

# ELITE

English Language Intensive Tests and Examinations

## Midyear Examination

### Learning Outcomes

- ✦ use regular and irregular past tense
- ✦ change the verbs from the present tense to past tense
- ✦ use interrogative pronouns (“who”, “what”, “when”, “where” and “how”) in questions
- ✦ use prepositions to state the position of people or things
- ✦ choose suitable adverbs to tell more about verbs
- ✦ determine the use of comparative and superlative adjectives
- ✦ use the verbs to have – “has” and “have”
- ✦ use subject pronouns and object pronouns
- ✦ use demonstrative pronouns appropriately
- ✦ use the future tense “will” and “shall” with personal pronouns
- ✦ 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
- ✦ express ideas clearly and creatively when writing a story
- ✦ apply the use of present tense/past tense in writing a story

Level  
**2**

**84**

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

## SECTION A: LISTENING COMPREHENSION

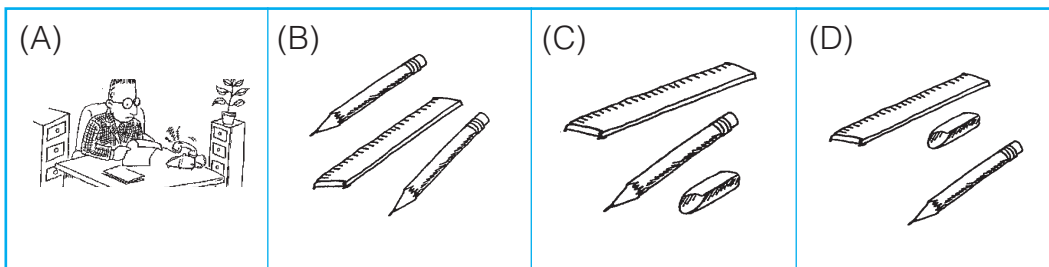
A note to teachers / parents:

For questions 1 – 20, refer to ANSWERS page A3 – A4, Picture Matching, Listening To Instructions and Spelling.

### PICTURE MATCHING

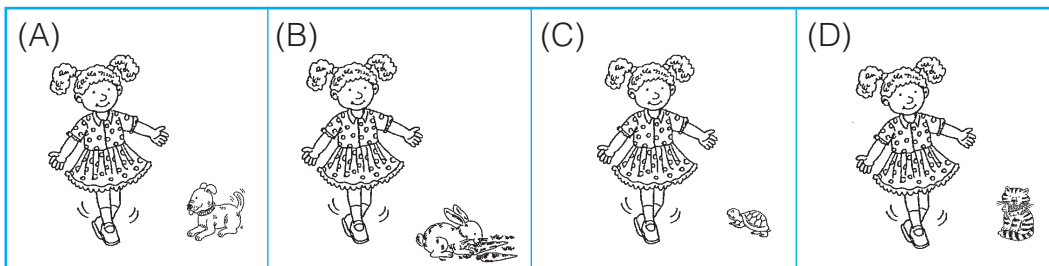
Listen carefully to each sentence. Write the answer (A, B, C or D) in the brackets provided. (5 marks)

1.



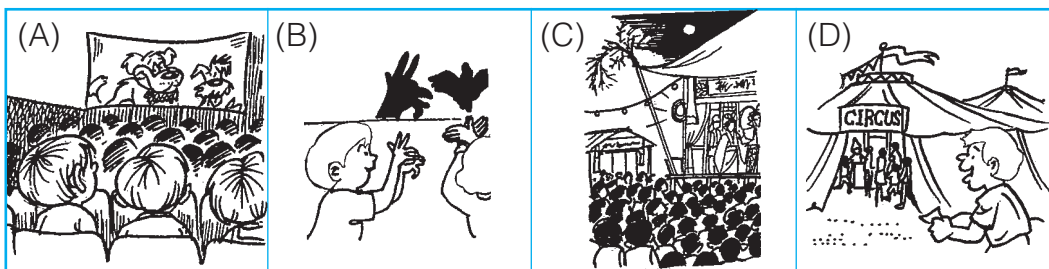
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2.



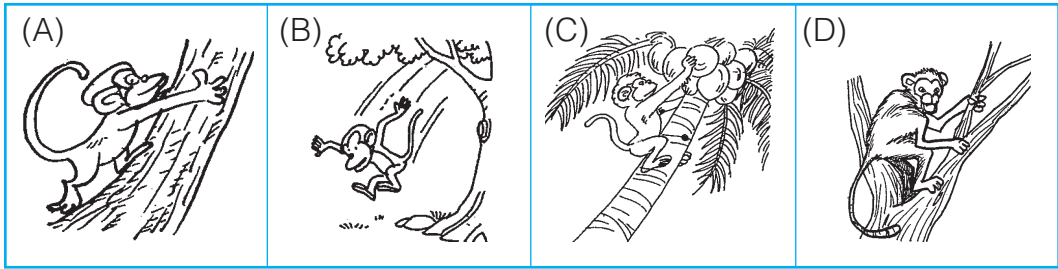
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3.



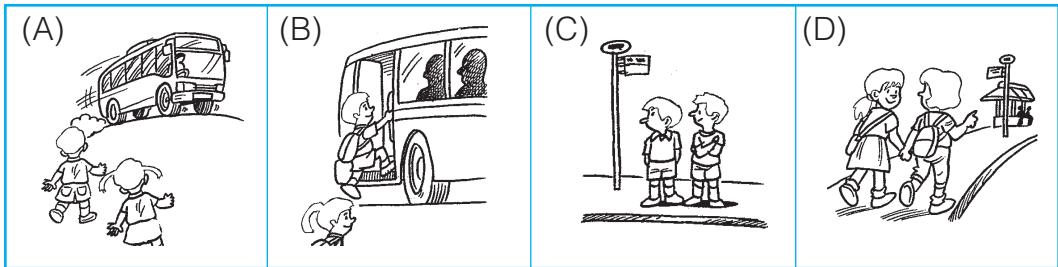
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4.



( )

5.



( )

## LISTENING TO INSTRUCTIONS

For questions 6 to 10, listen carefully to the telephone conversation. Write the correct number in the brackets provided. (5 marks)

6. Who did Lisa call?

- (1) Grandmother
- (2) Mother
- (3) Aunt Mandy

( )

7. Where was Lisa going after school?

- (1) Library
- (2) Shopping centre
- (3) Community centre

( )

8. Whose birthday was it that day?

- (1) Aunt Mandy's
- (2) Mother's
- (3) Lisa's

( )

9. What did Aunt Mandy ask Lisa to do?  
(1) Come back early.  
(2) Buy a bottle of orange juice.  
(3) Get a cake. ( )
10. What time would Lisa return home?  
(1) 2.30 pm  
(2) 3.00 pm  
(3) 1.15 pm ( )

## SPELLING




Listen carefully. Spell the word as it is read out. (10 marks)

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## SECTION B: LANGUAGE USE AND COMPREHENSION

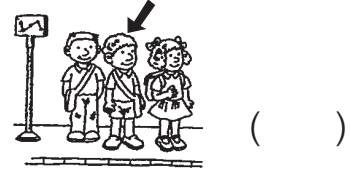
### GRAMMAR

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

1. Lionel and Wendy \_\_\_\_\_ their application to join the writing competition two days ago. 
- (1) withdraw (3) withdrew  
(2) withdrawn (4) withdrawing ( )
2. \_\_\_\_\_ was the last time you went to the beach for a picnic?
- (1) How (3) Where  
(2) What (4) When ( )
3. A bicycle moves \_\_\_\_\_ than a motorcycle.
- (1) slow (3) more slow  
(2) slowest (4) slower ( )
4. Mabel and Freddy are fortunate to have travelled to many different \_\_\_\_\_ around the world. 
- (1) country (3) countrys  
(2) countries (4) countres ( )
5. Calvin has been attending karate lessons \_\_\_\_\_ he wants to learn the art of self-defence. 
- (1) so (3) and  
(2) because (4) when ( )

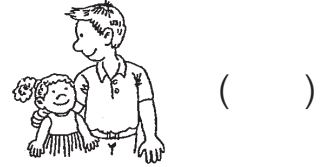
6. I stood \_\_\_\_\_ Karen and Michael while we were waiting for the bus.

- (1) beside (3) across  
(2) between (4) behind



7. Mr Lee \_\_\_\_\_ only one daughter. She is eight years old.

- (1) has (3) have  
(2) is (4) had



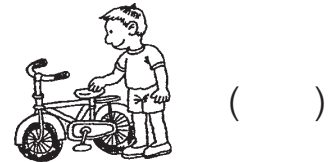
8. My friend, Ellen, cuddled her pet cat \_\_\_\_\_.

- (1) timidly (3) merrily  
(2) lovingly (4) secretly



9. That bicycle belongs to Norris. It is \_\_\_\_\_.

- (1) his (3) hers  
(2) theirs (4) mine



10. \_\_\_\_\_ girls dressed themselves up as witches for the fancy dress party.

- (1) That (3) This  
(2) Those (4) These



## GRAMMAR CLOZE

Read the passage carefully. Fill in each blank with a suitable pronoun from the box. ( 4 marks)



we

she

they

her

it

We cleaned our classroom yesterday. Marcus was in charge of picking up the litter on the floor. He found a coin and gave  (11) \_\_\_\_\_ to the teacher. Linda and Polly were in charge of wiping the windows. Linda took an empty bucket and filled it up with water. (12) \_\_\_\_\_ tried to carry it but it was too heavy for (13) \_\_\_\_\_. Polly walked over to help Linda. Together,  (14) \_\_\_\_\_ lifted the bucket of water.



Practise subject and object pronouns.

Go to **My SAPeducation App** or [www.sapgrp.com](http://www.sapgrp.com)

 **Read the passage carefully. Fill in the blanks with the correct interrogative pronoun from the box below. (3 marks)**

who	when	what	how	where
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“(15) \_\_\_\_\_ will you be going during the school holidays, Eric?” asked Sam.




“We will be going to India,” replied Eric.

“(16) \_\_\_\_\_ are you going to do there?” asked Sam.

“We will be visiting some relatives in the northern part of India,” said Eric. “I heard you are going to Malaysia. (17) \_\_\_\_\_ will you be going there?”

“We will take an aeroplane,” said Sam.

 **Read the passage carefully. Fill in the blanks with “will” or “shall”. (3 marks)**

I cannot meet you at the park in the morning. I need to help my parents with the housework. (18) \_\_\_\_\_ you still be there at five o'clock? If so, I  (19) \_\_\_\_\_  make arrangements with Gerald and Benson to come along.  (20) \_\_\_\_\_ we have a game of basketball then?



## VOCABULARY

Choose the correct answer and write its number in the brackets provided. (9 marks)

21. The kitten mewed in \_\_\_\_\_ when Deon stepped on its tail accidentally.

(1) compassion 

(2) relief 

(3) pain

(4) happiness



22. The boys wrapped themselves with a \_\_\_\_\_ and sat near the fire to keep warm.

(1) sweater

(2) blanket

(3) pyjamas

(4) scarf



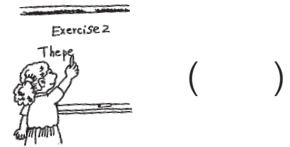
23. Nancy writes on the whiteboard with a \_\_\_\_\_.


(1) chalk

(2) marker

(3) stick

(4) pencil



 24. I \_\_\_\_\_ my father to the market last weekend when my mother was ill.

(1) supported 

(2) accompanied 

(3) followed

(4) attended



25. My baby brother uses a \_\_\_\_\_ during his meals.

(1) bib

(2) shawl 

(3) tie

(4) scarf



26. Mr Dawson felt \_\_\_\_\_ of Alex when he did well for his examination.

(1) angry

(2) sick

(3) miserable

(4) proud



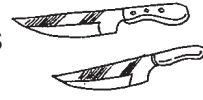
27. Joanne collects \_\_\_\_\_ from all over the world.

(1) encyclopaedias 

(3) postcards

(2) e-mails

(4) letters



( )

28. Kelly \_\_\_\_\_ her new friend to her mother.

(1) conducts 

(3) selects

(2) introduces 

(4) gives



( )

29. When we were at Alona beach, my sister and I collected many \_\_\_\_\_.

(1) seashells

(3) precious stones

(2) corals 

(4) pebbles



( )

## VOCABULARY CLOZE

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

sobs 

tears

money

began

drown

sink

sewing

begging

living

water


Fiona was  **(30)** \_\_\_\_\_ near the river when her thimble 

fell into the water. That was her only thimble. She **(31)** \_\_\_\_\_

to cry. A fairy heard her **(32)** \_\_\_\_\_ and came up to her.

“Why are you crying?” the kind fairy asked.



“I dropped my thimble into the water. I sew blankets for a  
**(33)** \_\_\_\_\_. How will I finish my work now?” Fiona said. She  
 burst into **(34)** \_\_\_\_\_.




The kind-hearted fairy jumped into the water. Within minutes, she  
 reappeared with Fiona’s thimble in her tiny hands.

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

from	set	passengers	among	cash
cover	made	customers	serve	fee

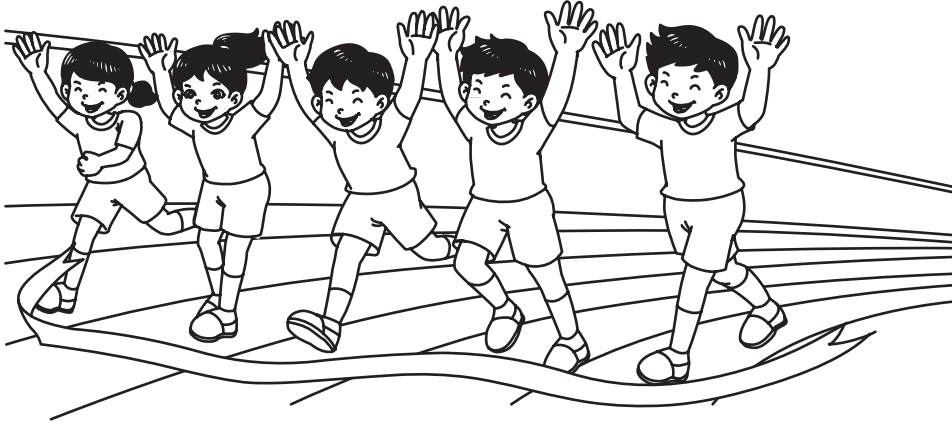


Long ago, migrants who did not know how to read or write  
 depended on letter-writers. Letter-writers helped the migrants write  
 letters to their family or read letters received **(35)** \_\_\_\_\_ their  
 family members. A letter-writer would **(36)** \_\_\_\_\_ up a table  
 and two chairs along a street. He would **(37)** \_\_\_\_\_ his table  
 with a plain coloured cloth. He would wait for **(38)** \_\_\_\_\_ to  
 come to his “stall”. He would charge them a small **(39)** \_\_\_\_\_  
 to read or write a letter for them.



## VISUAL TEXT COMPREHENSION

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



### **Sports Day @ Bay Gardens Primary School**

Date: Friday, 22 August

Time: 9.30 am – 11.30 am

(Please arrive half an hour before the event starts.)

Venue: Bay Gardens Primary School Courtyard

Join us at **Bay Gardens Primary School Sports Day** and team up with your children to take part in exciting races!

- Wheelbarrow Race
- Sack Race
- Egg and Spoon Race
- Three-legged Race
- Obstacle Course
- 100-m Dash

#### **Potluck**

Time: 12 pm – 1.30 pm

Venue: Canteen

Bring a dish of food to be shared with the other families. Please leave your dish at Stall 1 in the canteen by 11 pm.

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

- 40.** *Bay Garden Primary School Sports Day* will be held \_\_\_\_\_.
- (1) in the morning
  - (2) the whole day
  - (3) in the afternoon
  - (4) in the evening ( )
- 41.** Parents who attend the event might \_\_\_\_\_.
- (1) have a discussion with the principal
  - (2) tour the school
  - (3) bring food to share with other parents
  - (4) compete in an event against their children ( )
- 42.** According to the poster, there are \_\_\_\_\_ activities at the event.
- (1) 2
  - (2) 4
  - (3) 6
  - (4) 8 ( )
- 43.** Which of the following is true about the potluck?
- (1) The students are not allowed to participate in it.
  - (2) The food is prepared by the stallholders in the canteen.
  - (3) It has to be brought earlier than lunchtime.
  - (4) It will last for an hour. ( )
- 44.** What does the picture at the top of the poster show?
- (1) Improvement
  - (2) Failure
  - (3) Confusion
  - (4) Victory ( )

## COMPREHENSION OPEN-ENDED



Listen, follow and read along.

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

Once upon a time, a baby princess was born to the king and queen. They were extremely pleased as their prayers had been heard. There was a huge celebration for a week for the princess. The whole kingdom was excited except for one – Silky, the fairy.

5

She had overheard the animals talking in the forest about the princess. Why was she not informed? Why was she not invited to the celebration? She had always been on good terms with the royal family. They could not have forgotten her.

Silky was boiling with rage. She flew home, slamming the door behind her. In her anger, she did not realize that she had not checked her mailbox for a week. She had been too busy making magic spells. Silky sat at her table and sulked. She was going to teach the royal family a lesson for leaving her out of the party.

10



45. What had the king and queen been praying for? [1m]

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46. The table below shows the reason for several events. Use the information from the passage to complete the table. [3m]

Event	Reason
(a)	The king and queen had a baby princess.
(b)	Silky was angry.
(c) Silky did not check her mailbox.	

47.

Put a tick (✓) next to the sentences that are true. Put a cross (✗) next to the sentences that are false. [3m]

The animals told Silky about the celebration.

Silky was very sad when she did not receive an invitation.

Silky was able to fly.



48. Write the two-word phrase that shows Silky had a good relationship with the royal family. [1m]



49. What do you think of Silky's intention to teach the royal family a lesson? Explain your answer. [2m]

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## SECTION C: CONTINUOUS WRITING

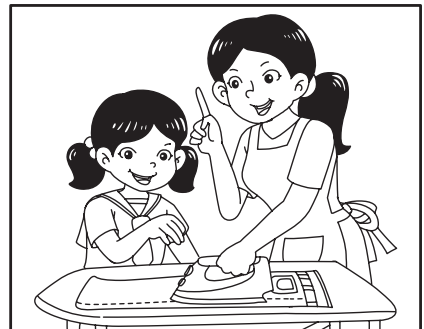
Write a story of at least 60 words about **household chores**.

**The pictures are provided to help you think about the topic. Your story should be based on one or more of the pictures. (10 marks)**

Consider the following points when you plan your story:

- What household chores were done?
- How did the person/people feel about doing the chores?

You may use the points in any order and include other relevant points as well.



You may use the words in the box below.

family

tired

pleased

chores 

dishes

careful

helpful

clean

spotless



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## Level 2 Midyear 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 – 10:** Your child needs to revise all the grammar items learnt in the first semester. Building the basic grammar foundation learnt in Primary 1 and 2 is very crucial. Go through the grammar items through constant practice. Focus on grammar items such as subject pronouns (I, you, he, she, it, they, we), object pronouns (me, you, him, her, it, them, our), verbs to have (have, has), adverbs, simple past tense, future tense (will, shall), prepositions, demonstrative pronouns, interrogative pronouns and adjectives of comparison.

**Questions 11–14:** The subject pronouns are "I", "you", "he", "she", "it", "they" and "we". They refer to someone or something that has already been mentioned, eg. Mary goes to school by herself. She walks there every morning. "She" is used to refer to Mary. The object pronouns are "me", "you", "him", "her", "it", "them" and "our", eg. I saw them on my way to school today. "Them" is the object pronoun.

**Questions 15 – 17:** Use the interrogative pronoun "who" when asking about a person. Use the interrogative pronoun "when" to ask about a period in time. Use the interrogative pronoun "where" to ask about a place. Use the interrogative pronoun "what" to ask about a thing or an animal. Use the interrogative pronoun "how" to ask about the way something is done.

**Questions 18 – 20:** "Will" and "shall" are future tense. Bear in mind the following simple rule for future tense. "Will" is used with "he", "she", "it", "you", "they", "we" and "I". "Shall" is used with "we" and "I".

### Vocabulary

**Questions 21 – 29:** When unsure, eliminate the options that are obviously wrong first. The pictures are also clues to the answers. The child needs to build up his vocabulary by reading more English books. Refer to the *Glossary (Pointers page P12)* to know more new words.

**Questions 30 – 39:** Try to understand first the story in the cloze passages. Filling in the blanks with suitable words would be easier.

### Comprehension Visual Text

**Questions 40 – 44:** The child needs to read the information in the poster carefully. Clarify any queries the child has. The child can be exposed to the typical way posters and advertisements are written by reading any poster and advertisement that he comes across.

### Open-ended

**Questions 45 – 49:** The child needs to understand first the passage. If there are words that the child does not know, get him to try 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 and give reasons for a response, use contextual clues to get the response.



## Diagnostic Tools

### Level 2 Midyear Examination

Listening Comprehension	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Marks	Total	
Picture Matching	★	★	★	★	★																	/5	<b>20</b>
Listening to Instructions						★	★	★	★	★												/5	
Spelling											★	★	★	★	★	★	★	★	★	★		/10	

Grammar	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Marks	Total	
MCQ	★	★	★	★	★	★	★	★	★	★												/10	<b>20</b>
Cloze											★	★	★	★	★	★	★	★	★	★		/10	

Vocabulary	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	Marks	Total		
MCQ	★	★	★	★	★	★	★	★	★													/9	<b>19</b>
Cloze										★	★	★	★	★	★	★	★	★	★	★		/10	

Comprehension	40	41	42	43	44	45	46	47	48	49	Marks	Total
Visual Text	★	★	★	★	★						/5	<b>15</b>
Open-ended						★	★	★	★	★	/10	

Continuous Writing	Marks					Total
Content	1	2	3	4	5	6
Language	1	2	3	4		4
						<b>10</b>

#### Instructions to Parents

Divide the marks awarded at the Grand Total by 84. Then multiply the answer by 100 to derive the banding for the child. Refer to **What your scores tell you** to read about the child's performance.

Please take note:

The Oral component comprises of **Reading Aloud** (6 marks) and **Picture Conversation** (10 marks) in school examinations. These are not included in ELITE Midyear and Final Examinations.

#### 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.

$\frac{\quad}{84} \times 100 = \quad$	<div style="border: 2px solid blue; padding: 10px; width: fit-content; margin: 0 auto;"> <p style="margin: 0;"><b>Grand Total</b></p> <p style="font-size: 2em; margin: 0;"><b>84</b></p> </div>
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## Learning Zone

### *Wearing Ribbons*

You may have seen women and girls (and even some boys and men) wearing ribbons on their blouses or shirts. Do you know that by wearing these ribbons, they are actually telling the rest of the community something?

Wearing ribbons has taken on a whole new meaning. By wearing a coloured ribbon on your clothes, you are quietly showing your support for a cause. Here are some different coloured ribbons and what they mean.

**Peach-coloured ribbon:** They were distributed by the Singapore Red Cross Society in 2003 to raise funds during the SARs outbreak in Singapore. They were worn to show gratitude and support for the nurses and doctors who were in the frontline, fighting against the disease.

**Yellow ribbon:** Wearing a yellow ribbon means you understand the need to give ex-offenders a second chance and welcome them back into the society.

**Blue ribbon:** This shows your support for the fight against cancer, especially colorectal cancer.