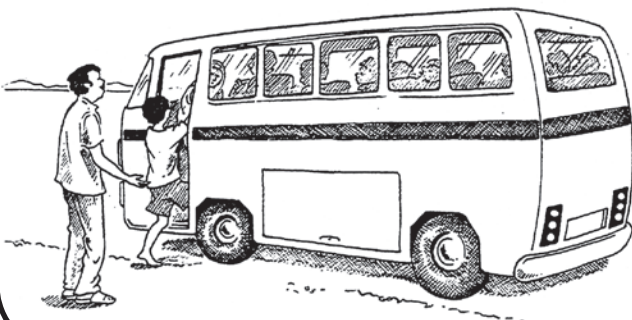
Ku qor eray ku haboon meelaha banaan.



Gabdhaha waxay ku _____ dugsiga



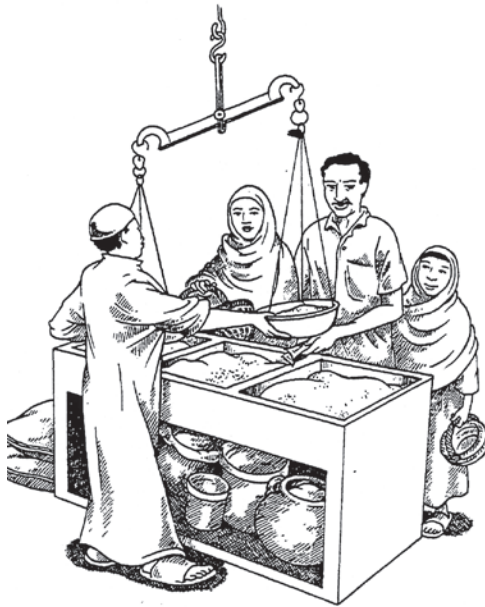
Macalinkayga waa _____



Waxaan baska _____ saaxibiyaashay

Write a sentence about each picture.

Qor jumlad ku saabsan sawir kasta.



Look at the picture and the title.

Answer the question: 'What do you think the story is going to be about?'

Read the story aloud.

Fiiri sawirkan iyo cinwaanka.

Ka jawaab su'aasha: Maxaad u malen karta waxa ay sheekadaan

Ku saabsan tahay ?

Kor u akhri sheekada.

Reerkayaga



Waxaannu ku noollahay aqal yar. Aabahey wuxuu ka shaqeeyaa maalin kasta dukaan.

Waxaan la noolahay Awowgey iyo Ayeydey. Waxey caawiyaan hooyadey waxeyna xanaaneeyaan walaaykey iga yar. Waxey jecel yihiin inay ka shaqeeyaan beerta . Hooyadey waxey ii kaxeysaa dugsiga. Dugsiga marka laga soo baxaana waxaan caawiyaa aabahey si aan ula jarjaro qoryo laga dhigto dab. Waxaan kaloo caawiyaa awowgey si uu cuntada u siiyo ariga. Hooyadey waxey nadiifisaa guriga waxeyna noo karisaa cuntada.

Turn the text over.
Retell the story.

Geddi warqaddaan.
Mar labaad sheeg sheekada.

Fill the gaps in the sentences.

Answer the question: What jobs did members of your family do in your home country?

Buuxi jumlooyinkaan meelaha banaan.

Ka jawaab su'aasha: Xubnaha reerkiinu maxay qaban jireen marka ay waddankiina joogeen?

Aabahey wuxuu ka shaqeeyaa _____

Awowgey iyo Ayeydey _____ Cunto beerta.

_____ Nadiifisaa guriga.

Walaashey waxey caawisaa _____

Waxaan aadaa _____

Waxaan caawiyaa _____ si uu cunto u siiyo
ariga.

6

Qor jumlado dhowr ah oo ku saabsan shaqooyinka ay xubnaha kala duwan ee qoyskiinna ka qaban jireen waddankiinii.

[illegible]

Read the text aloud.

Kor u aqri qoraalkaan.

Webiyada

Webiyada muhiim ayey noo yihiin, qaasatan beeralayda, ayey aad muhiim ugu yihiin. Webiga waxaa uu warraabiyaa abuurka beerta si uu u soo baxo una korana. Webiyada waxaa aay ka soo billowdaan buuraha ayna ku dhammaadaan baddaha, ama badda. Marka uu webiga ku darsamo badda biyaha si ballaaran ayey u fidaan. Marka uu webiga ku sii socdo badda, waxaa kale oo uu sidaa carro ama dhowqo aad u cullus qiimo weeyna u leh beeraha, laakiin dhaqaaqidda biyahaasi waxaa ay kaga tagaan harrarka webiyadaasi carroo aad ugu munaasib ah bereashada. Qiimaha weyn ay leedahay carradaasi, ayaa waxaa ay berealeyda jecel yihiin in ay mirahooda ku abuurtaan meelahaasi aannu soo qeexnay. Maadaama webiyadaasi ay leeyihiin ballac aad u weyn ah, waqtiyada roobabka waaweyn waxaa laga yaabaa inay daad isu beddelaan. Xilliyada daadka, waa waqti qatar u ah beeralayda, waxaa oo kale xilligaasi qatar ku sugan miraha beerta ka baxa. Waqtiyada intooda badan beeralayda waxaa ay dhisaan Kanaallo si ay u warraabiyaan beerahooda.

Answer true or false next to each statement.

Kaga jawaab sax ama qallad su'aalaha hoosta ku qoran

Ku Jawaab Sax ama Oallad:

- 1 Webiyada waxaay baalac ahaan u baallaaran yihiin xilliga soo maritaanka buuraha. _____
- 2 Beeralayda kannaalada waxaa ay u isticmaalaan si aay biyahaasi ugu isticmaalaan meelo aad u dheer ama fog. _____
- 3 Beeralayda waxaa kale ay isticmaalaan biyaha roobka si ay ugu warraabiyaan beerahooda aan wabiga u dhoweeyn. _____
- 4 Wabiyada dhaqaaqooda waa uu cuslaadaa marka ay ku sii dhowaadaan badda. _____
- 5 Webiga aad ayuu muhiim u yahay, maxaa yeelay waxaa uu kaga tagaa carro ama dhowqo qiimo weyn leh, agagaarka webiga. _____
- 6 Webiga waa qatar maxaa yeelay waxaa ku nool xayawaan dad-cun ah _____

Look at the diagram.

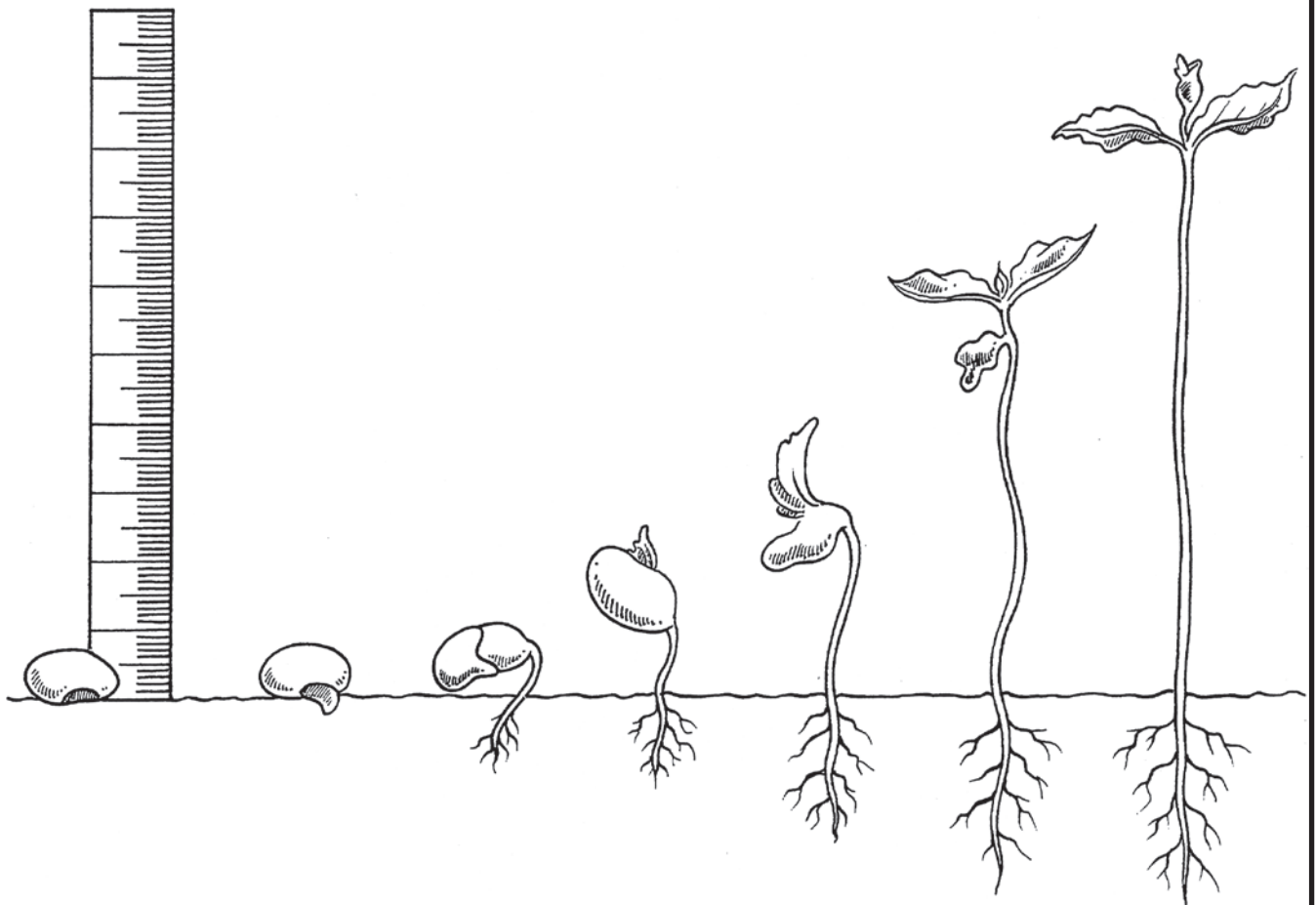
Suggest an appropriate title.

Read and follow the instructions.

Fiiri sawirka.

Soo jeedi cinwaanka ku haboon.

Akhri kaddibna raac tilmaan-bixinta



mirahan digirta ah

maalinta aal

Ku qor cinwaanka ku haboon.

Cabir dhererka abuurka.

Qor inta abuur walba koray maalin walba

Writing task

7

Write a story about:

- how you came to Australia, or
- your country

Sheeka ka qor:

- sida aad ku timaaday Australia, ama
- wadankaaga hooyo

[illegible]

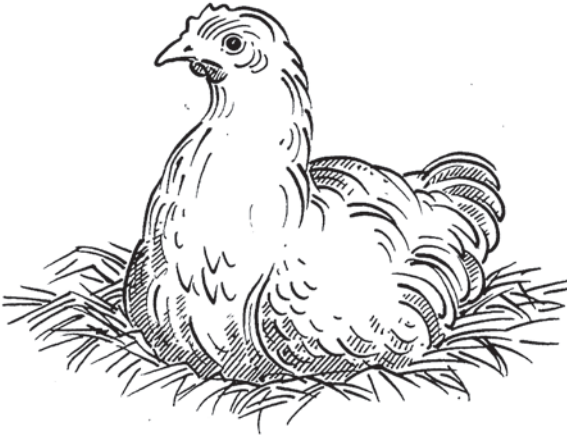
Turkish tasks



Draw a line from the word to its picture.

Resme ait olan sözcükle resim arasına çizgi çiziniz.

yılan



el



tavuk

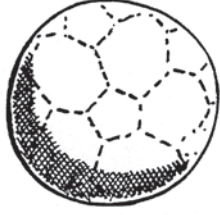


kuş



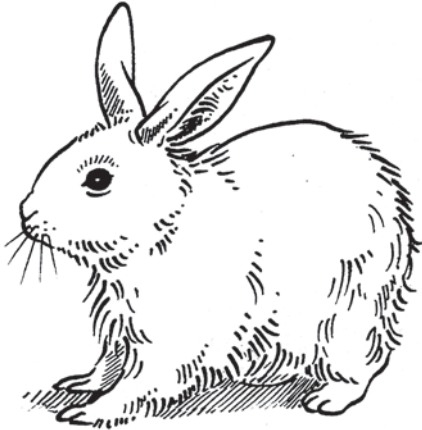
Copy the words.

Sözcüklerin aynısını yazınız.



Top

_____ 



Tavşan

_____ 



Telefon

_____ 

Look at the alphabet.

Say the sound of each letter that the teacher points to.

Alfabenin harflerine bakınız.

Öğretmenin gösterdiği harfleri söyleyiniz

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Look at the alphabet.
Write the missing letters.

Harflere bakınız

Eksik harfleri boşluklara yazınız

A b _____ d e

F g _____ h _____

J k l _____

_____ p r s _____

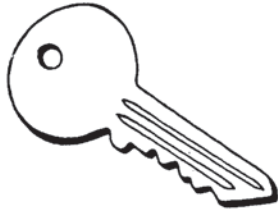
t _____ v y z

Look at each picture.

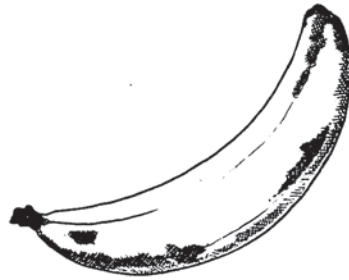
Tick (✓) the correct word in the list.

Her resme bakınız

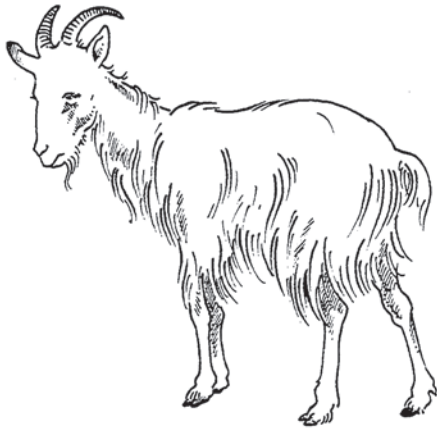
(✓) Listede doğru olan sözcüğü işaretleyiniz



Çivi ☐
Makas ☐
Anahtar ☐



elma ☐
muz ☐
kiraz ☐



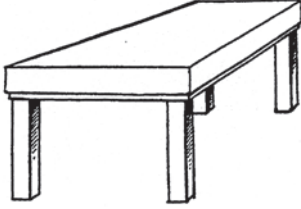
keçi ☐
eşek ☐
kuzu ☐



bebek ☐
anne ☐
çocuk ☐

Fill in the missing letters.

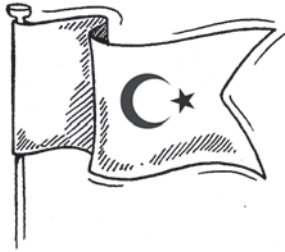
Eksik bırakılan harfleri yazınız.



__a s__



p __ _ m a _



b _ y _ a _



a _ a _

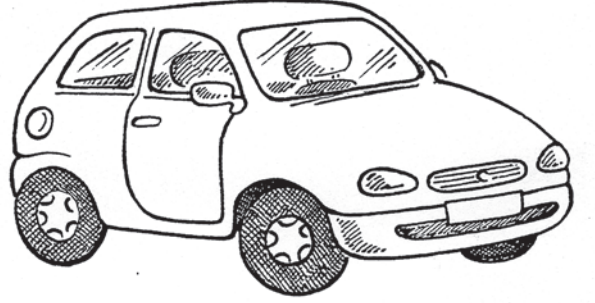


f _ n _ a _

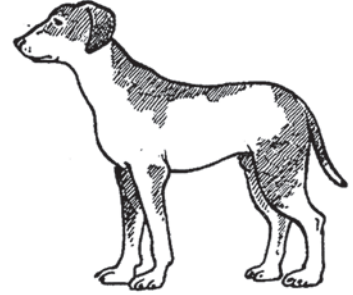
Write the missing word in each sentence.

Cümlede eksik olan sözcüğü yazınız.

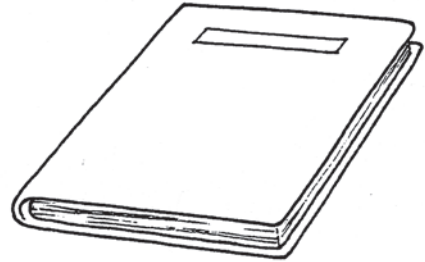
Bu bir _____



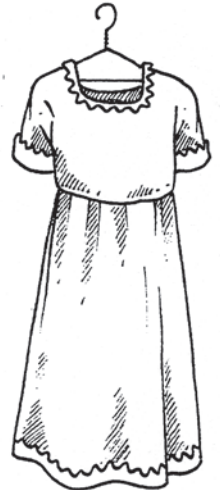
Bu bir _____



Bu bir _____



Bu bir _____



Read the text.

Write an appropriate word in each space.

Cümleleri okuyunuz.

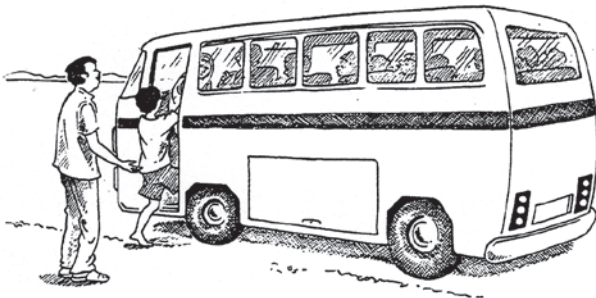
Her boşluğa uygun olan sözcüğü yazınız.



Kızlar _____ atlıyorlar.



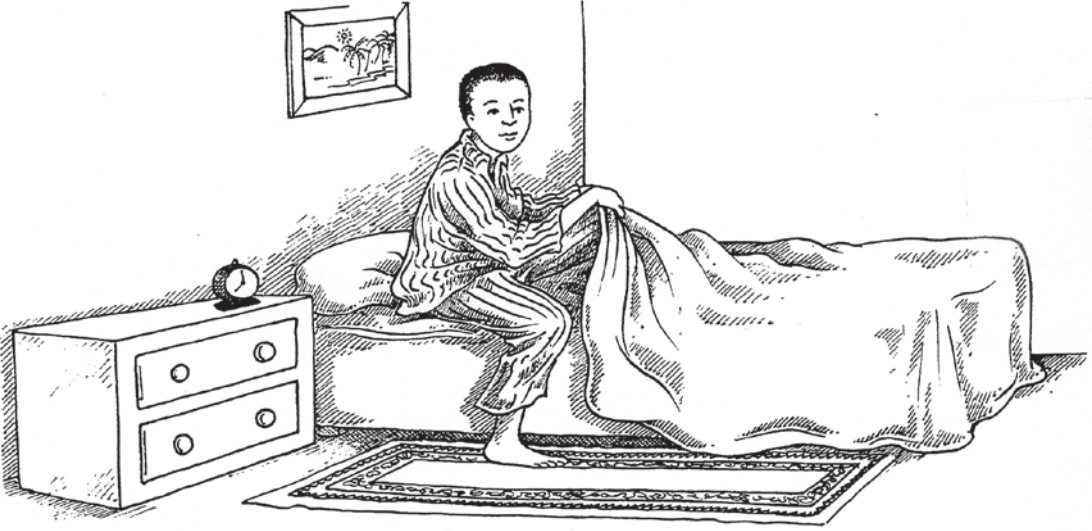
Öğretmen kitap _____



Çocuk _____ biniyor

Write a sentence about each picture.

Her resim hakkında birer cümle yazınız.



Look at the picture and the title.

Answer the question: 'What do you think the story is going to be about?'

Read the story aloud.

Resme ve yazının başlığına bakınız.

Soruyu yanıtla: 'Bu parça sizce neyle ilgilidir?'

Parçayı sesli okuyunuz.

UZUN AİLESİ



Uzun ailesi yedi kişidir. Baba Mehmet Uzun bir inşaatta çalışmaktadır. Anne Emine havaalanında iş bulmuştur.

Ailenin üç çocuğu vardır. Çocukların adları Orhan, Fatma ve Emel'dir. Orhan on, Fatma onbir, Emel dört yaşındadır.

Orhan ve Fatma her sabah okula giderler. Öğleden sonra ise evin işlerini yaparlar. Emel'i ağabeyi Orhan sabahları çocuk yuvasına bırakır. Ablası Fatma, öğleden sonra onu yuvadan alıp eve getirir.

Ayrıca evin alışverişini yapar. Okuldan ve evin işlerinden kendilerine oyun zamanı kalmaz. Bu durum ikisini de çok üzer.

Turn the text over.
Retell the story.

Yazıyı ters çevirip kapatınız.
Parçayı anlatınız.

Fill the gaps in the sentences.

Answer the question: What jobs did members of your family do in your home country?

Cümlelerde bırakılan boşlukları doldurunuz.

Soruyu yanıtlayınız: Ailedeki kişiler ülkenizde hangi işleri yapıyordu?

Uzun ailesi _____ kişilik bir ailedir.

Mehmet Bey _____ çalışmaktadır.

Anne Emine Hanım _____ iş
bulmuştur.

Uzun ailesinin üç çocuğu _____

Orhan Emel'i _____ bırakır.

Fatma evin _____ yapar.

6

Ülkenizde aile üyelerinin yaptıkları bazı işler hakkında bir kaç cümle yazınız.

[illegible]

Read the text aloud.

Parçayı sesli okuyunuz.

TÜRKİYE'NİN KALBI

Ankara Türkiye'nin başkentidir. Ankara 1926 yılına kadar küçük bir kasabaydı. Mustafa Kemal Atatürk'ün Kurtuluş Savaşını başlatmasıyla Ankara, Türk ve dünya tarihinde önemli bir şehir olmaya başladı. İç Anadolu Bölgesinde yer alan Ankara, Türkiye'nin ortasındadır. 1926 yılında başkent ilan edilmesinden sonra şehir hızla büyüdü. Küçük bir kasabadan bugünkü dört milyonluk modern bir şehir meydana geldi. Ankara gerçekten Türkiye'nin hem kalbi, hem de beynidir. Çünkü devletin tüm yönetim kadroları burada bulunur. Türkiye Ankara'dan yönetilir.

Ankara sadece yönetim şehri değil aynı zamanda bir medeniyet şehridir. Şehrin tarihi, yüzyıllar öncesine gider. En önemli eserleri; Ankara Kalesi, Etnografya Müzesi, Hitit kalıntıları ve Türkiye Cumhuriyeti'nin kurucusu olan Atatürk'ün kabri Anıtkabir'dir.

Answer true or false next to each statement.

Her açıklamadan sonra doğru ya da yanlış yazınız.

- 1** Ankara Türkiye'nin başkentidir. ()
- 2** Ankara Kuzey Anadolu bölgesinde yer alır ()
- 3** Ankara 1928 yılında başkent ilan edilmiştir. ()
- 4** Ankara'nın nüfusu dört milyondur. ()
- 5** Ankara Türkiye'in hem kalbi, hem de beynidir ()
- 6** Anıtkabir, Atatürk'ün kabrine verilen addır ()

Look at the diagram.

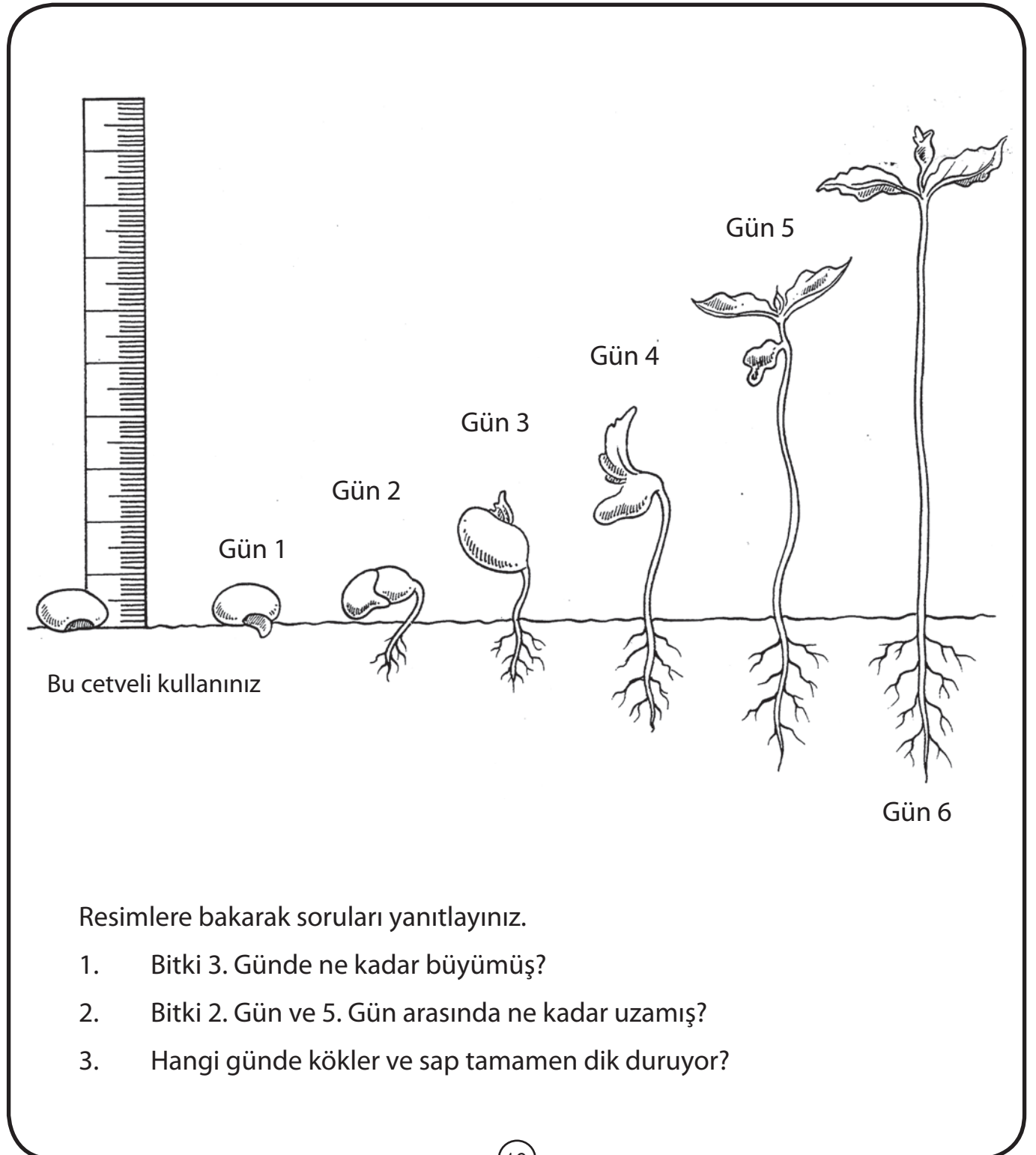
Suggest an appropriate title.

Read and follow the instructions.

Aşağıdaki resimlere bakınız.

Uygun bir başlık bulunuz.

Bilgileri okuyup talimatlara uyunuz.



Resimlere bakarak soruları yanıtlayınız.

1. Bitki 3. Günde ne kadar büyümüş?
2. Bitki 2. Gün ve 5. Gün arasında ne kadar uzamış?
3. Hangi günde kökler ve sap tamamen dik duruyor?

7

- how you came to Australia, or
- your country

- ülkeniz hakkında
- bir hikaye yazınız.

[illegible]

Vietnamese tasks



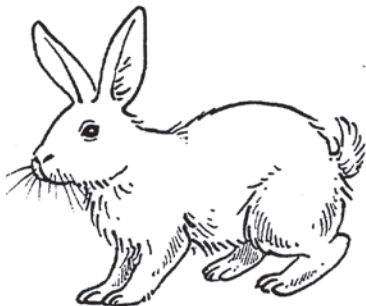
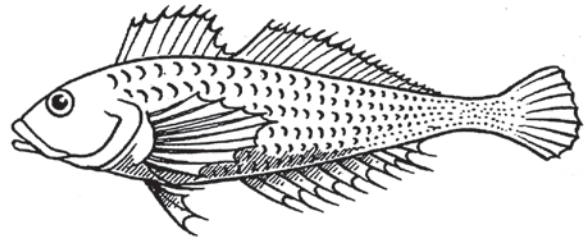
Draw a line from the word to its picture.

Vẽ nối một đường từ chữ đến hình tương ứng sao cho thích hợp

con lân



con cá



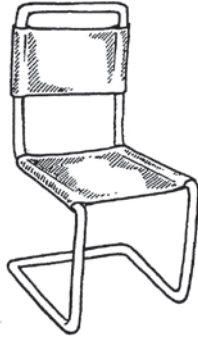
con thỏ



con gái

Copy the words.

Viết theo các chữ sau



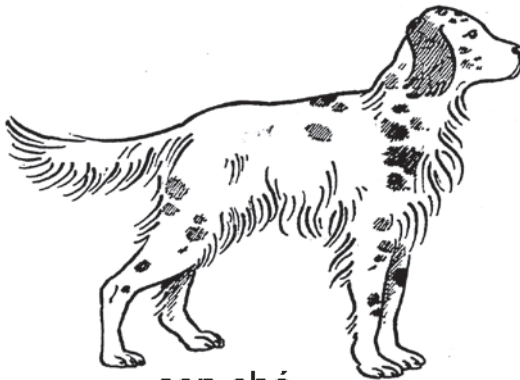
cái ghế

_____ 



cơm

_____ 



con chó

_____ 

Look at the alphabet.

Say the sound of each letter that the teacher points to.

Nhìn các mẫu tự.

Phát âm từng mẫu tự mà thầy cô chỉ.

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b

c

Look at the alphabet.
Write the missing letters.

Nhìn các mẫu tự.

Viết xuống các chữ thiếu.

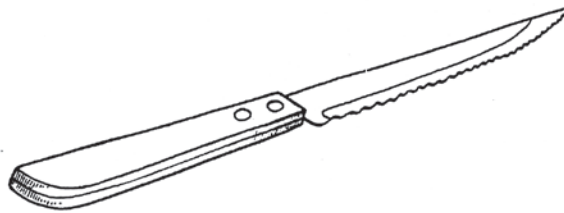
a	ă	_____	b	c
d	đ	e	ê	_____
h	i	k	_____	
_____	n	o	ô	ơ
p	q	_____	s	t
u	_____	v	x	y

Look at each picture.

Tick (✓) the correct word in the list.

Nhìn vào mỗi bức hình.

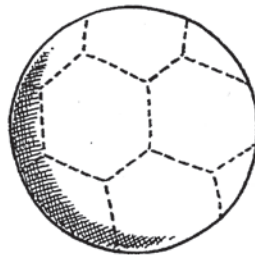
Đánh dấu (✓) các chữ đúng vào ô vuông.



con heo ☐

con bò ☐

con dao ☐



trái đu đủ ☐

trái banh ☐

trái dưa ☐



hoa ☐

cái ly ☐

quả lê ☐



cơm ☐

quả cam ☐

cây kim ☐

Fill in the missing letters.

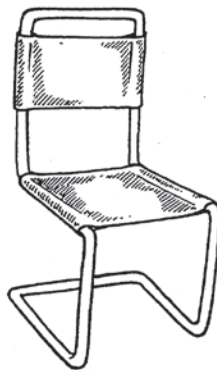
Viết xuống các chữ thiếu.



nh_



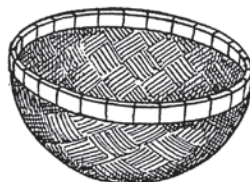
bô _ g



ghế ng _ i



c _ im

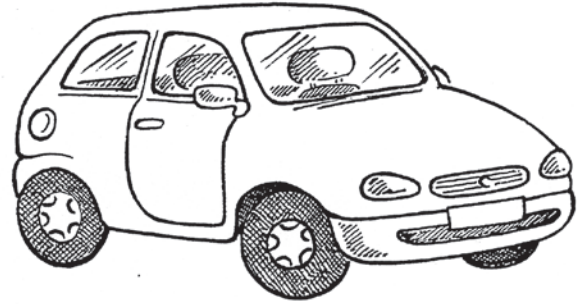


cái r_

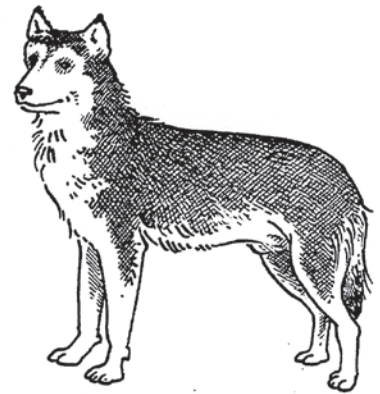
Write the missing word in each sentence.

Điền các chữ thiếu vào trong mỗi câu văn.

Đây là _____



Đây là _____



Đây là _____



Đây là _____



Read the text.

Write an appropriate word in each space.

Đọc bài văn.

Điền vào khoảng trống những chữ thích hợp.



Khi thầy cô giáo giải thích, chỉ bảo cho chúng ta điều gì,
học sinh phải biết nói _____ để tỏ lòng kính trọng.



Khi con cháu trong nhà gặp bà ngoại,
các cháu phải biết _____ để tỏ lòng kính trọng.

Write a sentence about each picture.

Trên mỗi bức hình, hãy viết một câu văn miêu tả tấm hình đó.



Look at the picture and the title.

Answer the question: 'What do you think the story is going to be about?'

Read the story aloud.

Nhìn vào bức tranh và tựa đề.

Trả lời câu hỏi: "Em nghĩ câu chuyện sẽ nói về đề tài gì?"

Đọc rõ và lớn toàn bộ câu chuyện.

ĐỜI SỐNG THÔN QUÊ

Cuộc sống của các gia đình Việt Nam ở thôn quê hầu như lúc nào cũng bận rộn. Ai ai trong nhà đều có công việc nào đó để làm. Mỗi sáng sớm cha tôi ra ruộng vườn để lo các công việc đồng áng hầu có thể nuôi sống cả gia đình. Mẹ tôi ở nhà lo cho chúng tôi chuẩn bị đi học, chăm sóc vườn quanh nhà, cho gà vịt ăn và lo cơm nước cho cả nhà. Tôi yêu đất nước Việt Nam của tôi lắm, nhất là quê tôi vì đó là nơi chôn nhau cắt rốn của tôi và tôi đã sống trong suốt thời niên thiếu ở đó. Cuộc sống của các gia đình Việt Nam ở thôn quê hầu như lúc nào cũng bận rộn. Ai ai trong nhà đều có công việc nào đó để làm. Mỗi sáng sớm cha tôi ra ruộng vườn để lo các công việc đồng áng hầu có thể nuôi sống cả gia đình. Mẹ tôi ở nhà lo cho chúng tôi chuẩn bị đi học, chăm sóc vườn quanh nhà, cho gà vịt ăn và lo cơm nước cho cả nhà. Tôi yêu đất nước Việt Nam của tôi lắm, nhất là quê tôi vì đó là nơi chôn nhau cắt rốn của tôi và tôi đã sống trong suốt thời niên thiếu ở đó.



Turn the text over.
Retell the story.

Úp tờ giấy lại.

Kể lại toàn bộ câu chuyện.

Fill the gaps in the sentences.

Answer the question: What jobs did members of your family do in your home country?

Điền vào khoảng trống trong các câu.

Trả lời câu hỏi sau: Khi còn ở quê nhà, người thân trong gia đình em làm các công việc gì hàng ngày?

ĐỜI SỐNG THÔN QUÊ

Cuộc sống của các gia đình Việt Nam ở thôn quê hầu như lúc nào cũng _____. Ai ai trong nhà đều có _____ nào đó để làm. Mỗi sáng sớm cha tôi ra _____ để lo các công việc _____ hầu có thể nuôi sống cả gia đình. Mẹ tôi ở nhà lo cho chúng tôi _____ đi học, _____ vườn quanh nhà, cho gà vịt ăn và lo cơm nước cho cả nhà. Tôi yêu đất nước Việt Nam của tôi lắm, nhất là quê tôi vì đó là nơi _____ của tôi và tôi đã sống trong suốt _____ ở đó.



6

Viết vài dòng miêu tả những công việc khác nhau mà người thân trong gia đình em làm khi còn ở quê nhà.



Read the text aloud.

Đọc bài văn.

Đánh Cá

Có rất nhiều cá sinh sống trong các sông, hồ và biển ở đất nước Việt Nam.

Ở những vùng ven biển và ven sông, nhiều người sinh sống chủ yếu bằng nghề đánh cá. Sông Cửu Long ở miền Nam Việt Nam là nơi có nhiều cá, đó là cá nước ngọt.

Người Việt Nam thường thích ăn cá tươi - Cá không ăn hết thường được họ đem đi muối, phơi khô hoặc làm mắm.

Nguồn cá lớn nhất ở Việt Nam là bờ biển dọc theo đất nước suốt từ Bắc vào Nam. Đó là cá biển hay còn gọi là cá nước mặn. Đánh cá biển thường phải dùng những thuyền lớn cũng như lưới đánh cá lớn hơn.

Đa số dân Việt Nam đều thích ăn cá. Những năm lượng cá đánh bắt được quá nhiều không dùng hết, người ta xuất cảng cá ra các nước khác.

Answer true or false next to each statement.

Trả lời đúng hay sai cho mỗi câu.

Đánh Cá

- 1 Đánh cá là một nghề rất chủ yếu ở Việt Nam. _____
- 2 Có nhiều cá ở sông Cửu Long. _____
- 3 Người Việt Nam thường thích ăn cá tươi. _____
- 4 Cá được ăn dưới nhiều hình thức. _____
- 5 Cá nước mặn và cá nước ngọt cần phương pháp và dụng cụ đánh cá giống nhau. _____
- 6 Cá xuất cảng ra nước ngoài đem lại nhiều tiền cho Việt Nam. _____

Look at the diagram.

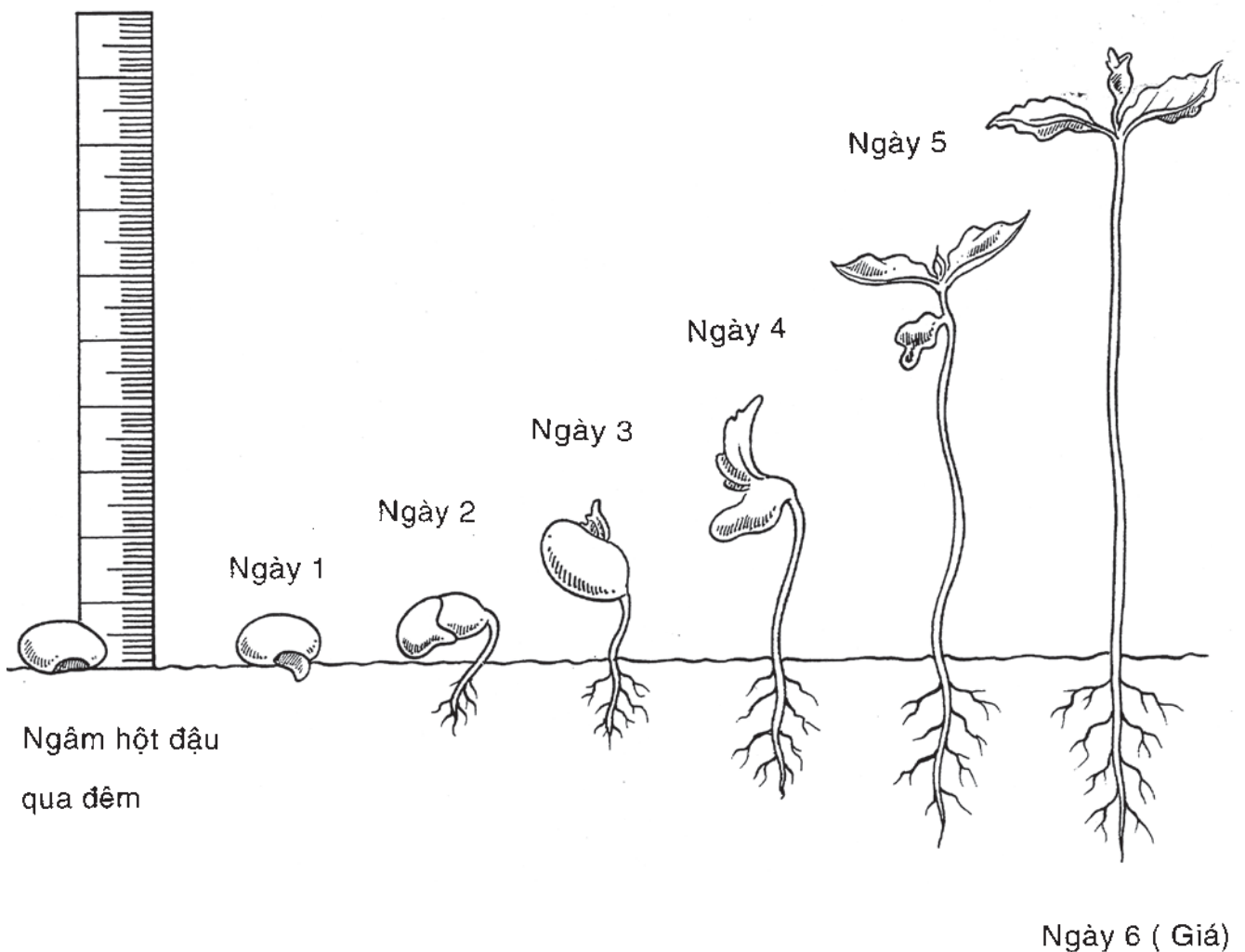
Suggest an appropriate title.

Read and follow the instructions.

Nhìn vào hình vẽ dưới đây.

Nghĩ ra một tựa đề thích hợp.

Đọc và làm theo các yêu cầu.



Bài làm

Dùng thước đo vẽ bên trái

1. Đo chiều cao mỗi ngày của hạt đậu và cây con (mầm).
2. Viết xuống kích thước của mỗi hạt đậu và cây con vừa đo được.
3. Khoanh tròn ngày hạt đậu hoặc cây con cao nhất.

7

- how you came to Australia, or
- your country

- * Em đến Úc như thế nào
- * Quê hương của em

[illegible]