

ELITE

English Language Intensive Tests and Examinations

1st Quarter Examination

Learning Outcomes

- ✦ use of connectors such as “because”, “since”, “if”, “or”, “unless”, “after”, “while”, “yet”, “for” and “although” to join two sentences
- ✦ choose appropriate vocabulary based on context
- ✦ substitute a word with another word of a similar meaning
- ✦ build vocabulary through the glossary
- ✦ use connectors, determiners and prepositions based on context
- ✦ correct grammatical or spelling errors based on context
- ✦ understand details in an advertisement
- ✦ join main clause and subordinate clause with the use of connectors such as “since”, “when”, “before”, “although” and “wherever”
- ✦ fully comprehend a passage by answering questions through recalling of information or drawing of conclusion

Level
5

95

Name: _____ Class: _____

SECTION A : LANGUAGE USE AND COMPREHENSION

GRAMMAR

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

1. Chloe had to visit the dentist _____ she had a toothache.
(1) because (3) unless
(2) but (4) until ()

2. _____ their son studies in London, James and Kelly have to travel to London frequently.
(1) As if (3) Until
(2) But (4) Since ()

3. _____ you promise to behave yourself, your father will take you to the amusement park.
(1) If (3) Though
(2) While (4) But ()

4. Mandy went to the library _____ her parents had left for work.
(1) where (3) unless
(2) but (4) after ()

5. "Drop the gun _____ I'll shoot!" Inspector Giggs said firmly.
(1) and (3) or
(2) but (4) if ()


6. _____ Kristen gets her parents' approval, she cannot go for the overseas exchange programme.
(1) Wherever (3) Since
(2) Unless (4) Although ()


7. Jeremy was swimming in the pool _____ Lindy was lying under the sun.
- (1) where (3) while
(2) though (4) until ()
8. The tennis player had a shoulder injury, _____ she continued playing the match.
- (1) so (3) yet
(2) and (4) or ()
9. The visually impaired girl can move about independently _____ she had a guide dog with her at all times.
- (1) but (3) until
(2) so (4) for ()
10. _____ I have visited the museum many times, I still find the exhibits interesting.
- (1) Since (3) Unless
(2) Although (4) Because ()

VOCABULARY

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

11. The play *Romeo and Juliet* is a _____ which ended with Romeo's death.


- (1) comedy (3) mime
(2) tragedy  (4) musical ()

 12. The famous poet wrote a / an _____ to the compassionate king, praising his kind deeds.

- (1) ode (3) novel
(2) musical (4) sketch ()





13. We can hear the _____ of our voices when we talk in a vacant room.

- (1) shadow (3) reflection
(2) image (4) echo ()

 14. The residents complained that the _____ coming from the river was unbearable.

- (1) aroma (3) scent
(2) stench (4) fragrance ()

15. Mr Cook _____ when he realized that the cash register was not locked.

- (1) smelt a rat  (3) let the cat out of the bag 
(2) flogged a dead horse  (4) let sleeping dogs lie  ()



VOCABULARY CLOZE

Read the passage carefully. Replace the underlined word with another of similar meaning. Write its number in the brackets provided. (5 marks)

Animals do **(16)** interact with one another although they do not talk like humans. Different animals have different **(17)** ways of communicating. Animals communicate to attract mates and warn each other of predators.

Animals make use of their senses of sight, hearing, touch and smell. Dogs use facial expressions to indicate their intention. A hostile **(18)** glare and baring of their teeth would mean they are unfriendly. Dolphins use their keen sense of hearing to find food. This unique way of communication is also known as echolocation.

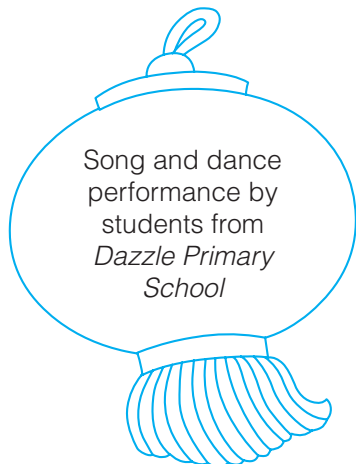
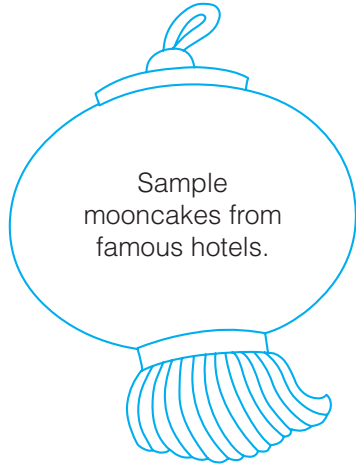
Sea otters use their sense of touch to develop **(19)** friendship among themselves or with other animals. They rub their faces or noses together. Cats use their scent glands to reserve or mark their territories. Other cats would **(20)** sniff the area to find out if it has been reserved.

- | | | | |
|------------|--------------|-----------------|-----|
| 16. | (1) detect | (3) combine | |
| | (2) connect | (4) communicate | () |
| 17. | (1) methods | (3) ideas | |
| | (2) patterns | (4) plans | () |
| 18. | (1) shriek | (3) scowl | |
| | (2) laugh | (4) bawl | () |
| 19. | (1) bonding | (3) conflict | |
| | (2) enmity | (4) happiness | () |
| 20. | (1) lick | (3) peep | |
| | (2) smell | (4) touch | () |

VISUAL TEXT COMPREHENSION

Study the advertisement below and answer the questions that follow.

Celebrate the Mid-Autumn Festival at Golden Gate Shopping Mall



Spend time with your family at the Mid-Autumn Festival Celebrations!

1 – 12 October

4 pm – 10 pm daily

Mid-Autumn Festival

The Origin

The *Mid-Autumn Festival* is a Chinese festival for the celebration of a good harvest. It takes place on the 15th day of the eighth lunar month every year. This festival originated in ancient China. At that time, the Mongolians had ill-treated the commoners under their rule. A resourceful man came up with a plan to overthrow the Mongolians. He made many round cakes and in each of them, he put a secret note of his plan to defeat the Mongolians together with the sweet filling. The people who received the cakes were then aware of what they had to do. On the 15th day of the eighth lunar month, the Hans overthrew the Mongolians. These round cakes are now known as mooncakes.

Festive Food and Traditions

Mooncakes, which are sweet Chinese pastries with lotus or red bean fillings, are common during this festival. Today, flavours are varied – yam, green tea and durian are common. Even ice cream mooncakes are catching on. Every year, there is something to look forward to.

When the day arrives, families gather to eat mooncakes and sip Chinese tea while admiring the full moon. Children would play nearby carrying their lanterns. This tradition is a time for families to reunite and give thanks for a peaceful year.

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

- 21.** Children who want to take part in the lantern making competition must _____.
- (1) make the lanterns before the competition
 - (2) make their lanterns on the spot
 - (3) use colourful decorative paper
 - (4) bring either glue or stapler ()
- 22.** The handicraft workshop is for _____.
- (1) all children
 - (2) children who spend more than \$50
 - (3) children who are ten years old or younger
 - (4) anyone who likes handicraft ()
- 23.** The main aim of the celebrations at *Golden Gate Shopping Mall* is to let people _____.
- (1) sample mooncakes
 - (2) buy mooncakes at a discount
 - (3) watch a song and dance performance
 - (4) bond with their families ()
- 24.** The *Mid-Autumn Festival* is a _____ festival.
- (1) thanksgiving
 - (2) self-sacrificing
 - (3) lighting
 - (4) learning ()
- 25.** The man made known his plans to the people by _____.
- (1) eating mooncakes
 - (2) lighting lanterns
 - (3) inserting secret notes in mooncakes
 - (4) telling everyone of his plan when the moon was full ()

26. The people rose against the Mongolians because they _____.
- (1) were suffering under Mongol rule
 - (2) were commoners
 - (3) wanted to celebrate the *Mid-Autumn Festival*
 - (4) knew the Mongolians did not have a strong army ()
27. The sentence "Every year, there is something to look forward to." suggests that _____.
- (1) people prefer traditional mooncakes
 - (2) there are more exciting events every *Mid-Autumn Festival*
 - (3) new types of mooncakes will be created every year
 - (4) the *Mid-Autumn Festival* is very popular ()
28. The purpose of the write-up on the second page of the advertisement is to _____.
- (1) encourage more people to visit *Golden Gate Mall*
 - (2) explain the importance of the *Mid-Autumn Festival*
 - (3) advertise the events at *Golden Gate Mall*
 - (4) provide information on the *Mid-Autumn Festival* ()

SECTION B: LANGUAGE USE AND COMPREHENSION

GRAMMAR CLOZE

Read the passage carefully. Choose the most suitable word given in the box and write its letter (A to Q) in each blank. The letters (I) and (O) have been omitted to avoid confusion during marking. Use each word ONCE only. (10 marks)

(A) why	(E) when	(J) and	(N) which
(B) to	(F) towards	(K) this	(P) who
(C) of	(G) whom	(L) now	(Q) whose
(D) in	(H) where	(M) how	

The *Leaning Tower of Pisa* is a structure in Pisa, Italy. This peculiar tower, (29) _____ has puzzled many experts, tilts (30) _____ one side, as the name suggests. This leaning tower (31) _____ height measures 55 metres from the ground was built in 1173.

The construction of the *Leaning Tower of Pisa* was not smooth sailing. The tower began tilting shortly after the construction started. That was the reason (32) _____ the tower was built over a span of two centuries. The construction of (33) _____ perplexing tower was interrupted many times due (34) _____ this problem. Eventually, the tower was completed in 1372, making it the most challenging building project (35) _____ our time.

Today, experts (36) _____ are worried about the stability of the tower continue to monitor the angle of inclination. The most recent construction work done on the tower took place in 1990 (37) _____ was completed eleven years later. Thousands of visitors flock to Pisa every year, many of

(38) _____ are curious and just want to take a look at this amazing structure for themselves.

EDITING FOR SPELLING AND GRAMMAR

Each of the underlined words contains either a spelling or grammatical error. Write the correct word in each of the boxes. (12 marks)

It was late but Mrs Armstrong was not in bed. She paced about feeling 39. flasttered. She had lost her only pet, Kiddy. Kiddy had been Mrs Armstrong's only companion since she retired.

Last evening, Mrs Armstrong had walked her dog in the nearby park. As 40. 41. usual, she chatted with her neighbour while Kiddy roam in the park. Where it was 42. time to go home, Kiddy was nowhere to be find.

43. The dasprete lady searched everywhere for Kiddy but her efforts were in 44. 45. vane. Not willing to give up, Mrs Armstrong put up notices and promises a small 46. 47. reward if the safe return of Kiddy. She was incornsoleble.

The dog was eventually found in the woods. It was exhausted and hungry. 48. 49. Its white fur was dirty with speks of mud stuck all within its body. Mrs Armstrong 50. was estatic to see Kiddy. From then on, she kept Kiddy on a lead whenever they went for a walk.



COMPREHENSION CLOZE

Complete the passage by filling in each blank with a suitable word of your own. (15 marks)



The chameleon is an atypical reptile. The most unusual (51) _____ of a chameleon is its ability to change the colour of its body to (52) _____ the environment. The amount of light and temperature in an environment are some of the (53) _____ that cause the change of colour on a chameleon's body.



This (54) _____ ability is known as camouflage. Camouflage is a technique used by people or animals to (55) _____ in with their surroundings. This technique is (56) _____ in wars or while hunting, to stay inconspicuous or "invisible" to the enemy or prey.



Chameleons, a (57) _____ of the lizard family, use this technique to keep themselves (58) _____ from their predators. (59) _____, chameleons use this technique to catch their prey. Very often their prey are (60) _____ of their presence.



Chameleons have eyes that (61) _____ independently of each other; one eye can look ahead (62) _____ the other eye can move to look at the back. In other words, chameleons can look in two (63) _____ at the same time!

Chameleons use their tongues to catch their prey. Their sticky tongues can (64) _____ to a length up to twice as long as their body. The chameleons are rather (65) _____ creatures, are they not?

SYNTHESIS / TRANSFORMATION

Join the two clauses together to make a sentence using the connectors provided in the brackets. The meaning of the sentence must be the same as the meaning of the given clauses. (10 marks)

66. Juliet has been studying hard. She failed the last science test.

Since _____
_____.

67. Karen and I are not classmates. We do our homework together.

Although _____
_____.

68. Serene left the party. Her father came to pick her.

When _____
_____.

69. My sister goes out. She informs my parents of her whereabouts.

_____ whenever
_____.

70. Judith pours hot water onto the cup noodles. She eats it.

Before _____
_____.

COMPREHENSION OPEN-ENDED

Read the passage carefully and answer the questions that follow. (20 marks)

Teacher's Day was approaching. We wanted to do something different that year. Class parties were messy and expensive. Often, the teacher had nothing much to eat and instead, had to spend most of the time disciplining the rowdy students. After a lengthy discussion, our class finally decided to put up a sketch for our teachers. We mulled over the theme. The light-hearted sketch would reflect a typical day in our class.

5

We got the best writer in our class to write the script. Noelle spent a week on it. When it was completed, we had to select the cast for the sketch. Noelle chose poker-faced Helen to act as our principal and tender-hearted Ann as our teacher, Miss Drew. Andy and Kenny, the impish students in the class, were selected to play the role of mischievous students. The rest of us played ourselves. Noelle had cleverly incorporated the memorable and funny incidents that happened in class in the sketch. We stayed back after lessons to rehearse. Surprisingly, Andy and Kenny took their roles very seriously. They memorized their lines well. Gales of laughter were often heard during our rehearsals.

10

15

On Teacher's Day, we knew the script like the back of our hands. As we waited backstage, we started to have butterflies in our stomachs. Some of us kept going to the toilet. However, once on stage, we overcame our anxiety. The audience was convulsed with laughter. We found it hard to keep a straight

20



face too. Our form teacher, Miss Drew, was seen chuckling at the back of the hall when we made fun of the way she often tossed her head while teaching. After our performance, Miss Drew praised us for working so well together. We were elated that the teachers had enjoyed it. Some of us began planning the next Teacher's Day celebration. We were glad that we had made the right choice that year.

25

71. Which word in paragraph 1 means not serious? [1m]

72. Write 1, 2 and 3 to show the order in which the events took place in the passage. [1m]

_____ The students rehearsed for the sketch.

_____ Students were selected for the sketch.

_____ Miss Drew enjoyed the sketch.

73. Name two ways Noelle contributed to the success of the sketch. [2m]

(i) _____

(ii) _____

74. Name one feature of the sketch that allowed the audience to better enjoy it. [1m]

75. State whether the following statements are True or False. Give a reason for each answer. [4m]

	True/False	Reason
(a) The principal of the school did not usually show any emotions.		
(b) During the rehearsals, the students were tensed and worried.		
(c) Some of the students in the class did not take part in the sketch.		
(d) Miss Drew was pleased with the students' acting skills.		



76. What do you think was the theme of the sketch? [1m]



77. In the story, the descriptions of some characters were a contrast to their behaviours. Complete the diagram below to show what these contrasts were. [3m]

Andy and Kenny were playful students. → They _____

The students _____
_____ → They were nervous while waiting for their turn to perform on stage.

The students made fun of Miss Drew. → She _____



78. (a) What does “the right choice” (line 26) refer to? [1m]

(b) Explain why the choice was right using three details from the passage. [3m]

(i) _____

(ii) _____

(iii) _____

(iv) _____

79. Which phrase means to look serious? [1m]



80. Why did some of the students start planning for the next Teacher’s Day celebration? [2m]

Level 5 1st 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

Questions 1 – 10: Connectors are used to join two sentences together. Connectors such as "because" and "since" are used when one of the sentences indicates the reason for the other sentence. (Eg. Ben is absent from school because he is sick. / Since Ben is absent from school, I shall bring the homework to him.) Connectors such as "if", "or" and "unless" are used in sentences stating conditions. (Eg. If she passes her examination with flying colours, her parents will bring her to Europe. / She has to work hard for her examination or she will fail. / Unless she works hard for her examination, she will fail.) Connectors such as "after" and "while" join two sentences with reference to time. (Eg. She went to work after the morning jog. / Ken was listening to music while Ernest was reading a book.)

VOCABULARY

Questions 11 – 15: When in doubt, eliminate the options that are obviously wrong. Encourage the child to look up meanings of unfamiliar words in a dictionary. Learn new words through the glossary.

VOCABULARY CLOZE

Questions 16 – 20: Encourage the child to use a dictionary or thesaurus. Read the passage once through before working on it. It will help the child to make sensible choices based on context.

VISUAL TEXT COMPREHENSION

Questions 21 – 28: Read the fact sheet carefully. All answers must be chosen based on the given information. Clues can be found in the fact sheet. The child needs to understand the information in order to answer the questions correctly. Read the information provided in the rest of the advertisement as well. Pay careful attention to information on age group, conditions for an activity, etc.

GRAMMAR CLOZE

Questions 29 – 38: Read the cloze passage once before filling in the blanks. The focus here is grammar: connectors (why, whose, where, when, who and whom) and prepositions.

EDITING FOR SPELLING AND GRAMMAR

Questions 39 – 50: Read the passage once before correcting the mistakes. Note the tenses used for the passage. Correcting the errors will not be as tough then. The child must know his spelling in order to do this section.

COMPREHENSION CLOZE

Questions 51 – 65: Read the cloze passage once through before filling in the blanks. A good grasp of grammar and a wide vocabulary will help the child complete the passage with suitable words. Reinforce the learning of grammar and build up his vocabulary through reading. Clues can be occasionally found in the passage. The glossary will also help to build his vocabulary.

SYNTHESIS / TRANSFORMATION

Questions 66 – 70: The main idea of a sentence is known as the main clause. (Eg. Jenny is selected as the leader.) The subordinate clause shows more information about the main idea. (Eg. She is a responsible girl.) The main and subordinate clauses are joined into a sentence using connectors. (Eg. Jenny is selected as the leader because she is a responsible girl.) The child should learn to identify the main and subordinate clauses. In addition, he should know how to join the two clauses into a sentence using connectors such as "because", "since", "when", "before", "after", "unless", "although", "wherever", "as" and "while". Remember to keep the meaning of the given sentences.

COMPREHENSION OPEN-ENDED

Questions 71 – 80: Understanding the passage is crucial in answering the questions. Read the passage twice if necessary before answering the questions. If the child comes across unfamiliar or difficult words, encourage him to make a good guess by reading on. If the child encounters difficulty in responding to questions that require him to infer, predict, compare and give reasons for his response, use contextual clues to get the answers.



Diagnostic Tools

Level 5 1st Quarter Examination

SECTION A

Grammar	1	2	3	4	5	6	7	8	9	10	Marks	Total
Connectors	★	★	★	★	★	★	★	★	★	★	/ 10	10

Vocabulary	11	12	13	14	15	16	17	18	19	20	Marks	Total
MCQ	★	★	★	★	★	★	★	★	★	★	/ 5	10
Cloze	★	★	★	★	★	★	★	★	★	★	/ 5	

Comprehension	21	22	23	24	25	26	27	28	Marks	Total
Visual Text	★	★	★	★	★	★	★	★	/ 8	8

SECTION B

Grammar	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Marks	Total	
Connectors and Prepositions	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	/ 10	22
Editing	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	/ 12		

Comprehension	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	Marks	Total
Cloze	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	/ 15	15

Synthesis / Transformation	66	67	68	69	70	Marks	Total
Main and Subordinate Clauses	★	★	★	★	★	/ 10	10

Comprehension	71	72	73	74	75	76	77	78	79	80	Marks	Total
Open-ended	★	★	★	★	★	★	★	★	★	★	/ 20	20

Instructions to Parents

Divide the marks awarded at the Grand Total by 95. Then multiply the answer by 100 to derive the banding for your child. Refer to **What your scores tell you** to read about your child's performance.

What your scores tell you:

A ★

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.

A

Super! You have a good grasp of grammar techniques and vocabulary. Do take heed that grammar and spelling are important to score well.

B

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

C

Good! You have an adequate grasp of grammar techniques and a basic set of vocabulary. You may find it difficult to tackle cloze passages without helping words. Read more to build vocabulary and improve grammar and spelling.

D

Persevere! You have a fair understanding of grammar techniques and a basic set of vocabulary. Read more to build vocabulary and improve understanding of passages.

E

Keep Trying! You have an elementary understanding of grammar techniques and an insufficient vocabulary set. Practise the concepts and read more to improve language skills.

U

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

Grand Total	95
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Learning Zone

Pep Up Your Writing

Learn these words to pep up your writing!

Helter-skelter

Helter-skelter (adverb) is used to describe actions done in a hurried and messy manner.

Example: The fans ran helter-skelter to their idol when he arrived at the airport.

Mumbo-jumbo

Mumbo-jumbo (noun) refers to words that are difficult to comprehend or do not seem to make sense.

Example: I cannot understand the medical mumbo-jumbo.

Shilly-shally

Shilly-shally (verb) means taking a long time to make a decision.

Example: Jamie shilly-shallied at the boutique which caused her to be late for her appointment.

Wishy-washy

Wishy-washy (adjective) refers to being unclear, weak and indecisive.

Example: The wishy-washy members in the committee could not come up with the proposal for a new library.