



**RED SWASTIKA SCHOOL**  
**2016 SEMESTRAL ASSESSMENT 1**  
**ENGLISH LANGUAGE – PAPER 2**  
**LANGUAGE USE AND COMPREHENSION**  
**PRIMARY 4**

Name : \_\_\_\_\_ (      )

Class : Primary 4 / \_\_\_\_\_

Date : 6 May 2016

**Note:**

1. Do not open this booklet until you are told to do so.
2. Read carefully the instructions given at the beginning of each section.
3. Do not waste time. If a question is difficult for you, go on to the next one.
4. Check your answers thoroughly and make sure you attempt every question.

**44 Questions**

**50 Marks**

**Duration of Paper: 1 hour 15 minutes**

| ITEMS      | OBTAINED | POSSIBLE |
|------------|----------|----------|
| MCQ        |          | 24       |
| Qn 20 - 44 |          | 26       |
| TOTAL      |          | 50       |

Parent's Signature : \_\_\_\_\_

**SECTION A : Vocabulary (6 marks)**

Choose the correct answer and shade its number on the OAS provided.

- 1 John put up a brave smile in an effort to \_\_\_\_\_ his disappointment when he was told that he was not selected to be the class monitor.
- (1) cover (2) push  
(3) remove (4) hide
- 2 Which \_\_\_\_\_ of milk do you prefer, vanilla or chocolate?
- (1) aroma (2) flavour  
(3) taste (4) texture
- 3 Tom checked his test paper \_\_\_\_\_, from the beginning to the end, before handing it in.
- (1) clearly (2) hastily  
(3) mostly (4) thoroughly
- 4 The fans, who adored the singer, were \_\_\_\_\_ to leave the hall even though the concert had ended.
- (1) anxious (2) eager  
(3) hesitant (4) reluctant
- 5 The \_\_\_\_\_ waited for the green man to appear before crossing the road.
- (1) motorists (2) cyclists  
(3) pedestrians (4) bystanders
- 6 All the students in the class \_\_\_\_\_ at the stadium to support their classmates who are competing in the race.
- (1) turn on (2) turn away  
(3) turn up (4) turn down

**SECTION B : Grammar (8 marks)**

Choose the correct answer and shade its number on the OAS provided.

- 7 "Please help \_\_\_\_\_ to the snacks," Mother told her guests.  
(1) herself (2) yourself  
(3) yourselves (4) themselves
- 8 \_\_\_\_\_ studying hard for the test, he failed.  
(1) Although (2) Despite  
(3) However (4) Unless
- 9 My friend, from \_\_\_\_\_ I learnt how to play Nintendo, is now coaching my brother.  
(1) who (2) which  
(3) whom (4) whose
- 10 The army of soldiers \_\_\_\_\_ past the president now.  
(1) march (2) marched  
(3) is marching (4) are marching
- 11 You \_\_\_\_\_ so considerate when you gave up your seat to the old woman.  
(1) is (2) are  
(3) was (4) were
- 12 I look forward to \_\_\_\_\_ you next week.  
(1) see (2) seen  
(3) saw (4) seeing

13 \_\_\_\_\_ flowers growing in that garden are wilting.

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

14 "Would you like \_\_\_\_\_ sauce for your steak?" asked the waiter.

- |          |            |
|----------|------------|
| (1) few  | (2) little |
| (3) some | (4) much   |

**SECTION C : Visual Text Comprehension (10 marks)**

Read this flyer carefully and answer the questions that follow. Choose the correct answer and shade its number on the OAS provided.

# Write it Right!

A writing workshop brought to you by The Jazz Reading Club

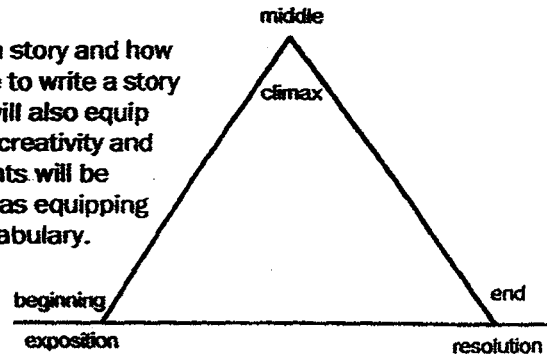


The Jazz Reading Club will be organising an enriching and exciting writing workshop for Primary Four students.

The workshop will cover the different elements of a story and how students can make use of a conventional structure to write a story that is interesting and logical to a given theme. It will also equip students with excellent strategies to build up their creativity and hone their writing skills. After the workshop, students will be familiar with the varying aspects of writing, as well as equipping themselves with the appropriate grammar and vocabulary. This workshop aims to:

- help students overcome barriers in writing
- boost students' repertoire of vocabulary
- inspire students to write better fiction through developing good habits in writing
- improve students' writing through fun and exciting activities

## Elements of a Story



No. of sessions: 12 sessions  
 Dates: Every Monday from 27 June  
 Time: 2 p.m. to 4 p.m.  
 Fees: \$120  
 Venue: RSS Library (Project Room)  
 Trainer: Local writer and blogger, Mr James Noon

After a while, the characters I'm writing begin to feel real to me. That's when I know I'm heading in the right direction.

- Alice Hoffman



To register, send the registration slip with a cheque made out to 'The Jazz Reading Club' by 5 June to:

The Jazz Reading Club  
 10 Sanly Lane  
 Singapore 123001

### Workshop: Write it Right @ RSS

I am interested in participating in this workshop.

Name of Student: \_\_\_\_\_

Class: P4 \_\_\_\_\_

Signature of Parent: \_\_\_\_\_

Date: \_\_\_\_\_

Contact number in case of emergency: \_\_\_\_\_

- 15 The main purpose of the flyer is to \_\_\_\_\_.
- (1) promote reading among students.
  - (2) learn through fun and exciting activities
  - (3) encourage students to write good fiction stories
  - (4) equip students with better grammar and vocabulary
- 16 Based on the flyer, which of the following is true?
- (1) ~~Weekly sessions will be conducted for the workshop.~~
  - (2) Students can sign up for the workshop on the day itself.
  - (3) James Noon will be teaching students how to write a blog
  - (4) The workshop will be conducted at The Jazz Reading Club
- 17 According to the flyer, students who attend the writing workshop will \_\_\_\_\_.
- (1) become more creative
  - (2) ~~have more confidence in their writing skills~~
  - (3) be a better team player when they do group work
  - (4) improve their knowledge of grammar and vocabulary
- 18 Which part of the flyer tells parents how their children can benefit from the workshop?
- (1) the elements of a story
  - (2) the title of the workshop
  - (3) ~~the objectives of the workshop~~
  - (4) the details of when the workshop will be carried out
- 19 Which of the following information can be concluded from the flyer?
- (1) The workshop is expensive and unaffordable.
  - (2) Some students find it hard to write good stories.
  - (3) ~~Students will be attentive through fun and exciting activities.~~
  - (4) Using the elements of a story is enough to make one's story better.

**SECTION D : Grammar Cloze (4 marks)**

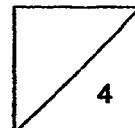
Read the passage carefully. Choose the correct word from the words given in the box and write its letter (A to F) in each blank.

**USE EACH WORD ONLY ONCE**

|            |        |            |
|------------|--------|------------|
| (A) for    | (B) on | (C) during |
| (D) before | (E) in | (F) when   |

It was time to go to work. Lynn did not wake up immediately \_\_\_\_\_ the  
(20)  
alarm sounded. She took another twenty minutes to get herself ready \_\_\_\_\_  
(21)  
leaving the house. She left her house hurriedly \_\_\_\_\_ she did not want to miss her  
(22)  
morning meeting.

Lynn was often late for work since she started working \_\_\_\_\_ her company  
(23)  
three months ago. She regretted not going to bed earlier every day.

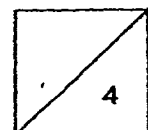


**SECTION E : Grammar Cloze (4 marks)**

**Read the passage carefully. Underline the correct word from the words given in the brackets.**

Dengue fever is the most deadly mosquito-borne viral disease which is transmitted by the Aedes mosquito. It (24) [ takes / took ] only a puddle of water as small as the size of a twenty-cent coin for an Aedes mosquito to (25) [ breed / breeding ] in.

If the doctor has diagnosed one to be infected with dengue fever, immediate treatment (26) [ is / are ] required. Having been infected once (27) [ does / did ] not protect one from the virus. In many cases, the symptoms are more severe when one gets dengue fever the second time.



**SECTION F : Editing (4 marks)**

Correct each word in bold for spelling and underlined for punctuation. Write the correct word or punctuation in the relevant box.

It was nearing dusk when Patrick went for a jog in the nearby park. Just as he

(28)

was jogging round the corner of the park a bicyclé appeared out of nowhere. It brushed

against him slightly as it sped past him. Patrick fell to the ground and the bicycle screeched to

(29)

a stop. The cyclist perihked when he saw Patrick on the ground.

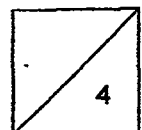
(30)

"I'm terribly sorry about this. Are you alright," apologised the cyclist.

The cyclist then sent Patrick to a clinic for a check-up. Upon reaching home,

(31)

Patrick was so **exhaustid** that he soon fell asleep on the sofa. What a tiring day for Patrick!

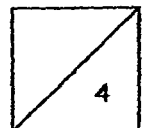


**SECTION G : Grammar Cloze (4 marks)**

**Read the passage and fill in each blank with a suitable word.**

"Let's go bowling," Ahmad suggested to his friends.

His friends disagreed and headed straight (32) \_\_\_\_\_ the swimming pool instead. Ahmad had always (33) \_\_\_\_\_ afraid to go into the water. He felt ashamed of (34) \_\_\_\_\_ when he saw that all his friends were able to swim. He decided to ask his friends to teach him how to swim. Initially, he (35) \_\_\_\_\_ only swim a few strokes. However, Ahmad practised swimming every week and soon, he was able to swim as well as his friends.



**SECTION H : Comprehension (10 marks)**

Read the passage carefully and answer the questions that follow.

I was ~~tossing and turning~~ in bed, counting sheep. Suddenly, I heard a loud thud outside the main door. I ~~mustered~~ up my courage and peeped through the window. There, I saw a small black body lying on an old rug which my mother had put outside. He was whimpering hungrily. I took pity on him and brought him inside. I towelled him dry, and made a bed with a woollen rug and a small pillow for him. I decided to name him Spotty as he had yellow spots. 5

Slowly, Spotty mingled with everyone and became one of our family members. Days passed and on one evening, Spotty returned from his long walk, looking fatigued. Spotty came to my room and sat near me. It was then that I saw that his hind leg was injured and bleeding. Quickly, I called out to my mother. She cleaned the wound and tied a bandage around his leg. I was heartbroken. But the next day, Spotty was up to his usual pranks, though he limped a little. 10

The next morning, my heart skipped a beat when I did not see Spotty. I searched for him everywhere but he could not be found. I could not imagine what could have possibly happened to him, knowing that he had not fully recovered from his injury. 15

As if history had repeated itself, that very night, I heard the same loud thud outside the door. With a glimpse of hope, I rushed to the door.

Story adapted from <http://www.english-for-students.com/A-Mysterious-Memory.html>

36 Tick ✓ your chosen answer.

The writer was 'counting sheep' (line 1) because

\_\_\_\_\_ [1m]

|                          |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |

the writer was in bed

the writer liked counting

the writer could not sleep

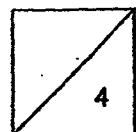
37 Which two-word phrase in paragraph 1 has the same meaning as 'gathered'? [1m]

|  |
|--|
|  |
|--|

For 38 – 39, read the statement and tick ✓ "True" or "False". Refer to paragraph 1 to help you.

The first example has been done for you. [2m]

|         | Statement                                  | True | False |
|---------|--------------------------------------------|------|-------|
| Example | The writer was in the living room.         |      | ✓     |
| 38      | The writer saw something outside the door. |      |       |
| 39      | The animal was black with yellow spots.    |      |       |



For 40 – 41, tick ✓ whether the statements describe Spotty's or the writer's feelings.  
Refer to paragraph 2 to help you. The first example has been done for you. [2m]

|         | feelings described in paragraph 2 | the writer | Spotty |
|---------|-----------------------------------|------------|--------|
| Example | enjoyed playing with everyone     |            | ✓      |
| 40      | looking tired                     |            |        |
| 41      | feeling sad                       |            |        |

42 Who administered first aid to Spotty? [1m]

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43 The writer's heart 'skipped a beat' (line 13). Why? [2m]

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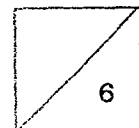
44 In the last paragraph, what was the writer hoping for when he heard the noise outside the door that night? [1m]

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END OF PAPER





# ANSWER KEY

YEAR : 2016  
 LEVEL : PRIMARY 4  
 SCHOOL : RED SWASTIKA  
 SUBJECT : ENGLISH  
 TERM : SA1

|     |     |     |     |     |       |       |     |      |
|-----|-----|-----|-----|-----|-------|-------|-----|------|
| Q1  | Q2  | Q3  | Q4  | Q5  | Q6    | Q7    | Q8  | Q9   |
| 4   | 2   | 4   | 4   | 3   | 3     | 3     | 2   | 3    |
| Q10 | Q11 | Q12 | Q13 | Q14 | Q15   | Q16   | Q17 | Q18  |
| 3   | 4   | 4   | 4   | 3   | 3     | 1     | 2   | 3    |
| Q19 | Q20 | Q21 | Q22 | Q23 | Q24   | Q25   | Q26 | Q27  |
| 2   | F   | D   | A   | E   | takes | breed | is  | does |

|      |          |           |           |     |      |         |       |
|------|----------|-----------|-----------|-----|------|---------|-------|
| Q28  | Q29      | Q30       | Q31       | Q32 | Q33  | Q34     | Q35   |
| park | panicked | alright?" | exhausted | for | been | himself | could |

Q36 ✓ the writer could not sleep.

Q37 mustered up

|         | Statement                                  | True | False |
|---------|--------------------------------------------|------|-------|
| Example | The writer was in the living room.         |      | ✓     |
| Q38     | The writer saw something outside the door. | ✓    |       |
| Q39     | The animal was black with yellow spots.    | ✓    |       |



|         | Feelings described in paragraph 2 | the writer | Spotty |
|---------|-----------------------------------|------------|--------|
| Example | Enjoyed playing with everyone     |            | ✓      |
| Q40     | looking tired                     |            | ✓      |
| Q41     | feeling sad                       | ✓          |        |

**Q42** The writer's mother administered first aid to Spotty.

**Q43** The writer heart skipped a beat because he was worried as Spotty could not be found.

**Q44** The writer was hoping that Spotty would be outside the door / appear that night.

