



NAN HUA PRIMARY SCHOOL
2018 SEMESTRAL ASSESSMENT 2
PRIMARY 5

ENGLISH LANGUAGE

PAPER 2
BOOKLET A

Name: _____ ()

Class: Pr. 5

Date: 29 October 2018

Booklet A	/ 28
Booklet B	/ 67
TOTAL	/ 95

Parent's Signature & Date

Total Time for Booklets A and B: 1 hour 50 minutes

INSTRUCTIONS TO CANDIDATES

1. Do not turn over this page until you are told to do so.
2. Follow all instructions carefully.
3. Answer all questions carefully.
4. Shade your answers in the Optical Answer Sheet (OAS) provided.

Section A – Grammar (10 x 1mark)

For each question from 1 to 10, one of the four options is the correct answer. Make your choice (1, 2, 3 or 4) and shade the corresponding oval (1, 2, 3 or 4) on the Optical Answer Sheet (OAS).

1. Last week, all except Kim _____ accepted into the secondary school of their choice.
 - (1) is
 - (2) are
 - (3) was
 - (4) were

2. Let's have sandwiches for lunch, _____ we?
 - (1) can
 - (2) may
 - (3) shall
 - (4) must

3. When Tom reached the airport, he realised he _____ to bring his passport.
 - (1) forgets
 - (2) has forgotten
 - (3) had forgotten
 - (4) had been forgetting

4. Do you have _____ information on the Singapore-Johor Bahru train schedule?
 - (1) any
 - (2) little
 - (3) some
 - (4) many

5. Switching off the lights and fans in the classroom when they are not in use _____ to save electricity.
 - (1) help
 - (2) helps
 - (3) helped
 - (4) have helped

6. This road leads to the newly open shopping mall, _____ it?
- (1) is
 - (2) isn't
 - (3) does
 - (4) doesn't
7. You are not allowed to busk here _____ you have a permit.
- (1) if
 - (2) since
 - (3) while
 - (4) unless
8. "Hello, I would like to inquire _____ your tour packages to Japan," Irene said.
- (1) for
 - (2) into
 - (3) after
 - (4) about
9. Mr Kumar asks my brother and _____ to keep an eye on his house while he is away on a business trip.
- (1) I
 - (2) me
 - (3) mine
 - (4) myself
10. Of the two news presenters, Mark reads _____.
- (1) expressive
 - (2) expressively
 - (3) more expressively
 - (4) most expressively

Section B – Vocabulary (5 x 1mark)

For each question from 11 to 15, one of the four options is the correct answer. Make your choice (1, 2, 3 or 4) and shade the corresponding oval (1, 2, 3 or 4) on the Optical Answer Sheet (OAS).

11. The con man managed to sell "good luck charms" to several _____ people who believed him that they would indeed enjoy great fortune upon wearing those charms.
- (1) gullible
 - (2) humble
 - (3) influential
 - (4) incorrigible
12. It is _____ how two unrelated strangers can look so alike and share such similar personalities.
- (1) uncanny
 - (2) incoherent
 - (3) nonsensical
 - (4) spine-chilling
13. The housing estate is _____ cockroaches. The management has to call in pest control to get rid of the large colony.
- (1) wrecked by
 - (2) harassed by
 - (3) inhabited by
 - (4) infested with
14. I make a/an _____ to exercise three times a week. I am determined to be fit and trim.
- (1) wish
 - (2) request
 - (3) resolution
 - (4) agreement
15. Casper was _____ when he exclaimed that there was a fly in Anna's soup. He loved teasing her just for the fun of it.
- (1) pulling her leg
 - (2) playing it by ear
 - (3) hitting the nail on the head
 - (4) putting his foot in his mouth

Section C – Vocabulary Cloze (5 x 1mark)

For each question from 16 to 20, choose the word closest in meaning to the underlined word. Shade the correct oval (1, 2, 3 or 4) on the Optical Answer Sheet (OAS).

A trail of overturned flower pots and scattered soil led the way to the chaotic scene. The patter of hurried footsteps came to a standstill at the end of the corridor.
(16)

There, a mixture of shrieks and hisses could be heard loud and clear.
(17)

"Don't fight! Don't fight!" Aunt Holly hollered above the din. Alas, the cats continued to snarl and claw at each other relentlessly, ignoring her instruction. Aunt
(18)

Holly had been tearing her hair out over the constant fighting between her cats since day
(19)
one. She hoped desperately for them to get along.

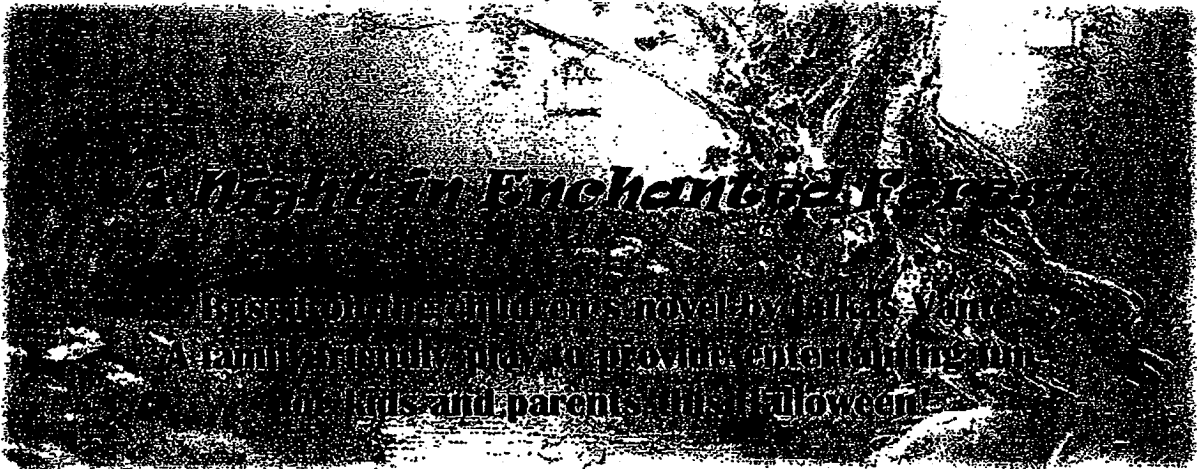
"Brats!" Aunt Holly spat before pulling out two fishes from her grocery basket. At
(20)
the aroma of food, the fight broke up magically. As they padded home behind their owner, Lil-Meow and Chimp purred amicably. Ah, peace at last!

Source: Original

16. (1) halt
(2) spot
(3) lurch
(4) conclusion
17. (1) went off
(2) faded in
(3) rang out
(4) echoed around
18. (1) deliberately
(2) unceasingly
(3) intermittently
(4) unscrupulously
19. (1) feeling grieved
(2) feeling uneasy
(3) feeling nervous
(4) feeling frustrated
20. (1) sighed
(2) barked
(3) nagged
(4) taunted

Section D – Visual Text Comprehension (8 x 1mark)
Study the flyer carefully and answer questions 21 to 28.

UPSTAGE DRAMA COMPANY presents



Synopsis of *A Night in Enchanted Forest*

The play follows the quest of Ceres and his sister, Eris, through the forest to find the miracle cure for their father. Having been cursed by the evil witch, Orcus, their father has fallen into a deep sleep from which he cannot be roused. Only the magical Flower of Varuna can revive him.

The journey takes the siblings across hazardous terrain, racing through peril after peril while they forge unlikely friendships with strange creatures.

What adventures are awaiting Ceres and Eris? What obstacles will they encounter? Who are their enchanted companions? Will they be able to obtain the Flower of Varuna to save their father?

Receive a pumpkin lantern
with every ticket purchased!



*The actual lanterns may differ
from the above illustration.

Date	1 to 5 November 2018
Showtime	7.30 p.m. to 8.30 p.m.
Venue	West Coast Park (Central Green)
Ticketing information	• \$25 per ticket • \$2 off each ticket purchased before 15 October 2018 • Tickets are available at all SYSTIX ticketing outlets

For further information, please contact our staff at 6112 3344 or visit our website at www.upstagedramacompany.com.sg.

The following is an edited excerpt of an interview with the director of *A Night in Enchanted Forest*, Mr Justin See:

On the choice of the novel:

The novel *A Night in Enchanted Forest* is a fantasy adventure story which has captivated children and adults alike for generations. The action-packed and intriguing plot is a guaranteed crowd-puller. The challenge is to reproduce the "obstacle course" found in the story in the realistic setting of West Coast Park. It is my most ambitious project to date, but I have my production team to thank; they were equally excited when I told them about the idea.

This timeless tale of an individual's character growth through trials is a message our youths need to hear. The story celebrates the power of filial piety and the beauty of friendship. It is truly a children's classic and parents' delight, and makes for a wholesome family treat.

On his concept of an outdoor setting for the play:

While I usually write the scripts from scratch, this time I decided to adapt the novel to explore the genre of interactive theatre where the audience are active participants in the performance. The play involves both the actors and the audience physically wandering through the various scenes and interacting with each other to complete the tasks in the night. These are achieved through the naturalistic setting of the park against the backdrop of the starry night sky. This play promises to be an engaging experience for the audience.

On the production:

Recreating the fantastical elements in the novel poses a serious challenge. The props and costumes have been carefully made to resemble the mythical. The set designers have been working tirelessly to construct the obstacle course, through which the actors as well as the audience will pass, at the actual site of West Coast Park. We want to bring the story to life and give the audience a theatrical experience of a lifetime!



Source: Original

For each question from 21 to 28, choose the most appropriate option (1, 2, 3 or 4) and shade the corresponding oval (1, 2, 3 or 4) on the Optical Answer Sheet (OAS).

21. The main aim of this flyer is to _____.

- (1) promote the celebration of Halloween
- (2) give a summary of the story in Lukas Vante's novel
- (3) advertise the upcoming play *A Night in Enchanted Forest*
- (4) provide a description of Mr Justin See's work as a director

22. In "Synopsis of A Night in Enchanted Forest", Ceres and Eris, embarked on the quest to _____.

- (1) meet strange creatures
- (2) battle the evil witch, Orcus
- (3) search for the Flower of Varuna
- (4) attempt the challenging terrain in the forest

23. The purpose of the questions in "Synopsis of A Night in Enchanted Forest" is to _____.

- (1) arouse the readers' interest in the story
- (2) introduce the main characters of the story
- (3) seek information from the readers regarding the story
- (4) invite the audience to help develop the main ideas of the story

24. Which of the following statements about the play is true?

- (1) There are two evening shows to be staged.
- (2) An early-bird discount is extended to ticket purchases made before November.
- (3) Readers may call the hotline if they have any queries regarding the play.
- (4) Tickets can be bought through the website of Upstage Drama Company.

25. In the excerpt of the interview, some statements are given in bold to _____.

- (1) draw attention to the main ideas
- (2) make the text look more interesting
- (3) convey a sense of excitement about the play
- (4) show that they are not the actual words of Mr Justin See

26. Which of the following is not a likely reason for Mr Justin See to decide on the novel *A Night in Enchanted Forest* for his play?

- (1) He believes that the storyline will attract viewers.
- (2) He wants to promote the values as found in the story.
- (3) He has been convinced by his production team to use the novel.
- (4) He likes the challenge of constructing the obstacle course presented in the story.

27. An excerpt of the interview with the director of the play is included in the flyer to _____.

- (1) highlight the challenges of producing a play
- (2) show the advantages of staging a play outdoors
- (3) compliment the production team for their commitment
- (4) talk about his experiences in putting together this play

28. Which of the following information found in the flyer is an opinion?

- (1) Each ticket holder is entitled to a free pumpkin lantern.
- (2) The novel *A Night in Enchanted Forest* is written for young readers.
- (3) The props and the costumes are made to look like items found in fairy tales.
- (4) Every member in the audience is sure to be completely satisfied with their involvement in the play.



NAN HUA PRIMARY SCHOOL
2018 SEMESTRAL ASSESSMENT 2
PRIMARY 5

ENGLISH LANGUAGE
PAPER 2

BOOKLET B

Name: _____ ()

Class: Pr. 5 _____

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INSTRUCTIONS TO CANDIDATES

1. Do not turn over this page until you are told to do so.
2. Follow all instructions carefully.
3. Answer all questions carefully.

Section E – Grammar Cloze (10 x 1 mark)

There are 10 blanks, numbered 29 to 38, in the passage below. From the list of words given, choose the most suitable word for each blank. Write its letter (A to Q) in the blanks. The letters (I) and (O) have been omitted to avoid confusion during marking. EACH WORD CAN BE USED ONLY ONCE.

(A) although	(B) could	(C) is	(K) on	(N) the
(B) an	(E) from	(H) many	(L) or	(P) then
(C) are	(F) however	(J) must	(M) than	(Q) which

Have you ever eaten food that has just been dropped onto the floor? If you have, you are certainly not alone. Scientists believe that as (29) _____ as 50% of people have picked up and eaten food off the floor. Most rely on something called (30) _____ "five-second rule". The rule claims that fallen food (31) _____ safe to eat if it has been on the floor for five seconds or less.

(32) _____, scientists have found that the "five-second rule" is not reliable. In some instances, bacteria can transfer to food in less (33) _____ a second. Wet food, like a licked candy (34) _____ a slice of fruit, will absorb bacteria as soon as it hits the floor. It should not be eaten even if it is picked up quickly. (35) _____ bacteria do not have legs, they move with moisture. So the wetter the food, the higher the risk of contamination.

What about kitchen counters? Actually, these (36) _____ contain more harmful bacteria compared to the floor. Raw food, (37) _____ may have bacteria called salmonella, is sometimes cut on kitchen counters. If people eat food (38) _____ surfaces that have salmonella, they can get very sick.

Since the five-second rule depends on the type of food and the surface on which it falls, it might be best to rely on this other rule instead: When in doubt, throw it out.

Section F – Editing for Spelling and Grammar (12 x 1mark)

Each underlined word contains either a spelling or grammatical error. Write the correct word in each of the boxes.

(39)

Lately, I have been wondering about the concept of time. I am fasinated by how

(40)

our mood influences our perception of the passage of time. When I am feeling letargik,

(41)

time seems to crawl by slowly. This sense of time slowing down occurred whenever I

(42)

(43)

am doing an activity that I abbhore. On the contrary, time seems to zip passed in a

blink when I am engaged in an enjoyable activity.

(44)

I had that very experience during the Primary 5 camp I had attended. On the

(45)

first night, I had truobel falling asleep, as I could not wait for the next day's activities

to begin. Minutes ticked by and the night stretched on. It took a long time before

(46)

sleeping kicked in. When I finally fell into a blissful slumber, someone shouted that it

(47)

was time to wake up. I could, in fact, having slept for a few hours, but it felt like I had

(48)

only caught fourty winks!

(49)

As I dragged my feet clearing the atrosious mess in the canteen, the activity

certainly seemed to last forever. On the other hand, during activities like the flying

BLANK PAGE

(50)

fox and the campfire, time flew off so quickly that I wished for it to stand still. Ah, if

only I could expand and shrink time as desired!

Source: Original

Section G – Comprehension Cloze (15 x 1mark)

Fill in each blank with a suitable word.

There is a story about a little boy's encounter with the famous composer Mozart. little eight-year old boy was called Alfred. Alfred's mother wished for him to learn music. Nevertheless, he did not show much interest in music and was (51) _____ to learn to play the piano. In (52) _____ to motivate Alfred and make him more interested in music, his mother took him to a music hall to watch a (53) _____ by Mozart. On that day, both mother and son left home and (54) _____ at the venue early. By chance, a few family friends were also present for the occasion. Soon, Alfred's mother was engaged in a (55) _____ with them. Everyone chatted happily. While the adults were catching (56) _____ with one another, Alfred felt bored with waiting. Hence, he wandered off to play on his (57) _____, a tiny lone figure moving about among the adults.

When it was time to began, the music hall's spotlights came on and the curtains were (58) _____ open. However, instead of Mozart appearing, everyone was surprised to see (59) _____ else. There was the little boy, Alfred, seated at the piano, (60) _____ the black and white keys to the tune of "Twinkle, Twinkle, Little Star", a lullaby. The audience was truly astonished!

Without missing a beat, Mozart walked onto the (61) _____ quietly and quickly moved over to the grand piano. "Don't stop. Just keep going," he whispered to Alfred. Then Mozart leaned over the boy, closed his eyes in concentration and listened closely to the tune being (62) _____ by Alfred. Mozart then placed his right hand on the keyboard (63) _____ Alfred's. Alfred kept repeating the tune of "Twinkle, Twinkle, Little Star" while Mozart played melodies around the tune. The audience

had (64) _____ seen anything like this before – a partnership between a musical genius and a child was unusual.

Alfred's mother was moved seeing the look of enjoyment on her child's face as he played the piano. Overcome with (65) _____, she silently thanked Mozart for this life-changing moment. She was sure this would inspire Alfred to embrace music wholeheartedly.

Source: Original

Section H - Synthesis / Transformation (5 x 2marks)

For questions 66 to 70, rewrite the given sentence(s) using the word(s) provided. Your answer must be in one sentence. The meaning of the sentence must be the same as the given one(s).

66. Jason cleaned the classroom. The classroom was cleaned like his home.

_____ as if

67. "See me at the library tomorrow," Mrs Ong told Tim.

Mrs Ong told Tim _____

68. The ferocious winds blew down several trees in the forest.

_____ by _____

69. Amanda was dishonest about the incident. Amanda was scolded by her mother

_____ because of _____

70. I will forgive you. You have admitted your mistake.

Since _____

BLANK PAGE

Section I – Comprehension Open-ended (20 marks)

Read the passage below and answer questions 71 to 80.

Taki, the fisherman, asked me to follow him as he walked into the shallow water of the beach. He had promised to show me what my science textbooks could not. As I walked beside him, I turned on the torchlight I had with me so that I could see better in the darkening sky.

The torchlight lit up the shallow but dark water. I could see that the ground was carpeted with rocky coral but I saw Taki move through it with familiar ease. He stood over a low rock formation that jutted out of the seabed and beckoned me over. The rocky coral felt slippery and sharp under my feet as I staggered across to join Taki. When I was finally beside him, he made me squat with him at the rock formation. The falling tide had left a small pool of seawater collected in the basin-like rock formation. This reminded me of the petting ponds and touch pools in the aquariums I had visited before. I pointed the torchlight at the pool of water but all I could see was the sandy seabed. How was this different from going to an aquarium? At least those petting ponds had starfish and small shellfish for me to touch. 5 10

"Look," Taki suddenly whispered, "octopus." My heart skipped a beat and I was overcome with excitement! The only octopuses I had ever seen before were those in science textbooks and television documentaries. However, staring as hard as I could, I saw absolutely nothing. What was Taki looking at? 15

"There," said Taki. Then he lowered his right arm slowly and gently into the water. His index finger was pointing at a patch of sandy seabed. "Can't you see it? Look, I am almost touching it." He lowered his arm yet deeper into the water, taking care not to cause any unnecessary alarm to it. "Can you see it now, foolish boy?" he teased and patted my head affectionately with his left hand. 20

Suddenly, I saw it. As my eyes finally adjusted themselves to the darkness, I realised that I had been looking at it all this while. Its round body was so grey and sand-like that I had mistaken it as being a part of the sandy seabed. "It is a big one," said Taki. When his right hand was within a centimetre of the octopus, he swiftly grabbed it! 25

Immediately, the sand exploded in a cloud of ink released from the octopus and the wild flailing of its tentacles. Startled, I took a quick step back, almost falling into the water!

Taki laughed and hauled the octopus out of the water quickly. However, the octopus resisted capture. Instinctively, two of its tentacles seized the rocks at the side of the pool and held firmly to it. In response, Taki gave two sharp tugs. **The trick** worked! The octopus released its grip on the rocks. Instantly, it coiled all its tentacles around Taki's forearm. I broke out in cold sweat as I watched the tentacles tightening their squeeze. At this rate the blood supply to Taki's arm would be cut off in no time!

Strangely, while I was in shock, Taki did not seem bothered. It looked like he was calmly anticipating everything the octopus would do. He deftly wrestled with the octopus and managed to free the tentacles from his right arm. As his left hand held the struggling octopus, I noticed that the underside of its body was exposed. Taki aimed at a spot in the centre of the exposed body and swiftly struck with his right hand. Immediately, all the tentacles loosened their grip and the octopus fell limply to the ground.

As Taki casually bent and picked up the octopus, I realised that Taki had truly kept his promise. It was not every day that one got to see how an octopus was subdued.

Adapted from a story by Gerald Durrell about Taki Alvanos in "Birds, Beasts and Relatives"

71. What time of the day did the story take place? Support your answer with information from the passage. (2m)

72. Which two-word phrase from lines 5-10 shows that Taki had been on the strip of rocky coral many times ? (1m)

73. Why do you think Taki "lowered his right arm slowly and gently into the water" (lines 19-20)? (2m)

74. What were the two reasons the writer was unable to spot the octopus? (2m)

75. Look at the table below. What do the words in the left column refer to in the passage? Write your answers in the column on the right. (3m)

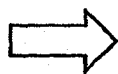
Word(s) from the passage	What the word(s) refer(s) to
This (line 10)	
It (line 26)	
The trick (line 32)	

76. Based on the passage, state whether each statement in the table below is true or false, then give one reason why you think so. (3m)

	True/False	Reason
The writer's heart skipped a beat because he saw a live octopus.		
Taki was angry with the writer for not being able to spot the octopus at first.		
Taki knew how to handle the octopus.		

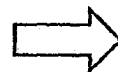
77. Based on lines 24-35, fill in the blanks below to show the reasons for the stated reactions. (2m)

The writer was startled



because he did not _____

The octopus grabbed the rocks with its tentacles



because it did not _____

78. Write 1, 2 and 3 in the blanks below to indicate the order in which the events occurred in the passage. (1m)

_____ The octopus grabbed Taki's forearm.

_____ The octopus was struck by Taki.

_____ The octopus released ink.

79. How do you think the writer felt when the octopus gripped Taki's arm? Why did he feel that way? (2m)

80. Explain fully what the writer meant when he mentioned that "Taki had truly kept his promise" (lines 42-43)? (2m)

SCHOOL : NAN HUA PRIMARY SCHOOL
 LEVEL : PRIMARY 5
 SUBJECT : ENGLISH
 TERM : 2018 SA2

Booklet A

Q 1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
4	3	3	1	2	4	4	4	2	3
Q 11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
1	1	4	3	1	1	3	2	4	2
Q 21	Q22	Q23	Q24	Q25	Q26	Q27	Q28		
3	3	1	3	1	3	4	4		

Booklet B

Q 29	Q30	Q31	Q32	Q33	Q34	Q35	Q36	Q37	Q38
H	N	G	F	M	L	A	D	Q	E
Q39)	fascinated	Q43)	past	Q47)	have				
Q40)	lethargic	Q44)	this	Q48)	forty				
Q41)	occurs	Q45)	trouble	Q49)	atrocious				
Q42)	abhor	Q46)	sleep	Q50)	by				

Q51)	reluctant	Q56)	up	Q61)	stage
Q52)	order	Q57)	own	Q62)	played
Q53)	performance	Q58)	pulled	Q63)	beside
Q54)	arrived	Q59)	someone	Q64)	never
Q55)	chat	Q60)	hitting	Q65)	gratitude
Q66)	Jason cleaned the classroom as if it was his room.				
Q67)	Mrs Ong told Tim to see her at the library the next day.				
Q68)	Several trees in the forest were blown down by the ferocious winds.				

Q69)	Amanda was scolded by her mother because of her being dishonest about the incident.
Q70)	Since you have admitted your mistake, I will forgive you.
Q71)	The story take place in the evening. The writer had to turn on the torch light he had with him so that he could see better in the darkening sky.
Q72)	familiar ease
Q73)	Taki wanted to show the octopus to the writer without alarming it.
Q74)	The writer's eyes had not adjusted to the darkness and the body was so grey that it camouflaged with the sandy seabed.
Q75)	(line 10) --- the small pool of sea water collected in the bas in-like rock formation. (line 26) --- the octopus (line 32)--- Taki giving the octopus two sharp tugs
Q76)	False / The writer was excited with anticipation of seeing a live octopus for the first time. False / Taki teased the writer that the writer was a foolish boy and tapped his left hand. True / Taki was able to wrestle with the octopus and flee the tentacles from his right arm.
Q77)	→Because he did not expect the octopus to squirt ink, →because it did not want to be captured
Q78)	2 , 3 ,1
Q79)	I think the writer felt afraid as the octopus would soon cut off the rate of blood supply to Taki's arm.
Q80)	The writer meant that Taki had shown how an octopus was subdued which was something his science textbooks could not.