

ELITE

English Language Intensive Tests and Examinations

3rd Quarter Examination

Learning Outcomes

- ✦ determine the use of demonstrative adjectives – “this”, “that”, “these”, “those”
- ✦ understand the use of possessive adjectives – “my”, “her”, “his”, “our” and “their”
- ✦ use adverbs of adjectives
- ✦ know the past tense
- ✦ increase vocabulary through the glossary
- ✦ choose appropriate vocabulary based on context
- ✦ understand the information in a poster by answering questions on it
- ✦ understand a passage by answering questions on it

Level
2

50

Name: _____ Class: _____

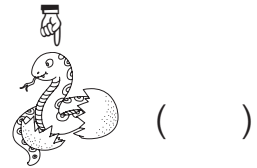
GRAMMAR

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

1. _____ baby snake broke out from its shell and hissed loudly.

- (1) This
- (2) Those

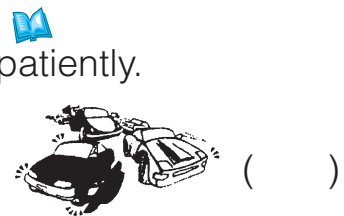
- (3) That
- (4) These



2. _____ drivers sounded their horns impatiently.

- (1) These
- (2) That

- (3) Those
- (4) This



3. _____ children laughed happily as they jumped rope.

- (1) This
- (2) These

- (3) Those
- (4) That



4. _____ paintbrushes belong to Marie.

- (1) These
- (2) Those

- (3) This
- (4) That



5. John kicked the ball through _____ window.

- (1) those
- (2) that

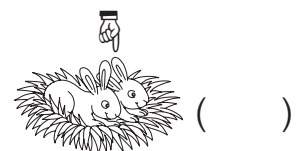
- (3) these
- (4) this



6. _____ rabbits are resting.

- (1) This
- (2) That

- (3) Those
- (4) These



7. May I know the name of _____ musician?

- (1) that
- (2) this

- (3) these
- (4) those



()



8. _____ dolphin has been trained to perform before a live audience.

- (1) That
- (2) Those

- (3) These
- (4) This



()

GRAMMAR CLOZE

Read the passage carefully. Fill in each blank with the correct possessive adjective. (4 marks)

their

his

my

her

our

After school each day, Karen and I would walk home together.

One day, on **(9)** _____ way home from school, we heard

the screeching of tyres and then a loud bang. A car had crashed into



a lamp-post! The man behind the wheel was found slumped over the



wheel. **(10)** _____ head was bleeding profusely. I covered



(11) _____ eyes, too afraid to look. Several passers-by at

the scene tried **(12)** _____ best to wake the driver but to no




avail. Soon the sound of sirens could be heard.



 **Read the passage carefully. Fill in the blanks by changing the words in the brackets to adverbs. (3 marks)**

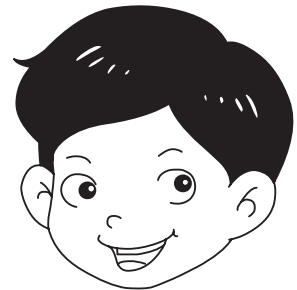
Mr Lee, the security guard, was on duty that night at the shopping centre. All of a sudden, he heard a shrill scream. Mr Lee's hair stood on ends. He radioed Mr Jones **(13)** _____ (immediate).

Mr Jones was the other security guard on duty that night. Mr Lee asked him **(14)** _____ (nervous) if he had heard the scream.

Mr Jones said he did and was about to check it out. He asked Mr Lee to meet him at the escalator on the ground floor. After talking to Mr Jones, Mr Lee took his torchlight and left the guard room **(15)** _____ (hasty).



 **Complete Andrew's speech bubble by filling in each blank with the correct past tense of the verb in the brackets. (3 marks)**

While we were in Singapore visiting our relatives last week, we **(16)** _____ (take) a ride on a "Duck". We sat on a vehicle that was both a boat and a truck. It was able to travel on land and water. We **(17)** _____  (depart) from Suntec City. Then we **(18)** _____ (travel) around town towards the Padang before  plunging into the waters of Marina Bay.



VOCABULARY

Choose the correct answer and write its number in the brackets provided. (7 marks)

19. Can you hear the sound of birds _____ outside the window?
(1) chirping (3) chiming
(2) clucking (4) crowing ()
20. The truck sped _____ along the expressway as the police
 gave chase.
(1) seriously (3) recklessly
(2) safely (4) cautiously ()
21. The lamb _____  piteously for help when it fell into a pit.
(1) neighed (3) brayed
(2) bleated (4) shrieked ()
22. A mole will leave its _____ to look for food or nesting material.
(1) den (3) stable
(2) fortress (4) hutch ()
23. The chameleon changes its colour to blend in with the _____.
(1) surroundings (3) temperature
(2) enemies (4) weather ()
24. Joseph _____ something on a piece of paper and gave it to Jim.
(1) scribbled (3) scrambled
(2) pricked (4) scratched ()

25. The octopus, a creature with eight _____, lives in the deep ocean.

(1) claws

(3) tentacles

(2) feelers

(4) antennae

()

VOCABULARY CLOZE

Read the passage carefully. Fill in each blank with a word from the box. (5 marks)

recently

speech

communicate

suffering

delivering

speak

like


surgery

Kelly could not hear. As a result, she also could not
(26) _____. She became deaf after (27) _____
from a very high fever at the age of twenty-one months. As a child,
she learnt sign language to (28) _____ with other people.
(29) _____, Kelly agreed to undergo a (30) _____
at a hospital. This could help her to hear. She felt excited. She wanted
very much to hear the sounds of the world.

Read the passage carefully. Fill in each blank with a word from the box. (5 marks)

single

bouquet

unique 


deep

purchase

dozen

reveals

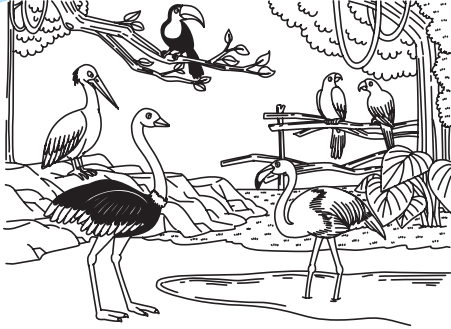
nothing

Some people believe that the colour of a rose you choose **(31)** _____ your thoughts and feelings. A **(32)** _____  red rose conveys love and respect for the person. A **(33)** _____ red roses expresses eternal love. A blue rose tells the person that she is truly a **(34)** _____ and amazing person. So the next time you **(35)** _____ a rose for someone, think about what you really want to say.



VISUAL TEXT COMPREHENSION

Read the poster carefully and then answer the questions that follow.



Singapore Bird Paradise

Come on down this school holiday to check out our newest show! You will be thrilled by the line-up of bird stars! Watch the eagles and owls fly majestically across the theatre to grab objects from volunteers' hands. Have a hilarious time watching the cockatoos and parrots as they ride bicycles and tell everyone how to keep the environment clean.

Flights of Fantasy Show

Show times: 11 am and 3 pm daily

Venue: Hilltop Amphitheatre

Other exciting programmes!

Lunch with the parrots

1 pm daily at Wildlife Terrace
\$20 (adults) \$15 (child)

Have a scrumptious lunch with the parrots. You'll enjoy an Asian buffet spread while the birds show off their dexterity. This event will be cancelled if there is a downpour an hour before it commences.

Feathered Chicks

10.30 am, 2 pm and 5 pm daily

Breeding Centre

Try your hand at feeding some of our feathered chicks.

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

- 36.** What can the audience expect at the *Flights of Fantasy Show*?
- (1) Colourful birds doing funny acts
 - (2) Large birds cleaning the environment
 - (3) Parrots eating at a buffet
 - (4) Young birds being fed ()
- 37.** What does the picture at the top of the advertisement show?
- (1) Popular birds
 - (2) Rare and exotic birds
 - (3) All the birds performing in the bird show
 - (4) The different birds at the *Singapore Bird Paradise* ()
- 38.** Mr and Mrs Jones want to have lunch with the parrots. They have to _____.
- (1) sign up one day in advance
 - (2) go to the Hilltop Amphitheatre
 - (3) be at the bird park at 2 pm
 - (4) pay \$20 each ()
- 39.** The free tour at the breeding centre will allow visitors to _____.
- (1) play with the young birds
 - (2) view the eggs of different types of birds
 - (3) learn more about the feeding habits of the young birds
 - (4) eat with the young birds ()
- 40.** This advertisement tells the reader _____.
- (1) how to get to the *Singapore Bird Paradise*
 - (2) the interesting programmes at the *Singapore Bird Paradise*
 - (3) the characteristics of the different birds
 - (4) that the *Singapore Bird Paradise* is the best place to visit ()

COMPREHENSION OPEN-ENDED



Listen, follow and read along.

**Read the passage carefully. Then answer the questions that follow.
(10 marks)**

Have you heard of the simile “as blind as a bat”? The truth is a bat can actually see. However, a bat relies on its hearing more than its vision.

A bat lets out squeaks that can go as high as two hundred kilohertz. These sounds travel and bounce off objects, creating echoes. Having large ears is also an advantage. The bat picks up the echoes to learn the exact location, size, shape and speed of the objects around it. This is called echolocation. By using echolocation, bats avoid collisions and are able to hunt for food.

The high frequency squeaks that a bat makes for echolocation are inaudible to the human ear. The loud squeaks that we do hear are actually made by upset or excited bats.

5

10



41. What misconception do many people have of bats? [1m]

42. Read the statements. Write 'True' if the statements are true and 'False' if the statements are false. [3m]

	True/False
(a) The sound a bat makes is too low for humans to hear.	
(b) A bat can only find out how far an object is when it listens to echoes.	
(c) Humans can sometimes hear the sounds that bats make.	

43. (a) Which part of the bat helps it to see? [1m]

(b) Name the word in the passage that shows how it uses that part of its body. [1m]

44. Tick (✓) the two sentences that tell you what might occur if bats do not have echolocation to help them see. [2m]

They might be able to see better.

They might not be able to avoid one another when flying.

They might not be able to get food.

Their population might increase.

45. Amelia could hear the squeaks of the bats in a cave. Why was this so? [2m]

Level 2 3rd Quarter Examination

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

Grammar

Questions 1 – 8: Demonstrative adjectives like “this”, “that”, “these” and “those” are used to point to specific nouns. They always come before the nouns. Eg. This book is mine. / I think those cats belong to Peter. “This” and “these” are used to point to nouns that are close to the speaker or writer. “This” is used when referring to a single noun. “These” is used when referring to more than one noun. “That” and “those” are used to point to nouns that are far away from the speaker or writer. “That” is used when referring to a single noun. “Those” is used when referring to more than one noun.

Questions 9 – 12: Possessive adjectives like “my”, “her”, “his”, “our” and “their” are used before nouns. Eg. My shoes are dirty. / Our books are in the cupboard. “My” is used for “I”. “Her” is used for “she” or a female subject. Eg. She is helping her mother. / Sue is helping her mother. “His” is used for “he” or a male subject. Eg. He is running to his mother. / The little boy is running to his mother. “Our” is used for “we” or together with another subject and “I”. Eg. We are having our lunch now. / Jane and I are having our lunch now. “Their” is used for “they” or for two or more other subjects. Eg. They said it is their turn to play. / Rick and Sam said it is their turn to play.

Questions 13 – 15: Adverbs often end with “-ly” or “-ily”. They are used to tell you how an action is being done or carried out. You can often spot an adverb because of the “-ly” behind the adjective, eg. kind – kindly, slow – slowly. An adjective that ends with a letter “y” is changed to “-ily”, eg. lucky – luckily.

Questions 16 – 18: When we talk about events that have passed, we use the past tense. Very often, we need only to add a “-d” or “-ed” at the end of verbs to show the past tense. Put “-d” for verbs that end with the letter “e” (Eg. love – loved, live – lived). We add “-ed” to verbs that do not end with the letter “e” (eg. visit – visited, talk – talked). Some verbs change their spelling when they are in the past tense (Eg. swim – swam, teach – taught).

Vocabulary

Questions 19 – 25: When unsure, eliminate first the options that are obviously wrong. The child needs to build up his vocabulary by reading more English books. Refer to the *Glossary (Pointers page P15)* to know more new words.

Questions 26 – 35: Read the cloze passages once through to try to understand first the story. Filling in the blanks with suitable words would be easier.

Comprehension Visual Text

Questions 36 – 40: Read the information in the poster carefully. Take note of the details for each programme stated.

Open-ended

Questions 41 – 45: The child needs to understand first the passage. If there are words that the child does not know, encourage him to make a good guess by reading on and understanding the story as a whole. If the child encounters difficulty responding to questions that require him to infer or to explain the meaning of a word, use contextual clues to get the answer.



Diagnostic Tools

Level 2 3rd Quarter Examination

Grammar	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Marks	Total
Demonstrative Adjectives	★	★	★	★	★	★	★	★												/ 8
Possessive Adjectives									★	★	★	★								/ 4
Adverbs												★	★	★						/ 3
Simple Past Tense																★	★	★		/ 3
																			18	

Vocabulary	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	Marks	Total
MCQ	★	★	★	★	★	★	★												/ 7
Cloze								★	★	★	★	★	★	★	★	★	★		/ 10
																			17

Comprehension	36	37	38	39	40	41	42	43	44	45	Marks	Total
Visual Text	★	★	★	★	★						/ 5	
Open-ended					★	★	★	★	★	★	/ 10	
												15

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.

What your scores tell you:

90 – 100
AL 1

Excellent! You have an outstanding 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.

85 – 89
AL 2

Brilliant! You have a very good grasp of the techniques in grammar and an extensive vocabulary. Do take heed that grammar and spelling are important to score well.

80 – 84
AL 3

Super! You have a 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.

75 – 79
AL 4

Well done! You have a 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.

65 – 74
AL 5

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

45 – 64
AL 6

Persevere! 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.

20 – 44
AL 7

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.

0 – 19
AL 8

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.

Grand Total	50
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Learning Zone

Unusual Plants

Resurrection Fern

Common in South Carolina forests, this plant withers and dries up into a ball when there is not enough rain. Therefore, it appears dead. It can remain in this way for many years until the rain comes again. When the rain falls, the leaves of the Resurrection Fern turn green once again.



Pitcher Plant

The leaves of the Pitcher Plant form a long tube. Inside it, there are fine hairs pointing downwards. Further down, it is smooth. It also produces a sticky nectar. If an insect enters the Pitcher Plant, it is unlikely to escape. The insect falls into the water contained in the pitcher and drowns. The Pitcher Plant then digests the insect.



The Rafflesia

An endangered species, it is one of the largest flowers in the world. It gives off a distinctive smell – rotting flesh of an animal!

