

ELITE

English Language Intensive Tests and Examinations

3rd Quarter Examination

Learning Outcomes

- ✦ understand subject-verb agreement
- ✦ use the correct saying verb to complete a sentence
- ✦ substitute word(s) with other word(s) of similar meaning
- ✦ understand and recall details on a webpage
- ✦ use indefinite pronouns appropriately in a cloze passage
- ✦ correct grammatical or spelling errors
- ✦ select appropriate vocabulary based on a given context
- ✦ join two given sentences using “although”, “despite”, “in spite of”, “besides... also” and “in addition”
- ✦ comprehend a passage by answering questions on it

Level
6

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. The news about the merger _____ received with mixed feelings by the employees yesterday.

- (1) was (3) has
(2) is (4) were ()

2. *A Series of Unfortunate Events* _____ about three young children who had to live with an evil relative after their parents died in a fire.

- (1) have (3) are
(2) were (4) is ()



3. A handful of children _____ found huddled at the bottom deck of the sea vessel last night as they hid from the pirates.

- (1) was (3) is
(2) were (4) are ()

4. _____ the parents of the pupils _____ to turn up for the school event?

- (1) Do... has (3) Do... have
(2) Does... have (4) Did... had ()

5. Someone _____ donated a sum of ten thousand dollars to the family of seven who lost their father in an accident.

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

6. Either Jane or her friend, Sandra, _____ in charge of the props for the class play.

(1) have

(3) are

(2) were

(4) is

()

7. Challenging each other in a game of *Scrabble* _____ what Janet and Iris like to do every Sunday.

(1) is

(3) are

(2) was

(4) were

()

8. The people who live in this street _____ a flea market on the last Sunday of every month.

(1) organize

(3) is organizing

(2) organizes

(4) has organized

()

9. The furniture sold in these shops _____ imported from Italy.

(1) is

(3) has

(2) are

(4) have

()

10. Everyone in the basketball team, except the twins, _____ for training.

(1) go

(3) have gone

(2) has gone

(4) were going

()

VOCABULARY

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

11. The minute Joe came out of the courtroom, the reporters rushed forward to _____ him about his views on the jury's verdict.
(1) suggest (3) announce
(2) order (4) quiz  ()
12. Zoe _____ an excuse and left the classroom hurriedly.
(1) whimpered (3) shrieked
(2) muttered (4) snarled ()
13. Mrs Grissom _____ the girls to preheat the oven at 160°C before preparing the ingredients for the peanut butter cookies.
(1) declared (3) instructed
(2) queried (4) warned ()
14. The parents _____ over the decision to let their only child go overseas to study.
(1) pondered (3) complained
(2) denounced (4) wondered ()
15. The man _____ breaking into Vivien's house even though his fingerprints were found at the scene of the crime.
(1) alleged  (3) agreed
(2) implied (4) denied ()

VOCABULARY CLOZE

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

The land that the Lee family had was **(16)** far from fertile. Seeing his family struggle **(17)** to make ends meet, Lee was bent on going to the city to find work. Lee had met a man on his way to school one day and was told that there were abundant work opportunities in the city. The man **(18)** assured Lee that he would be able to get him a job there. The next day, the man and Lee met and stowed away on a freight train that would bring them to the city. However, the man **(19)** made off with all of Lee's money while he was sleeping. When Lee woke up, he was alone and penniless.

Lee walked about aimlessly in the city. With no money, he had to **(20)** fend for himself in the streets.

- 16.** (1) barren (3) productive
(2) desolate (4) impotent ()
- 17.** (1) to prevail (3) to survive
(2) to exist (4) to persevere ()
- 18.** (1) testified to (3) foretold
(2) indicated to (4) promised ()
- 19.** (1) pilfered  (3) stole
(2) borrowed (4) swindled ()
- 20.** (1) provide (3) prove
(2) contend (4) accommodate ()

VISUAL TEXT COMPREHENSION

Study the webpage carefully and answer the questions that follow.

Carrot Cupcakes with Cream-Cheese Icing

Preparation 15 min → Cooking 20 min → Ready In 35 min

- 24 servings
- 280 calories

Ingredients for Cupcakes

- ✧ 100g brown sugar
- ✧ 175ml vegetable oil
- ✧ 2 eggs
- ✧ 225g plain flour
- ✧ $\frac{3}{4}$ tsp bicarbonate soda
- ✧ 1 tsp cinnamon
- ✧ a pinch of salt
- ✧  zest of 4 limes (or 1 orange)
- ✧ 150g of grated carrots
- ✧ 100g of chopped walnuts

Ingredients for Icing

- ✧ 125g cream cheese
- ✧ 250g icing sugar, sieved
- ✧ 2 tsp lime juice



Method for Cupcakes

1. Preheat the oven at 180°C.
2. Beat sugar and vegetable oil together. Then add in the eggs one at a time.
3. Add in everything else except for the carrots and walnuts. Beat until it is mixed well.
4. Fold in the carrots and walnuts.
5. Spoon the batter into the muffin cases and bake for 20 minutes.
6. Cool on a rack while you make the icing.

Method for Icing

1. Beat the cream cheese in a bowl until it is soft.
2. Slowly mix in the icing sugar and then add the lime juice. Mix until it is smooth.
3. Use a butter knife to spread the icing on the tops of the cooled muffins.
4. You may sprinkle chocolate rice or rainbow rice, or place a walnut on the top of each cupcake.

Best when served warm, with a generous spread of the icing.

Rate and Review here

Busy Chef



I changed some of the ingredients. Instead of the zest of 4 limes, I used lime  extract and lime juice. I also added milk to the icing. The results were all right. The cupcakes were a little dry though.

Cupcake King



They tasted great the day I baked them but once I left them overnight in the refrigerator, they were so dense  that it was impossible to eat them. I threw them away the next day.

Chloe



The cupcakes were really good! I've already made them twice.

Timmy



The cakes were too dense and the taste of eggs was much too strong.

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

- 21.** Before mixing the ingredients, one needs to _____.
- (1) heat the oven
 - (2) beat the cream cheese until it is smooth and soft
 - (3) cool the rack to put the cupcakes on
 - (4) replace the cooking oil with vegetable oil ()
- 22.** What ingredients are added immediately after the sugar, vegetable oil and eggs have been mixed?
- (1) walnuts, cinnamon, plain flour, bicarbonate soda, zest of lime
 - (2) bicarbonate soda, plain flour, cinnamon, salt, zest of lime
 - (3) salt, carrots, plain flour, cinnamon, bicarbonate soda
 - (4) carrots and walnuts ()
- 23.** The icing is _____.
- (1) smeared around the sides of the cupcakes
 - (2) mixed into the batter for the cupcake
 - (3) mixed together using a butter knife
 - (4) made up of cream cheese, icing sugar and lime juice ()
- 24.** The cupcakes might look different because they have different _____.
- (1) sizes
 - (2) flavours
 - (3) toppings
 - (4) colours ()
- 25.** What is the purpose of the information at the top of the recipe?
- (1) To highlight how to make the cupcakes
 - (2) To state how long it will take to make the cupcakes
 - (3) To describe how easy it is to make the cupcakes
 - (4) To explain who can eat the cupcakes ()

- 26.** Which of the following is true about the majority of the people who reviewed the cupcakes?
- (1) They were confused about the recipe.
 - (2) They were pleased with the recipe.
 - (3) They disliked the recipe.
 - (4) They did not like the ingredients used. ()
- 27.** Cupcake King probably did not give the recipe a rating of 5 stars because _____.
- (1) the cupcakes could not be eaten
 - (2) he liked keeping cupcakes overnight
 - (3) he could not follow the recipe
 - (4) the cupcakes could not be eaten the next day ()
- 28.** Which of the following people will not be interested in the second page of the webpage?
- (1) Those who are looking for cupcake recipes
 - (2) Those who want to bake their own cupcakes
 - (3) Those who want to buy cake making ingredients
 - (4) Those who enjoy trying new recipes ()

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) everyone | (E) some | (J) everything | (N) none |
| (B) both | (F) anything | (K) something | (P) no one |
| (C) someone | (G) anyone | (L) nothing | (Q) either |
| (D) all | (H) much | (M) others | |

Chloe passed by her friend's flat on the way to hers. The gate was unlocked and the wooden door was ajar. (29) _____ was amiss. She grabbed a pole outside the house. If (30) _____ was hiding in the house, the pole would come in handy, thought Chloe.

"Hello? Is (31) _____ home? Lynn? Auntie? Uncle?" she called out. There was no answer. It seemed (32) _____ was home. Chloe knew very well that (33) _____ in Lynn's family would always be home before ten each night. It was already past midnight now. Where were they? Chloe pushed open the door cautiously. She was shocked to see the mess in the living room. (34) _____ lay in disarray on the floor. Cushions were ripped. There were broken glass pieces everywhere. (35) _____ furniture was overturned while (36) _____ were out of position. Newspapers were strewn all over the floor. It was as if a tornado had just passed through the three-room flat!

Clutching the pole tightly, Chloe advanced quietly. She stopped when she thought she heard a groan coming from one of the bedrooms. Chloe raised the pole, took a deep breath and walked into the room. Under the pale light of the moon streaming through the window, Chloe saw Lynn and her mother. **(37)** _____ were tied together by a rope and had masking tape over their mouths. Quickly, Chloe removed the masking tape and untied them.

Unable to contact Lynn's father, Chloe decided to call the police. Lynn stopped her.

"Please don't call the police. Let's pretend that **(38)** _____ happened here. I don't want to blow the matter up," Lynn mumbled while her mother sobbed.

EDITING FOR SPELLING AND GRAMMAR

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

39.

The Business School in the university has once again retains the Chancellor's

40.

Sheeld as the champion in the annual Rag and Flag Day. The students are

41.

exuberent and they hug one another, screaming at the top of their lungs as they

celebrate their success.

The Rag and Flag Day began in 1960. Each year, students look forward to

42.

participating of the event. This is the time when the various faculty clubs and halls

43.

in the university come together to raise funds for specific beneficiaries. Besides

44.

building floats based on the theme for the year, participants must showcase his

45.

work in a parade and walk or dances beside the float that they had spent so much

time constructing.

46.

The Rag and Flag Day brings students together in a worthy cause – helping

47.

those in need. The process of coming to a consensus on the design of the float

48.

and the actual construction strengthen friendships with the students. These reasons

49.

far outweigh the physical aspects — hard work and sacrifice put in for the

50.

competition. A sense of solidarity is also developed. Winning is a bonus.

COMPREHENSION CLOZE

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

In many countries, children in the middle and upper classes are content to

play electronic, computer or TV games. The poorer children who cannot afford

such luxury will  (51) _____ to occupying their leisure time with traditional

toys. Amazingly, traditional toys are able to (52) _____ as much fun as

electronic toys and are  (53) _____ too.

In *kelerang*, a game popular with boys, a small circle is (54) _____ in the sand. Each child then brings along his marbles and places one within the circle and drops another one (55) _____ outside the circle. The child (56) _____ marble lands the furthest from the circle gets to play first. This is when the fun begins. Aiming and shooting are (57) _____ in this game. The marble outside the circle is (58) _____ the “striker”. It is used for hitting the marbles out of the circle. If a player does so successfully (both the “striker” and the marble must roll outside of the circle), he is (59) _____ to keep both marbles. The player then gets to play (60) _____. If, (61) _____, his “striker” remains in the circle, the player forfeits the “striker”, leaving it in the circle. If a player’s “striker” hits an opponent’s “striker” out of the circle, the opponent immediately loses his place to play in the (62) _____ game.

The aim of the game is to obtain as many marbles as possible. The player with the most number of marbles at the end of the game is (63) _____ the winner.

There are many (64) _____ to the game, *kelerang*. Sometimes, children set their own (65) _____. As long as they agree on how the game should be played, they can have hours of endless fun playing together.

SYNTHESIS / TRANSFORMATION

Rewrite the sentences using the given words. Your answer must be in one sentence. The meaning of the sentence must be the same as the meaning of the given sentences. (10 marks)

- 66.** Her parents refused to let her go to India alone. She went ahead with her plans.

Despite _____
_____.

- 67.** Jay had squandered his inheritance. His parents were willing to forgive him.

Although _____
_____.

- 68.** The sign clearly states that this is a non-smoking section. The inconsiderate customer lights his cigarette.

In spite of _____
_____.

- 69.** When you smoke, the mixture of nicotine and carbon monoxide increases your heart rate temporarily. It also increases your blood pressure temporarily.

In addition _____
_____.

- 70.** Pauline won a gold medal in the 100-m race. She won a silver medal in the 400-m race.

Besides _____ also
_____.



COMPREHENSION OPEN-ENDED

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

I stared at the stone slab in front of me. Clenching my fists, I fought back the tears that had welled up in my eyes. Finally, overwhelmed by sadness, I allowed the tears to stream down my face.

Our friendship had stemmed from a common family background. Our wealthy but busy parents were often out of town, leaving us in the care of servants. I was lazing alone in the garden as usual one day when I felt I was being watched. Someone was spying on me through a hole in the garden wall. Irritated, I sneaked to the wall, picked up a leaf and poked it through the hole. The person let out a yelp of surprise and fell to the ground. I peeped and saw a girl, about eleven, lying on the ground rubbing her eye. When she looked up, she grinned. She had the most angelic smile I had ever seen. She laughed and introduced herself as Myra. We became best friends quickly, spending most of our time together. We realized that we both enjoyed playing badminton and we were now able to play it. Myra taught me how to swim as well and we often competed to see who swam faster. Suddenly, we did not mind that our parents spent little or no time with us at all. Myra was glad she no longer had to spend long hours with her elderly housekeeper.

Unfortunately, Myra's mother was diagnosed with cancer not long after we met. She battled with it for two years before she passed away. Myra's father was aggrieved and could not bear to live in the same premise. With a heavy

heart, he finally decided to migrate. On the day of their departure, Myra and I hugged, unwilling to let go of each other. We had become so much a part of each other's lives.

For many years, we stayed in touch via emails and telephone calls. With these, we remained close despite the distance between us. Soon we were both in college, then university and finally, we started working. Myra had made a resolution that she would return to visit me once she started work. Very soon, she informed me that she had booked a flight. I was exhilarated and eager to see my best friend in the flesh after twelve long years.

I waited for Myra at the airport in vain. She did not appear. Puzzled, I left for home. My heart tightened into a knot when I received a call from Myra's father later that night who told me between sobs that Myra had been involved in a fatal car accident on her way to the airport.

The weather was grey and dreary. It certainly matched my mood. I placed Myra's favourite flowers on the ground. Realizing that I would not be able to see my best friend again, I wept uncontrollably.

 71. Where was the writer at the start of the story? [1m]

72. Which word in paragraph 1 describes very strong emotions? [1m]

73. What do the following pronouns refer to? Complete the table using information from the passage. [4m]

Pronouns	Meaning
(a) us (line 5)	
(b) it (line 19)	
(c) their (line 21)	
(d) these (line 25)	

74. What was the writer's first impression of Myra? Give evidence from the passage to support your answer. [2m]

75. State what the writer and Myra did before and after they knew each other. [2m]

	Before they knew each other		After they knew each other
	Myra	Writer	Myra and the Writer
(a) Time spent every day	She spent long hours with her elderly housekeeper.		They spent most of their time together.
(b) Games they played			<ul style="list-style-type: none"> • They played badminton. • _____ • _____

76. Why did Myra's father decide to migrate? [2m]

77. State whether the following statements are True or False. Give a reason for each answer. [3m]

	True/ False	Reason
(a) Myra did not want to migrate.		
(b) Myra did not know when she would visit the writer.		
(c) The writer knew that something had happened to Myra when she did not appear at the airport.		



78. How old do you think Myra was when she decided to come back to visit the author? [1m]

79. Why did the writer not see Myra at the airport? [2m]



80. Give two meanings for the sentence "The weather was grey and dreary." (line 34) as it is used in the passage. [2m]



Spot the errors in these sentences!

Download from www.onlineresources.sapgrp.com

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Level 6 3rd 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: A singular noun or pronoun takes a singular verb. A plural noun or pronoun takes a plural verb. The title of a book is seen as singular even if there is a plural verb or noun in the title itself. A collective noun usually takes on a singular verb. There are exceptions, eg. "a handful of", which take on plural verbs. Indefinite pronouns like "someone" take on singular verbs. When "either... or" is used in a sentence, pay attention to the noun nearest to the verb. If the noun is singular, use a singular verb; if the noun is plural, use a plural verb. Eg. Either John or his brother is taking part in the contest. / Either Mary or her sisters are looking after their elderly parents. A clause or phrase uses a singular verb, Eg. Running along the corridors is not allowed in the school.

VOCABULARY

Questions 11 – 15: A variety of verbs can be used to describe the way words are spoken, Eg. "queried" and "quizzed" may be used to show how questions are asked, "denounced" and "instructed" may be used to show how commands are given, "muttered" and "whimpered" may be used to show how words are spoken, and "shrieked" is used to show an exclamation. Learn more new words in the *Glossary (Pointers page P17)* to widen the child's vocabulary.

VOCABULARY CLOZE

Questions 16 – 20: When in doubt, eliminate the options that are obviously wrong first. Encourage the child to use a dictionary to look up unfamiliar words or a thesaurus to look up words of similar meanings. Reading newspapers and English storybooks will also help enrich the child's vocabulary.

VISUAL TEXT COMPREHENSION

Questions 21 – 28: Take note of the ingredients used and their form or quantity, eg. zest of limes, grated carrots. The instructions must also be read carefully. Understand what the shaded stars mean.

GRAMMAR CLOZE

Questions 29 – 38: Read the cloze passage once through to understand the story. The passage tests indefinite pronouns. The child must remember that the verb must agree with the indefinite pronoun that is used in the sentence. Indefinite pronouns like "everything" and "someone" use singular verbs. Indefinite pronouns like "both" and "others" use plural verbs.

EDITING FOR SPELLING AND GRAMMAR

Questions 39 – 50: Read the passage before correcting the mistakes. Take note of the grammar and the spelling used in the passage.

COMPREHENSION CLOZE

Questions 51 – 65: Reading the cloze passage once through before filling in the blanks is very important. A good grasp of grammar and a wide vocabulary will certainly help the child complete the passage with suitable words. Clues can occasionally be found in the passage. Encourage the child to read more to build up his language skills.

SYNTHESIS / TRANSFORMATION

Questions 66 – 70: Sentences can be built onto each other using the words "besides... also" and "in addition". These words help add on to the given information or link ideas of the same kind together. "Although", "despite" and "in spite of" are words used to introduce another point of view.

COMPREHENSION OPEN-ENDED

Questions 71 – 80: Read the passage twice if necessary before answering the questions. If there are unfamiliar or difficult words, encourage the child to read on and understand the passage as a whole. This will help him to make a good guess at the meaning of the words in context. If the child encounters difficulty in responding to questions that require him to infer, replace words used in the passage, and explain cause and effect, remind him to use contextual clues to get the answers.



Diagnostic Tools

Level 6 3rd Quarter Examination

BOOKLET A

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

Instructions to Parents

Divide the marks awarded at the Grand Total by 95. 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.

BOOKLET 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	
Cloze	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	/ 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								
Sentence Structures	66	67	68	69	70	Marks		Total																	
Synthesis / Transformation	★	★	★	★	★	/ 10	10																		
Comprehension	71	72	73	74	75	76	77	78	79	80	Marks		Total												
Open-ended	★	★	★	★	★	★	★	★	★	★	/ 20	20													

What your scores tell you:

91 – 100
★ **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.

75 – 90
A

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

60 – 74
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.

50 – 59
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.

35 – 49
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.

20 – 34
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.

0 – 19
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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$$\frac{\quad}{95} \times 100 = \quad$$



Learning Zone

Stories Behind Idioms

An idiom is made up of several words, forming an expression with a specific meaning. This means that its meaning cannot be derived from the meaning of each word in the expression. You can use idioms in your writing. Do not add too many though. It can make reading and understanding the story difficult.

Below are some idioms, their meanings and how they came about.

Idiom	Meaning	How It Came About
A close shave	A narrow escape	Long ago, trainee barbers sometimes came close to cutting their customers while shaving them.
Pass the hat round	To ask for donation	It was a traditional method to appeal for donations.
Strike while the iron is hot	To act quickly in a situation because it is favourable	A blacksmith heats an iron until it is red-hot before he hits it to shape it.
The coast is clear	No visible danger	(A military term) The officer in charge is told that "there are no enemy forces near the coast" to ensure a successful invasion.
The pot calling the kettle black	To criticize someone when you yourself have the same faults	In the 17th century, all pots and kettles were placed over open fires which caused them to become black.