

# Conquer ELITE

English Language Intensive Tests and Examinations

## 3rd Quarter Examination

### Learning Outcomes

- ✦ use of phrasal verbs, adverbs of reason and place and pronouns
- ✦ choose appropriate vocabulary based on context
- ✦ understand subject-verb agreement and use of quantifiers
- ✦ use suitable words to complete cloze passages
- ✦ enrich vocabulary by learning new words through the glossary
- ✦ comprehend a passage and visual text by answering questions through recalling of information or drawing of conclusions

Level  
**4**





**50**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## LANGUAGE USE AND COMPREHENSION

### GRAMMAR

Choose the correct answer and write its number in the brackets provided.  
(6 marks)

1. Joan turned \_\_\_\_\_ as tears streamed down her cheeks. She did not want anyone to see her cry.
- (1) out (3) below  
(2) away (4) up ( )
2. \_\_\_\_\_ the students were told not to play at the playground, no one had been there.
- (1) Since (3) Although  
(2) However (4) So that ( )
3. “ \_\_\_\_\_! I have an announcement to make,” said our class monitor.
- (1) Listen up  (3) Listen in  
(2) Listen out  (4) Listen for ( )
4. “Would you like to have \_\_\_\_\_ tea?” Sheryl asked politely.
- (1) some (3) none  
(2) few (4) an ( )
5. Benedict \_\_\_\_\_  his concerns and concentrated on his studies.
- (1) put down (3) put aside  
(2) put away (4) put across ( )
6. \_\_\_\_\_  of Dominica’s relatives turned up at the send-off last night. They were unaware of her posting to Egypt.
- (1) No (3) Some  
(2) None (4) Any ( )

## VOCABULARY

Choose the correct answer and write its number in the brackets provided.  
(6 marks)

7. Helen \_\_\_\_\_ when it was her turn to go up the stage. She was very nervous.

- (1) got cold feet
- (2) read between the lines 
- (3) saw eye to eye
- (4) made a mountain out of a molehill  ( )

8. I like to read jokes and riddles. They are very \_\_\_\_\_.

- (1) touching
- (2) fascinating
- (3) entertaining
- (4) absorbing ( )

9. Jean is \_\_\_\_\_. She never voices her opinions in class.


- (1) as calm as a cat
- (2) as sick as a dog
- (3) as meek as a lamb
- (4) as dead as a dodo ( )

10. The villagers lived in fear because the \_\_\_\_\_ tigress roamed near their village.

- (1) tame
- (2) wild
- (3) native
- (4) wayward  ( )

 11. Brenda warns me not to provoke Jane today. She \_\_\_\_\_.

- (1) eats like a horse
- (2) looks like a drowned rat 
- (3) is like a fish out of water 
- (4) is like a bear with a sore head ( )




 12. The retirees decided to set up a \_\_\_\_\_ in the slum area. The children there would then have a chance to read books.


- (1) repository 
- (2) mobile library
- (3) registry 
- (4) museum ( )

## GRAMMAR CLOZE

Read the passage carefully. Choose the most suitable word(s) given in the box and write its letter (A to M) in each blank. The letter (I) has been omitted in order to avoid confusion during marking. Use each option ONCE only. (9 marks)

- |            |                    |                 |             |
|------------|--------------------|-----------------|-------------|
| (A) has    | (D) have           | (G) either      | (K) by      |
| (B) others | (E) in addition to | (H) on          | (L) neither |
| (C) are    | (F) in             | (J) in order to | (M) other   |

Living in a multiracial country like Singapore exposes one to different types of languages such as English, Chinese, Malay and Tamil, (13)  \_\_\_\_\_ local dialects. A typical Singaporean can speak more than one language and several dialects. Many Singaporeans speak “Singlish” (Singapore English), a mixture of English and (14)  \_\_\_\_\_ a dialect or Malay. Many foreigners are thrown by  “Singlish” grammar and the “*lah*”, “*lei*”, “*meh*” and “*mah*” added at the end of most Singlish sentences.

The Singapore government  (15) \_\_\_\_\_ been encouraging its citizens to speak proper English, that is, grammatically correct English. This is important as we now (16) \_\_\_\_\_ better opportunities to study or work abroad compared to the past. (17) \_\_\_\_\_ make ourselves understood

in English-speaking countries, we need to cultivate the habit of speaking proper English.

In schools, the English language is taught with the focus (18) \_\_\_\_\_ grammar, vocabulary and sentence formation. Students are also encouraged to take part (19) \_\_\_\_\_ other educational activities such as English debates, “Speak Proper English” campaigns and English speech and drama programmes. The youngsters must also play their part (20) \_\_\_\_\_ speaking proper English, not “Singlish”, to their peers.


Like many (21) \_\_\_\_\_ languages, English can be mastered by listening, speaking, writing and reading extensively.



### VOCABULARY CLOZE

Read the passage carefully. Choose the most suitable word given in the box and write its letter (A to M) in each blank. The letter (I) has been omitted in order to avoid confusion during marking. Use each word ONCE only.

(9 marks)

(A) recuperate 	(E) depressed	(J) produced
(B) released	(F) disappointed	(K) catchy
(C) delivery	(G) lyrics	(L) revealed
(D) play	(H) draw	(M) comeback



Album: *On My Own*

Singer: Fiona Stone

(22) \_\_\_\_\_ by: Fiona Stone and Jason Lee

(23) \_\_\_\_\_ on 1st December 2013

Jason & Ben Records (Australia)

### Track List

- |                                   |                        |
|-----------------------------------|------------------------|
| 1. <i>Happiness</i>               | 5. <i>Loneliness</i>   |
| 2. <i>Song of Joy</i>             | 6. <i>The Dawn</i>     |
| 3. <i>The Wonderful Sunday</i>    | 7. <i>Independence</i> |
| 4. <i>It's a Lucky, Lucky Day</i> | 8. <i>Good Wishes</i>  |

Rating: ★★★★★☆

Reviewed by Karen Ivans

Fiona Stone is back! Stone composed and wrote the (24) \_\_\_\_\_ for almost all the songs in her latest album. After taking a year off to (25) \_\_\_\_\_ from a stress-related illness, Stone makes a successful (26) \_\_\_\_\_ with her all new sensational music album.

The first track, *Happiness*, is said to be Stone's favourite. Stone's emotional (27) \_\_\_\_\_ and powerful voice (28) \_\_\_\_\_ the listener's attention to the beautiful words and music. *The Wonderful Sunday* and *Loneliness* are both soulful and soothing. Move to the beat of the (29) \_\_\_\_\_ *It's a Lucky, Lucky Day*, as Stone attempts her first rap.

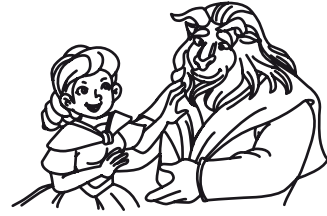
Her fans will not be (30) \_\_\_\_\_. The star is back!

## VISUAL TEXT COMPREHENSION

Study the advertisement below and answer the questions that follow.



★ **Stage Stars proudly presents**



### **Beauty and the Beast**

11 November – 15 December



Watch this acclaimed musical that has charmed the hearts of many around the world. With music by Alan Mendes and lyrics by Tim Ash, this musical ran for 3 months on Broadway to sold-out performances almost every night!

Highlights:

- 5 new songs
- elaborate set
- a cast that has been performing around the world
- an internationally renowned orchestra

Tickets are available from [www.ticketoutlet.com](http://www.ticketoutlet.com) or at any of our authorised agents. Check our website for a list of authorised agents. Ticketing counters open from 10 am – 10 pm daily. Online ticket sales open from 8 am – midnight daily. All tickets sold are not refundable.



### **Calling all budding actors and actresses!**

If you

- are 6 – 8 years old
- are outgoing
- love performing in front of an audience

Come on down to our auditions at 4 Theatre Hill on 5 October from 8 am to 5 pm.

[Conquer] ELITE Level 4

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**Below is a review of the musical *Beauty and the Beast* by a writer from PRIME magazine at its recent run in Perth, Australia.**

Having heard  rave reviews of this musical across the globe, I entered the theatre with high expectations. I was not disappointed. The musical stuck closely to the animated film but with a lot more  zest and charm. Indeed, the audience who were mostly children were in stitches  especially when the bully Gaston and his sidekick LeFou were on stage.

Perhaps, what is best loved about this performance is the music. Whether it is familiar favourites like *Be Our Guest* or some of the newly composed songs, the audience were tapping their feet and swaying to the music.



Overall, this is a wonderfully entertaining musical that will appeal to the young and those who first watched the movie on a video tape. The impressive  set, the vibrant array of costumes and the amazing vocals of the cast add to the fantastic experience. No one should miss this!



**Choose the best answer and write its number in the brackets provided.  
(10 marks)**


- 31.** According to the advertisement, an interesting feature of the musical is \_\_\_\_\_.
- (1) the set
  - (2) the young cast
  - (3) its performances on Broadway
  - (4) the audition ( )
- 32.** Which of the following is true about the musical?
- (1) Tickets cannot be bought from the ticket outlet website after 10 pm.
  - (2) The audition is held on 2 days.
  - (3) Once a ticket is purchased, it cannot be returned.
  - (4) Ken is shy about dancing in front of others so he should go for the audition. ( )
- 33.** In the second line of the write-up, the writer states “I was not disappointed”. What was the writer not disappointed with?
- (1) The audience
  - (2) The musical
  - (3) The sound
  - (4) The reviews ( )
- 34.** Which of the following tells you that the musical was interesting and exciting?
- (1) zest
  - (2) charm
  - (3) vibrant
  - (4) fantastic ( )
- 35.** What is the purpose of writing the last sentence in the write-up “No one should miss this!”?
- (1) To encourage the readers to watch the musical
  - (2) To describe how excited the writer was
  - (3) To tell the readers that the musical will have great music
  - (4) To remind the readers to buy their tickets soon ( )

## COMPREHENSION OPEN-ENDED

Read the passage carefully and answer the question that follow. (10 marks)

Back home, Eric sat leisurely on the sofa and smiled contentedly. He had finally made his mark.  The  entrepreneurial young man had just attended an award ceremony. The event was organised to recognise and honour local businessmen for their efforts in marketing their products overseas. At just twenty-four, Eric owned a technological company and had secured many overseas projects in Asia and Europe. He had invested all his savings in the company when he first started out and he was glad that his efforts had been rewarded just a year later. 5

He remembered distinctly how he had persistently played truant during his secondary school days, much to the  chagrin of his parents. Though  described as one with great potential by many teachers, he refused to put in any effort in his studies. Instead, he often mixed with bad company and neglected his studies. 10

The usually nonchalant boy was shocked when he received his report book in Secondary Two. He did not even pass a single subject. Needless to say, he was retained in Secondary Two for another year. Surprisingly, all his fair-weather friends were promoted. When they saw his results, they made fun of him.  That was the turning point for Eric. 15



Eric decided to pull himself together. He stopped hanging out with his friends and began to work hard. He made new friends who worked hard with him through that year. His hard work did pay off — he was the top student that year! He went on to complete his secondary school, college and then university. Upon graduation, he set up his own company. Thinking back, he was glad that he had realised his mistake and changed for the better.

20

- 36.** In line 2, the writer states that Eric was an “entrepreneurial young man”. Look for evidence in paragraph 1 that explains why this description of Eric is true. [2m]

	Explanation
(a) entrepreneurial	
(b) young	

- 37.** Read the following statements. Write T for the statements that are true. Write F for the statements that are false. [4m]

Eric’s parents felt that he had the potential to do well. \_\_\_\_\_

Eric probably left the school grounds early without informing his teachers. \_\_\_\_\_

Eric completed his work on time. \_\_\_\_\_

Eric spent most of his time alone. \_\_\_\_\_

38. What does 'that' in line 18 refer to? [1m]

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39. What two changes did Eric make after he decided to change for the better? [2m]

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

40. Tick (✓) the sentence that best tells you what the story is about. [1m]

It is important to have friends in school. \_\_\_\_\_

Secondary Two is an important year in school. \_\_\_\_\_

All businessmen have to work hard to achieve success. \_\_\_\_\_

Hard work will reap its rewards. \_\_\_\_\_

## Level 4 3rd Quarter Examination

Here, we provide some feedback on the specific components that a child makes most mistakes in. Use the feedback to improve the child's learning.

### Grammar

#### Open-ended

**Questions 1 – 6:** A phrasal verb is formed by a verb and a preposition or an adverbial article. It is a special verb with a special meaning and sometimes with more than one meaning. Adverbs of place are used to indicate a place or direction. Adverbs of reason are used to express explanations or decisions. "Some" can be used with both countable and uncountable nouns. "None" means not a single one.

**Questions 36 – 40:** Understanding the passage first is crucial in answering the questions. Read through the passage twice if needed. For unfamiliar or difficult words, try to make a good guess by reading on. When the child encounters difficulty in responding to questions that require him to infer, predict, compare or give reasons, use contextual clues to get the answers.

### Vocabulary

**Questions 7 – 12:** When unsure, eliminate the choices that are obviously wrong first. Learn the meaning of unfamiliar words through the glossary. Always check the dictionary to learn the meaning and usage of an unfamiliar word.

### Cloze

**Questions 13 – 30:** Read the cloze passages once through before filling in the blanks. Clues can often be found in the passages. Read more to improve grammar and build up vocabulary.

### Comprehension

#### Visual Text

**Questions 31 – 35:** Read the information carefully before answering the questions. The first page provides background information about the play. The second page is a review of the play.



## Diagnostic Tools Level 4 3rd Quarter Examination

Grammar	1	2	3	4	5	6	Marks	Total													
Phrasal Verbs / Adverbs of Reason and Place / Pronouns	★	★	★	★	★	★	/ 6	6													
Vocabulary	7	8	9	10	11	12	Marks	Total													
MCQ	★	★	★	★	★	★	/ 6	6													
Cloze	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Marks	Total	
Grammar: Subject-verb Agreement and Quantifiers	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	/ 9	18
Vocabulary	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	/ 9	
Comprehension	31	32	33	34	35	36	37	38	39	40	Marks	Total									
Visual Text	★	★	★	★	★	★	★	★	★	★	/ 10	20									
Open-ended	★	★	★	★	★	★	★	★	★	★	/ 10										

### Instructions to Parents

Multiply the marks awarded at the Grand Total by 2 to derive the banding for the child.

Eg. The child obtains 39 marks out of a total 50. Multiply 39 by 2 to get 78. Then refer to **What your scores tell you** to read about the child's performance.

Grand Total	50
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### What your scores tell you:

85 – 100  
BAND 1 ★★★★★

**Excellent!** You have a very good grasp of the techniques in grammar and a wide and solid vocabulary. Coupled with good comprehension skills, you are able to handle cloze passages and answer questions in the comprehension sections.

70 – 84  
BAND 2 ★★★

**Well done!** You have a fairly good grasp of the techniques in grammar and a good set of vocabulary. Do take heed that grammar and spelling are important to score well.

50 – 69  
BAND 3 ★★

**Good!** You have a basic grasp of the techniques in grammar and a basic set of vocabulary. You may find it difficult to tackle the cloze passages with no helping words. Read more to build up your vocabulary and to improve on grammar and spelling.

0 – 49  
BAND 4 ★

**Try harder!** You have put in good effort but you need to keep practising the grammar concepts learnt. You can increase your basic set of vocabulary by reading, speaking and writing more. This will also help you to build up your comprehension skills.



## Learning Zone

### Get It Right!

Words such as “burglar”, “robber”, “childish”, “childlike”, “dateline” and “deadline” are often confused and used incorrectly. Explanation of these words and their usage are illustrated below.

**A burglar:** one who breaks into a shop or house to steal things

Example: The burglar searched the bungalow for valuables.

**A robber:** one who steals things or money through the use of force or threats

Example: The robber barged into the bank and demanded that the staff put all the money into his sack.

**Being childish:** behaving in an immature way

Example: Don't be so childish. Stop fighting with your younger sister over the toy!

**Being childlike:** having innocent characteristics much like those of a child

Example: She talks with a childlike innocence.

**Dateline:** the date printed on newspapers to indicate its date and place of origin

Example: The dateline printed on *The Sunday News* was Singapore, Sunday, 13 July 2014.

**Deadline:** the specific time given to complete a task

Example: The deadline for this assignment is next Monday.