

ELITE

English Language Intensive Tests and Examinations

FINAL EXAMINATION

2

Learning Outcomes

- ✦ know the correct usage of grammar
- ✦ choose appropriate vocabulary based on context
- ✦ substitute word(s) with other word(s) of similar meaning
- ✦ understand and recall details in a brochure
- ✦ complete cloze passages with suitable words
- ✦ correct grammatical or spelling errors
- ✦ rewrite sentences into one sentence using the given word(s) without changing their meaning
- ✦ comprehend a passage by answering questions on it
- ✦ express ideas clearly by writing a letter based on a given situation
- ✦ express ideas clearly and creatively when writing a story based on picture(s)

Level

6

150



Name: _____

Class: _____

6. Joshua and Daniel _____ each other since they were five years old.
(1) have known (3) know
(2) knowing (4) has known ()
7. If a baby does not have enough sleep, it _____ become restless and fussy.
(1) must (3) shall
(2) should (4) may ()
8. Either Jim or the twins _____ to the sailing club.
(1) belong (3) has belonged
(2) belongs (4) shall belong ()
9. Each of the English movies _____ with Mandarin and Malay subtitles. You may select either of the subtitles or turn them off.
(1) come (3) came
(2) comes (4) have come ()
10. Those who _____ the new sorbet agree that it is tasty and refreshing.
(1) tries (3) have tried
(2) had tried (4) tried ()

VOCABULARY

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

11. I need to _____ my hard disk so that I can increase the overall performance of my computer and install new software.
- (1) elevate (3) upgrade
(2) expand (4) boost ()
12. The property agent was confident that the _____ buyer he brought to view the bungalow would purchase it immediately.
- (1) prospective (3) feasible
(2) promising (4) budding ()
13. The group was not able to complete the task because they were not focused and often _____.
- (1) departed (3) depressed
(2) swerved (4) digressed  ()
14. A motorcyclist _____ the girl's bag as he sped past her while she was walking along the pavement.
- (1) fumbled (3) clutched
(2) seized (4) fingered ()
15. Samuel heard a  _____ of his parents' conversation when he walked past their bedroom.
- (1) sliver (3) fragment
(2) morsel (4) snatch ()

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)

There are three theories that **(16)** seek to explain why we yawn. We yawn to take in more oxygen and to remove the build-up of carbon dioxide in our bodies. Our diaphragm is pushed downwards and our lungs are filled up. Another theory suggests that our **(17)** forefathers intimidated others by yawning and showing their teeth. The last theory, which all of us can readily **(18)** relate to, states that yawning occurs when one is tired, drowsy or bored. These theories are **(19)** valid only to a certain degree. We still do not know for sure why we yawn as very little research has been **(20)** carried out in this area.

- 16.** (1) conspire (3) aspire
(2) entreat (4) attempt ()
- 17.** (1) offspring (3) subjects
(2) ancestors (4) descendants ()
- 18.** (1) associate with (3) correspond to
(2) coordinate with (4) apply to ()
- 19.** (1) dependable (3) reasonable
(2) accurate (4) creditable ()
- 20.** (1) managed (3) conducted
(2) run (4) proven ()

VISUAL TEXT COMPREHENSION

Study the brochure carefully and answer the questions that follow.



Health Fair

Saturday, 16 April
10 am to 8 pm
Scotts Expo Hall

Learn all about:

- Alternative medicine
 - Talk by Alice Green, founder of *Health for Life*
 - Only 20 seats available per session
 - Sign up early to avoid disappointment
 - \$10/personDiscounts for groups of 4. Call 6389 4257 for group bookings
Only individual bookings are accepted at the registration counter at the entrance
- Natural skin care products
 - Talk by *Skin Experts Pte Ltd*, a leader in natural skin care products
 - \$12/person (inclusive of a product guide)
 - Register at www.skp1.com.sg
 - Only 1 session! Grab your seats before they are gone!

Vision Screening
Courtesy of Eye
Centre

**Blood Pressure
& Blood Sugar
Testing**
Courtesy of Mayer
Clinic

NATURAL GOODNESS

CRUCIFERAE

Also known as cancer-fighting vegetables, they have anti-bacterial, anti-fungal and anti-cancer

properties that help to inhibit breast, lung and stomach cancer. Vegetables that fall into this category are cabbages, cauliflower, watercress and kales.



Many of these vegetables are rich in vitamin C, thus reducing the risk of cancer and heart diseases. Dark-coloured vegetables like broccoli and spinach are high in beta-carotene; they lower the risk of developing cancer cells.

CHRYSANTHEMUM

Besides using it to brew tea for its “cooling” properties, research has shown that the chrysanthemum also contains luteolin that fights cancer cells.



The antioxidant works well in the colon, breast and cervix.

Another wonderful property is that it increases the strength of the retina and reduces inflammation of the eyes.

GREEN TEA

Green tea has been found to contain EGCG (epigallocatechin gallate), an antioxidant that not only stops the growth of cancer cells but also kills them without harming healthy tissues. It is also effective in lowering bad cholesterol level.



Green tea is also rich in catechin polyphenols that help to prevent cancer commonly found in the various organs, especially the liver.

It can also help prevent tooth decay, killing the bacteria that causes plaque. It also causes blood vessels to relax, thereby lowering blood pressure.

RED YEAST RICE

Made by fermenting rice with a specific strain of yeast (which explains the change in colour), red yeast rice is




believed to be able to lower the bad cholesterol level while increasing the good cholesterol. It has been proven to be especially beneficial for those with heart diseases.

In the long term, it is much safer to use red yeast rice to control cholesterol levels as it does not have any side effects, unlike drugs.

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

21. The picture at the top of the first page of the advertisement shows the readers that _____.

- (1) diet is an important part of a healthy lifestyle
- (2) salad and fruit juice are the only healthy types of food
- (3) most people do not have good dietary habits
- (4) salads and fruit juice must be taken every day ()

 **22.** Hannah wants to attend a talk to look for new ways to cure her high blood pressure. What should she do?

- (1) Sign up for the talk by Skin Experts Pte Ltd.
- (2) Call 6389 4257 to ask for a discount.
- (3) Register at the entrance of the fair.
- (4) Pay \$12. ()

23. The phrase “courtesy of” means that the events are _____.

- (1) are popular
- (2) are new
- (3) are useful
- (4) are free ()

24. The information sheet on the second page of the brochure is useful for those who want to _____.

- (1) submit a report on rare natural supplements
- (2) sign up for lessons on growing natural herbs
- (3) turn to natural remedies for their ailments
- (4) have a balanced diet ()

- 25.** Red yeast rice is produced when rice and yeast are _____.
- (1) mixed and stirred together continuously
 - (2) changed chemically through the action of bacteria
 - (3) made pure by heating at high temperatures
 - (4) dehydrated and left to dry in the sun ()
- 26.** All except for _____ help to fight against cancer cells.
- (1) green tea
 - (2) chrysanthemum
 - (3) cruciferae
 - (4) red yeast rice ()
- 27.** Sandra's _____, so her mother brews some chrysanthemum tea for her.
- (1) eyes have been sensitive and sore
 - (2) cholesterol level has been rising
 - (3) weight has been increasing
 - (4) muscles have been aching ()
- 28.** Eating dark-coloured vegetables like _____ will decrease one's chance of developing heart disease.
- (1) cauliflower and broccoli
 - (2) celery and cucumber
 - (3) asparagus and spinach
 - (4) cabbage and eggplant ()

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) soon	(E) from	(J) through	(N) all
(B) its	(F) in	(K) their	(P) and
(C) over	(G) once	(L) will	(Q) but
(D) every	(H) since	(M) by	

Lake Nyos, which is found in Cameroon, is actually the crater of an inactive volcano. Its large **(29)** _____ funnel-shaped structure holds water with a large proportion of carbon dioxide in it. Carbon dioxide is released from beneath the lake **(30)** _____ the old volcanic vent. Being denser, the carbon dioxide settles at the lower depths of the water in the lake. **(31)** _____ time, the level of dissolved carbon dioxide builds up and displaces in the form of bubbles which push themselves upwards to the surface of the lake. As more of these bubbles reach the surface, the water **(32)** _____ naturally splash onto its shores.



Carbon dioxide, when released in large amounts, is able to asphyxiate **(33)** _____ life forms. This was the case in 1986. **(34)** _____ the gas broke free from the lake, it travelled down the valley away **(35)** _____ the lake. Being dense, it moved close to the ground, killing the inhabitants in **(36)** _____ path, flattening vegetation and small trees as it sped quickly

down the valley. About 2000 deaths were reported, caused (37) _____ suffocation.

Following the incident, a programme was started to pump the water from the lake to minimize the displacement of dissolved carbon dioxide. The people involved (38) _____ the programme inserted pipes into the lakes to remove the gas. In so doing, they had hoped to avert any future disasters.

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.

Tattooing was common among the indiginus people of Polynesia. It served

40.

to distinguised one's position, identity and personality in the community. Bodies

41.

42.

were tattooed by traditional designs — pictures representing their lives or mistic

symbols representing their ancestors and the gods.

43.

Once a child reached adolescence, he was ready to be tattooed to show that



44.

he had come of age. As the years passing, more tattoos were added to his body.

45.

A man's stand in the community was also determined by the number of tattoos on

46.


his body. Chiefs and warriors often had very elaberate tattoos. It was, therefore,

47.

48.


possible to tell a person's staters just from his appear.



49.

Before a person was tattooed, he needed to undergo a periodical of cleansing. On the day that he was to be tattooed, he would be placed in a vice. While  chanting a song, the shaman dipped a comb with needles into a pigment, placed it on the skin and drove the needles into the skin with a mallet. The pigment was then released into the skin. Blood that oozed out was quickly wiped away with a tapa,
50. a cloth made from the bark of a tree. The pain must have been excursheating but the men tolerated the pain, leaving with another symbol to mark their manhood.

COMPREHENSION CLOZE

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

The Malacca Straits is a vital shipping route that connects the Pacific Ocean and the Indian Ocean. It is the shortest sea route used for travelling
(51) _____ India and China. These countries are  (52) _____ as the world's two most populated countries.

With almost 50,000 vessels travelling along the Malacca Straits a year, the
 (53) _____ there is indeed slow and heavy. The narrowest part of the Malacca Straits is called the Phillips Channel. At only 1.5 miles (54) _____, it is a natural bottleneck. Ships need to  (55) _____ control, alertness and

“courtesy” because one cannot rule out the (56) _____ of a collision.

It is also here (57) _____ shallow reefs with small islands are found.

If ships run aground, pirates from these islands spring quickly into action to (58) _____ them. The islands have (59) _____ as good hiding places for the pirates.

Being very (60) _____ with the natural landscape of the Malacca Straits, the pirates have perfected their attacks. They move in on faster but quieter boats from the back of the ship. The ship’s radar is unable to (61) _____ their presence. Once the pirates are on (62) _____ the ship, they head towards the bridge. There, they (63) _____ control of the ship by holding the captain and chief engineer hostage. After robbing the ship of its cash and goods, the pirates often force the two hostages to go with them so as to get a (64) _____ from the shipping company, in exchange for the lives of their employees.

To make it safer for ships to travel, (65) _____ have been taken by Malaysia and Singapore to increase naval patrols in the waters.

SYNTHESIS / TRANSFORMATION

For each of the questions 66 to 70, rewrite the given sentence(s) using the word(s) provided. The meaning of the sentence must be the same as the meaning of the given sentence(s). (10 marks)



66. The chicken pox vaccine was introduced in 1995. Hospitalisations due to chicken pox have dropped dramatically.

Since _____
_____.

67. This is the novel. Martha borrowed from me last Sunday.

_____ which
_____.

68. Mr Thomas did not have the courage to turn his son in. He knew that his son was the one who kidnapped the little girl.

_____ yet
_____.

69. It was a very cold day. Jane put on a sweater and a pair of socks even though she was in the house.

_____ such _____ that
_____.




70. "Don't be late for the rehearsal tomorrow," Mrs Lee reminded James.

Mrs Lee reminded James _____
_____.

COMPREHENSION OPEN-ENDED

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

The sun directly above them beat down relentlessly as they drove through the desert landscape. Magnificent desert boulders sprouted towards the skyline. A solitary man could be seen herding his ships of the deserts.

As the day wore on,  the sky started to turn hazy. Nellie joked that there was going to be a heavy downpour. Their laughter subsided when the sky suddenly darkened and a huge brown cloud in the distance advanced towards their vehicle with great speed. As it neared, Nellie could see it swirling uncontrollably, pushed about by the gale. They had never seen such an awesome sight before. Earlier that day, they were told that a desert trip was never complete without experiencing first-hand a sandstorm. They looked all around them, suddenly feeling isolated and insecure. Their vehicle started to shake violently. Thinking quickly, Dean parked the car with its side in the direction of the oncoming wind so that the windscreen would not shatter. By now, they could see nothing but swirling sand. As they sat waiting in the car, they listened to the drone of the storm outside, not knowing how long they would be trapped in the car. The occasional rocking kept them on their toes. They braced themselves in case the car overturned.

After some time, Dean noticed that the floor of their car had mini sand dunes. Somehow, the sand had made its way through the crevices of the door and air vents. Dean kicked at the sand absent-mindedly, not quite knowing

what to make out of this. The sandstorm finally showed signs of ceasing after two hours. As the wind calmed, Nellie and Dean got out of their car and inspected it. The metallic blue car they had started out with was now a rusty peach. All the dents, rust and grease had disappeared in the two hours of sandblasting. Dean grabbed his camera and took a picture of the license plate that was barely readable. Then they posed for a picture together with the car in the background.

25

The sky was clear again. Dean started the engine and they continued their journey towards the east. Soon, they heard the barking of dogs from a Bedouin village.

30

71. Which word in paragraph 1 is similar in meaning to “one”? [1m]

72. (a) What was the man in line 3 herding? [1m]

(b) Explain your answer in (a). [1m]

 **73.** Why was Nellie’s comment in lines 4-5 considered a joke? [2m]

74. Name two ways the approaching sandstorm seemed dangerous and two ways it seemed exciting. [4m]

Dangerous

(i) _____

(ii) _____

Exciting

(i) _____

(ii) _____

75. Complete the table with words from paragraph 2 that show how Nellie and Dean were feeling. [2m]

Feeling	Event
(a)	There was no one else in the desert besides themselves.
(b)	They did not have any protection from the sandstorm.



76. What evidence showed that it was not safe in the car? [2m]

77. Which five-word phrase means to be alert at all times? [1m]

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

	True/ False	Reason
(a) The colour of the car was different after the sandstorm.		
(b) The car was destroyed in the sandstorm.		
(c) The couple were on their way home from the Bedouin village when they encountered the sandstorm.		

79. Why did Nellie and Dean take a photograph of themselves with the car after their trip? [2m]



80. Give one reason to show that the couple were knowledgeable about making a trip through the desert. [1m]



PART 1: SITUATIONAL WRITING (15 marks)

The pictures below show a lady talking to a sales assistant. Study the pictures carefully.

I bought this blouse for my sister from your boutique yesterday. She did not like the colour and it is too big for her. I would like to exchange it for another colour and size, please.

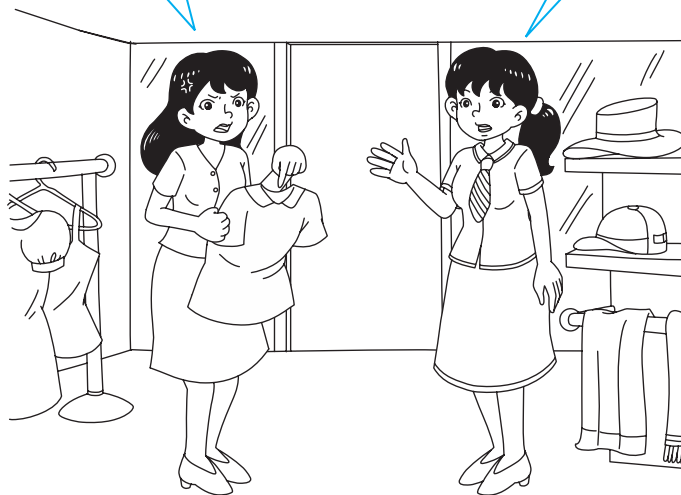
Sorry, but goods sold here are not returnable and exchangeable.

But I don't see any sign here that says I cannot exchange the goods that I bought. Besides, I was told I could exchange it.

It is understood that customers cannot return or exchange the goods they buy, so we do not put the sign in our boutique.

I checked with one of your colleagues, Susan, yesterday before I made the purchase. She said I could exchange it for another colour and size if I return it the next day. Here, I brought the receipt as proof of the purchase.

I have already told you that our boutique does not allow goods to be returned after they have been sold! You just have to buy another blouse for your sister or make do with the one you bought!



Your Task

Imagine you are the customer.

Write a complaint letter to the manager of the boutique, informing him of the experience you had with the salesgirl who attended to you. Include the impression you were given when you purchased the blouse and how you felt when you tried to exchange it.

You are to refer to the picture and information on the previous page.

In your letter, include the following information:

- the purpose for writing the letter
- what you were told when you purchased the blouse
- how you felt when you were told otherwise regarding your purchase
- the attitude of the sales assistant(s) who attended to you
- what you would like the manager to do

Write on a separate piece of paper. You may reorder the points. You should write in complete sentences.

PART 2: CONTINUOUS WRITING (40 marks)

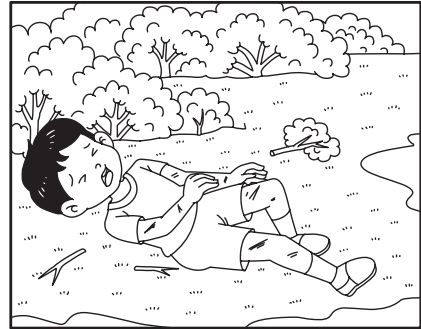
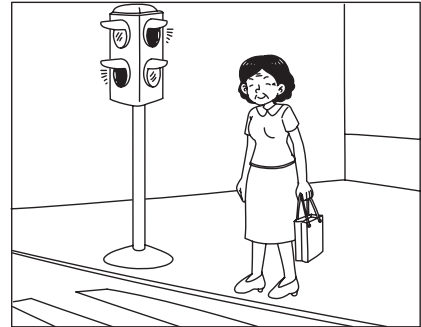
Write a story of at least 150 words about a kind deed.

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

Consider the following points when you plan your story:

- What was the kind deed?
- How did the person/people involved in the kind deed feel?

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



Level 6 Final Examination 2

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: The child needs to revise all the grammar he has learnt in primary school. The following are some grammar items that are often tested.

- In sentences with the words "neither... nor", the verb to use can be singular or plural. Follow the subject closest to it. Eg. Neither the boy nor the girl is talking. / Neither the boy nor the girls are talking. / Neither the boy nor I am talking.
- The word "every" requires a singular verb. Eg. Every one of the children needs to bring a notebook. In other words, "Every child needs to bring a notebook". "Everyone" is one word when it means "everybody". "Every one" means "each one".

VOCABULARY

Questions 11 – 15: Encourage the child to use a dictionary to build up his vocabulary. The child needs to understand the context in which some of these words are used. Refer to the *Glossary (Pointers page P22)* to learn more new words.

VOCABULARY CLOZE

Questions 16 – 20: When unsure, eliminate the options that are obviously wrong. Reading the passage once through can sometimes help the child to make intelligent guesses. Reading newspapers, magazines and English storybooks will also help enrich the child's vocabulary. Encourage the child to use a dictionary to find out the meanings of words and how to use them. A thesaurus will come in handy when he needs to find words of similar meanings.

VISUAL TEXT COMPREHENSION

Questions 21 – 28: Read the information carefully. Understand the properties given for each of the products and the information for the health fair before answering the questions.

GRAMMAR CLOZE

Questions 29 – 38: Read the cloze passage first before filling in the blanks. The child must understand the use of conjunctions, modals, prepositions and pronouns in a passage.

EDITING FOR SPELLING AND GRAMMAR

Questions 39 – 50: Read the passage once through before correcting the mistakes, taking note of the spelling and grammar.

COMPREHENSION CLOZE

Questions 51 – 65: Read the passage once through. A good grasp of grammar and a wide vocabulary will help the child choose the appropriate answers to complete the passage. Encourage the child to look for clues found within the sentences in the passage so as to derive suitable answers.

SYNTHESIS / TRANSFORMATION

Questions 66 – 70: When using "yet" in a sentence, the child needs to understand that it is used as a coordinating conjunction to mean "nevertheless" or "but". Eg. Your parents have warned you yet you do not heed what they say. When writing an indirect speech, the child needs to change the tense and time signifiers found in the direct speeches.

COMPREHENSION OPEN-ENDED

Questions 71 – 80: Understand first the passage. If the child comes across unfamiliar or difficult words, get him to try and guess the meaning by reading on and comprehending the passage as a whole. If the child encounters difficulty in responding to questions that require him to recall information, infer or draw conclusions, remind him to use contextual clues to get the answers.



Diagnostic Tools

Level 6 Final Examination 2

BOOKLET A

Grammar	Marks										Total	
	1	2	3	4	5	6	7	8	9	10		
★	★	★	★	★	★	★	★	★	★	★	10	
MCQ												
/ 10												
Vocabulary		Marks										Total
11	12	13	14	15	16	17	18	19	20			
★	★	★	★	★	★	★	★	★	★	★	10	
MCQ												
/ 5												
Cloze												
/ 5												
Comprehension		Marks										Total
21	22	23	24	25	26	27	28					
★	★	★	★	★	★	★	★	★	★	★	8	
Visual Text												
/ 8												

Instructions to Parents

Divide the marks awarded at the Grand Total by 150. 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:

School examinations include **Listening Comprehension** (20 Marks) and **Oral Communication** (30 marks).

These are not included in ELITE Midyear and Final Examinations.

BOOKLET B

Grammar	Marks										Total													
	29	30	31	32	33	34	35	36	37	38		39	40	41	42	43	44	45	46	47	48	49	50	
★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	22
Cloze																								
/ 10																								
Editing																								
/ 12																								
Comprehension		Marks										Total												
51	52	53	54	55	56	57	58	59	60	61	62		63	64	65									
★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	15
Cloze																								
/ 15																								
Sentence Structures		Marks										Total												
66	67	68	69	70																				
★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	10
Synthesis / Transformation																								
/ 10																								
Comprehension		Marks										Total												
71	72	73	74	75	76	77	78	79	80															
★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	20
Open-ended																								
/ 20																								

$$\frac{\text{ } \times 100}{150} = \text{ } \%$$

Grand Total	150
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COMPOSITION

Situational Writing	Marks									Total	
	1	2	3	4	5	6	7	8	9		
Content	★	★	★	★	★	★	★	★	★	★	15
Language, Organization & Context	★	★	★	★	★	★	★	★	★	★	15

Continuous Writing	Marks																			Total					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		20				
Content	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	40
Language, Organization & Context	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	40

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.



Learning Zone

Ways of Expressing a Common Verb

When writing or speaking, we often use these three common verbs – “walk”, “talk” and “look”. We can reveal more of the way someone walks, talks or looks by using other similar verbs. Below are some words that you can use to replace the common verbs used in your writing or speech. Do check the meanings of these words to use them meaningfully.

Walk

gallop, hobble, jog, limp, lumber, march, pace, parade, plod, prance, race, run, saunter, scuttle, shuffle, slither, sprint, strut, totter, trot

Talk

babble, blabber, blurt, brag, comment, confess, consult, criticize, discuss, express, exaggerate, gossip, inform, jabber, prattle, ramble, report, utter, vocalize, whisper

Look

cast, examine, explore, glance, glare, glower, idolize, leer, notice, observe, ogle, peek, peep, peer, pry, research, scrutinize, squint, stare, survey