

# ELITE

English Language Intensive Tests and Examinations

FINAL EXAMINATION

3

## Learning Outcomes

- ✦ know the correct usage of grammar
- ✦ choose suitable vocabulary based on context
- ✦ substitute word(s) with other word(s) of similar meaning
- ✦ understand and recall details in a programme
- ✦ 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 through recalling of information, using contextual cues or drawing conclusions
- ✦ 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: \_\_\_\_\_

## SECTION A : LANGUAGE USE AND COMPREHENSION

### GRAMMAR

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

1. One third of the class \_\_\_\_\_ not attending the workshop this afternoon.  
(1) are (3) is  
(2) was (4) were ( )
2. Mr Banks, together with his two partners, \_\_\_\_\_ the area carefully for tyre tracks.  
(1) have combed (3) comb  
(2) combs (4) are combing ( )
3. Xavier always plans before writing his composition, \_\_\_\_\_?  
(1) does he (3) can't he  
(2) isn't he (4) doesn't he ( )
4. The vandals were \_\_\_\_\_ easily with only a stern warning.  
(1) let up (3) let out  
(2) let on (4) let off ( )
5. \_\_\_\_\_ the social worker's good intentions, she was accused of being nosey and a troublemaker.  
(1) Because (3) Despite  
(2) However (4) Although ( )



6. Felicia will be tying the knot \_\_\_\_\_ her childhood sweetheart next month.

- (1) with (3) beside  
(2) from (4) to ( )

7. "I saw Jack \_\_\_\_\_ his dog at the park yesterday," said Tina.

- (1) walks (3) walk  
(2) walked (4) was walking ( )

8. Timmy backed \_\_\_\_\_ at the last minute, so we were short of one person to form the band.

- (1) away (3) off  
(2) out (4) about ( )

9. When we did not hear from the hikers after three days, we knew that something terrible \_\_\_\_\_ to them.




- (1) will happen (3) would have happened  
(2) has happened (4) had happened ( )

10. "It was \_\_\_\_\_ who broke the vase, not Peter," said Mr Williams, pointing at Ann.

- (1) she (3) me  
(2) her (4) them ( )

## VOCABULARY

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

11. My aunt found the reality show \_\_\_\_\_ as the contestants had to eat cockroaches, beetles and even field rats!
- (1) insipid  (3) uncomfortable  
(2) unpalatable (4) distasteful ( )
12. With effect from next month, all employees must \_\_\_\_\_ the new regulations.
- (1) endorse  (3) yield to  
(2) comply with (4) subscribe to ( )
13. Professor Jenkins was clearly annoyed with the student's \_\_\_\_\_ questions.
- (1) concrete (3) impertinent  
(2) reckless (4) ungracious ( )
14. The unidentified bodies were \_\_\_\_\_ in a mass grave.
- (1) interred  (3) immersed  
(2) embalmed (4) stashed ( )
15. Gretel showed the nurse the splinter that was \_\_\_\_\_ in her thumb.
- (1) poked (3) anchored  
(2) impaled (4) embedded ( )

## 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)

Many think cats scratch objects for the **(16)** sole purpose of sharpening their claws. In actual fact, a cat is **(17)** making known what it has been up to and **(18)** the places it has been to. The **(19)** clear and evident signs left behind by a cat are also marked by its scent. Scent glands are found in the paws. A declawed cat is still able to leave its scent on the objects it scratches. Cats scratch when they stretch themselves or during play. They also scratch to vent their frustrations. Cats, like humans, can become stressed when they are prevented from doing something they want to do. Scratching enables them to **(20)** free themselves from stress.

- 16.** (1) special (3) single  
(2) exclusive (4) unique ( )
- 17.** (1) transmitting (3) confirming  
(2) communicating (4) suggesting ( )
- 18.** (1) its whereabouts (3) its situation  
(2) its directions (4) its presence ( )
- 19.** (1) concrete (3) authentic  
(2) compact (4) imaginary ( )
- 20.** (1) placate (3) sustain  
(2) discharge (4) relieve ( )

## VISUAL TEXT COMPREHENSION

Study the programme carefully and answer the questions that follow.



# Singapore Theatre Guide



★ 2 For The Price Of 1 Best Stall Seats ★

Book your tickets at all ARTick counters or call 6578 2451 to book.

All performances are offering 2 tickets for the price of 1\* (stall seats only) on a first come, first served basis to the 1st 100 customers (Original price – \$80).

### Performance times

**Friday: 7.00 pm**

**Saturday: 2.30 pm / 8 pm**

**Sunday: 3.00 pm / 7.15 pm**

### Venue

**Arts Hub**

**15 Madison Lane, Singapore 265896.**



*\*The special price does not apply to matinées.*

Did you know?



Johnson Lee's directorial debut was in the crime thriller movie *Captured*. After his initial success, he went on to direct two more crime thriller movies before moving into stage plays. Although



*Inner Struggles* is poles apart from Lee's usual work, it still has his trademarks – upbeat music, monologues, playing with darkness and light.



Directed by Canadian Johnson Lee, *Inner Struggles*, an international hit is making its way to Singapore! It will present 5 unforgettable performances before going to the other ASEAN countries.



*Inner Struggles* is a story about four childhood friends who grew up in a town in Ukraine when the Chernobyl disaster took place. The story tells of friendship, betrayal and hope during the seemingly hopeless period.

Dramatic and promising a visually stunning experience, this production returns to Singapore after a sell-out performance last year during the *Singapore Arts Festival* in June.



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

- 21.** If Mrs Matthews wants to take advantage of the offer given by ARTick, she needs to \_\_\_\_\_.
- (1) watch a matinées
  - (2) go down personally to any ARTick counters
  - (3) buy at least two tickets
  - (4) be the first 100 customers to buy a ticket ( )
- 22.** What does “initial success” refer to?
- (1) A new crime thriller movie
  - (2) Johnson Lee directing *Captured*
  - (3) Being a good director
  - (4) All of Johnson Lee’s work ( )
- 23.** *Inner Struggles* is similar to films like *Captured* in terms of \_\_\_\_\_.
- (1) the genre
  - (2) the use of sound
  - (3) the type of characters
  - (4) what the characters say ( )
- 24.** *Inner Struggles* will also be shown in \_\_\_\_\_ after stopping over in Singapore.
- (1) Canada
  - (2) Thailand
  - (3) Ukraine
  - (4) India ( )



- 25.** The word “\_\_\_\_\_” in the write-up on the second page of the programme suggests that *Inner Struggles* was well received by the audience during the *Singapore Arts Festival* last year.
- (1) magnificent
  - (2) sell-out
  - (3) international
  - (4) hit ( )
- 26.** The \_\_\_\_\_ affirmed the popularity and success of the play.
- (1) special offer on the tickets
  - (2) audience from Asia
  - (3) plot that tells of the Chernobyl disaster
  - (4) short reviews by two newspapers ( )
- 27.** From the write-up on the second page of the programme, the reader can find out \_\_\_\_\_.
- (1) the plot of the play
  - (2) where the play was performed previously
  - (3) the duration of the play
  - (4) how often the play will be performed in Singapore ( )
- 28.** What is the main purpose of the programme?
- (1) To explain how to get cheaper tickets
  - (2) To compare stage plays and movies
  - (3) To state that *Inner Struggles* is different from other plays
  - (4) To encourage more people to watch *Inner Struggles* ( )

## 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) should	(E) about	(J) after	(N) through
(B) would	(F) now	(K) in	(P) unlike
(C) that	(G) when	(L) although	(Q) their
(D) by	(H) aside	(M) its	

In 1997, the world received news of the first ever successful cloning of an animal. The clone was produced (29) \_\_\_\_\_ taking out an adult nucleus from an embryo and injecting it into another cell without a nucleus. The procedure resulted (30) \_\_\_\_\_ the birth of Dolly, the world's first cloned sheep.

(31) \_\_\_\_\_ offspring born out of the natural process of reproduction where they would inherit certain traits from their parents, Dolly did not take after her mother but was instead the exact carbon copy of her mother.

(32) \_\_\_\_\_ the birth of Dolly was finally announced to the world, it brought

(33) \_\_\_\_\_ a flurry of mixed feelings. People from pro-life groups to animal welfare organizations pondered seriously about the implications of this scientific breakthrough. They talked about moral and ethical issues, of the possibility of future cloning of humans by scientists (34) \_\_\_\_\_ that an animal had been successfully cloned, and how this (35) \_\_\_\_\_ affect the human race.

There was cause to worry. Five and a half years (36) \_\_\_\_\_ she was born, Dolly was diagnosed with arthritis. In 2003, she was found to have progressive lung disease, a condition (37) \_\_\_\_\_ was commonly found in older sheep. The premature death of Dolly was linked to the genetic make-up of the cloning process. A scientist explained that a clone could experience problems later in (38) \_\_\_\_\_ life if the cell is not programmed properly. This could lead to genes that do not have clear and definite functions.

### 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.

I realized that I had put on a considerably amount of weight after the

40.

Christmas season, merry-making and feasting. Therefore, I made a reserlution to

41.

42.

start on a new exercise reajeem. It gave me a scents of satisfaction to see my

43.

44.

decision at paper. I placed it in a promeenint place on my desk so that I would be

constantly reminded.

45.

After leaf through the pages that contained details of the activities that I was

46.

interested with, I decided to sign up for aerobics. I read that yoga is also a good

47.

form of exercise which can improving one's strength, co-ordination and enhance

cardiovascular health. It also builds up one's confidence. I did not know whether

48.

I was too impulsive but I decided to sign up for yoga too!

49.

I would be lying if I told you that it is a painless affair working out six times



50.




a week. The results were, however, greatifying. I felt much healthier and became


slimmer too.



### COMPREHENSION CLOZE

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

The Swallow arrived at the city. Right in the middle of the town square was a statue of the Happy Prince on a column. His body was  (51) \_\_\_\_\_ with thin leaves of gold and he had sapphires for his eyes. The sword he held had a ruby in its hilt. The Swallow decided to put (52) \_\_\_\_\_ at the feet of the statue for the night before it  (53) \_\_\_\_\_ its journey towards Egypt.

Just as it was preparing to sleep, a large drop of water fell on it.  (54) \_\_\_\_\_, the Swallow looked at the sky above him. The sky was clear. Then another drop of water  (55) \_\_\_\_\_ on its wing. It was then that the Swallow realized that the Happy Prince was  (56) \_\_\_\_\_. When asked why, the Happy Prince told the Swallow that he was sad because he knew of a poor seamstress (57) \_\_\_\_\_ needed money because her son was ill. In order to receive the payment for her work, she rushed to complete the embroidery on the Queen's satin dress. As a result, her fingers were (58) \_\_\_\_\_ by the

needle so many times that she bled for many days. He pleaded with the Swallow to  (59) \_\_\_\_\_ the ruby from the hilt of his sword and (60) \_\_\_\_\_ it in the seamstress' hands.

At first, the Swallow  (61) \_\_\_\_\_ for it needed the rest for the next day's flight. But seeing that the Happy Prince was truly unhappy, it agreed to run the (62) \_\_\_\_\_ for him. The Swallow (63) \_\_\_\_\_ at the ruby until it loosened and dropped onto the ground. When the Swallow arrived at the seamstress' house, it found her asleep at the table for she was too  (64) \_\_\_\_\_. The Swallow dropped the ruby gently beside her thimble on the table. The Swallow then returned to (65) \_\_\_\_\_ the Happy Prince what it had done.

### 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. Malcolm had nothing to do that afternoon. He took out his jigsaw puzzle and started to fix it.

Having \_\_\_\_\_  
\_\_\_\_\_.

 67. Mrs Willows and her daughter do not want tiramisu for dessert.

Neither \_\_\_\_\_  
\_\_\_\_\_.

68. The patient must take his medicine regularly. Only then will he get well.  
\_\_\_\_\_ unless  
\_\_\_\_\_.


 69. “My sister and I will be visiting our grandparents this weekend!” exclaimed Jimmy.

Jimmy exclaimed \_\_\_\_\_  
\_\_\_\_\_.

70. Lisa likes indoor activities. She does not like outdoor activities.  
\_\_\_\_\_ prefers \_\_\_\_\_  
\_\_\_\_\_.

### COMPREHENSION OPEN-ENDED

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

  
Clouds were once considered too transient and hence impossible to classify or name. They were merely described as white, grey, mares’ tail or towers by scientists until Luke Howard came along.

Although he was never trained as a scientist, Howard had always been interested in nature and especially the clouds. The volcanic explosions in Iceland and Japan had resulted in a high-level amount of dust in the air. For the next four months, the brilliant sunrises and sunsets remained etched in Howard’s memory. It was the start of Howard’s quest to find out more about the cause and effect of the natural order.

He came up with four simple categories to describe the appearance of clouds: cirrus, cumulus, nimbus, stratus.

5

10

Cirrus clouds, found in high altitudes of about 23 feet, look curly and fibrous. Composed of ice, they are so thin that light can pass through them. Cumulus clouds look like large cotton balls. They are formed when warm, moist air is forced upwards. As it cools, condensation takes place. The size of cumulus clouds depends on the force that pushes the air upwards and the amount of moisture in the air. When this happens, cumulus clouds gradually become dark and grey, and rain falls from them. Sometimes, thunder and lightning are also produced. When this happens, the clouds are termed cumulonimbus. Nimbus clouds are, therefore, named to mean a likelihood of producing rain. Stratus clouds appear as blankets which are found nearer the surface of the earth. The layered look is formed when two layers of air of different temperatures pass each other, one on top of the other. If the warm air is cooled below its dew point, the excess water it has will change into water droplets. Stratus clouds can block out sunlight if their areas are large enough.

15

20

25

Depending on the height where they are commonly found, clouds can be further classified. Cirro refers to a height above 20,000 feet while alto refers to a height between 6,000-20,000 feet. Names such as altostratus clouds and cirrocumulus clouds are hence formed.

30

Today, Howard's terms are used widely, taught to students in schools and recognized as the formal classification of clouds. The next time you look up at the sky, find out how many different clouds you can name.

71. Which word in paragraph 1 is similar in meaning to not permanent? [1m]

72. Several events made Howard especially interested in finding out about the natural order. State what these events were. [3m]

(i) Where the events took place: \_\_\_\_\_

(ii) What was the cause of the events: \_\_\_\_\_

(iii) What did the events look like: \_\_\_\_\_

73. Different people classified clouds differently. Complete the table using information from the passage. [2m]

Classification	Person / People
(a) Clouds were classified as white, grey, mares' tail or towers	
(b)	The classification was done by Luke Howard who was not a scientist.

74. Which two phrases in paragraph 4 suggest that the clouds are soft? [2m]

75. Complete the cause and effect table based on information in the passage. [3m]

Cause	Effect
(a)	Cumulus clouds are termed cumulonimbus.
(b) Stratus clouds are large.	
(c) Cooled water droplets freeze.	



**76.** Name three ways in which a person will be able to spot a cirrus cloud. [3m]

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_



**77.** Name one method of classifying clouds. [1m]

\_\_\_\_\_  
\_\_\_\_\_

**78.** Peter is about to go for a picnic but he changes his mind because of the sudden change in the weather. What type of cloud might he have seen? [1m]

\_\_\_\_\_  
\_\_\_\_\_



**79.** Explain what you think are altostratus and cirrocumulus clouds. [2m]

\_\_\_\_\_  
\_\_\_\_\_



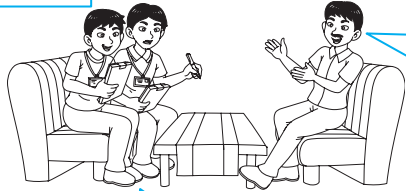
**80.** How do we know that Howard's classification of clouds is universal? [2m]

\_\_\_\_\_  
\_\_\_\_\_



**PART 1: SITUATIONAL WRITING (15 marks)**

The picture below shows an archaeologist talking to two journalists about his 3-day journey with his 10-man team to the buried lost city of Tantalus. Study the picture carefully.



Tell us about your trip.

Was that where Tantalus was?

You must have stayed for the night there.

Was it difficult to get to Tantalus from then on?

Oh dear, did you have to abandon him?

Was he well enough to travel the next day?

Congratulations on your successful trip. I'm sure many people will be interested in signing up for your next trip.

We travelled by boat on the Azure Sea. It was an uneventful trip. Fortunately, the rainy weather stopped and it was a cool day. Once we reached the shore at noon, my men and I walked for 4½ hours with all our equipment.

Oh no, we still had a long way to go. After the long walk, we arrived at what my men and I call *The Palms* as there were many palm trees there.

Yes, we did. We pitched our tents there. The next day, we set off early at 7 am.

The weather was dry and sunny so it made our trek easier but one of my men fell sick.

Oh no, I never abandon my men. We just delayed the trek and put up at the river bank for the night.

Yes, we set off at 7.30 the next morning. We arrived at the site at 1.30 pm and started setting up our equipment for digging. We found so many artefacts and there are still more to be uncovered. We are now inviting those who are interested to join us on our second trip there. It'll be similar to the first trip.

### **Your Task**

Imagine you have watched the programme of the interview. Write a letter to your cousin asking him/her if he/she wants to go on the second trip with the archaeologist.

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

In your letter, include the following information:

- the purpose of the second expedition
- how long the first expedition took
- where the different rest points during the expedition are
- the difficulties that might occur during the expedition
- why you and your cousin will enjoy the expedition

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

## PART 2: CONTINUOUS WRITING (40 marks)

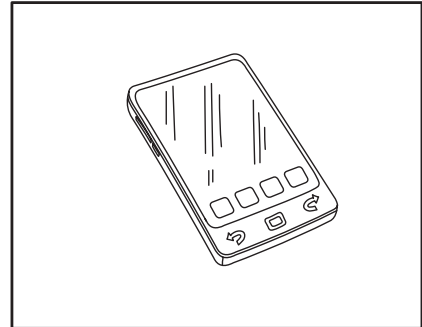
Write a story of at least 150 words about a **mistaken identity**.

**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 caused the mistaken identity?
- How did the person/people involved in the incident feel?

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



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## Level 6 Final Examination 3

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 grammar learnt in primary school. The following are some grammar items that are often tested.

- Words that indicate portions (Eg. percent or fraction) in a sentence can be tricky. Focus on the noun that the sentence is talking about to determine whether to use a singular or plural verb. If the noun is singular, use a singular verb. If the noun is plural, use a plural verb. Eg. One third of the class is girls. / One third of the classes are girls.
- A phrase that comes between a subject and its verb will not affect the verb to be used. Phrases like "together with", "as well as" and "besides" are some of the common phrases used. Eg. Jane, as well as John, is looking forward to the trip.

### 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 P24)* 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 when he comes across new words. A thesaurus will come in handy when he needs to find words of similar meanings.

### VISUAL TEXT COMPREHENSION

**Questions 21 – 28:** Read the programme carefully. Your answers must be based on the information given.

### GRAMMAR CLOZE

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

### EDITING FOR SPELLING AND GRAMMAR

**Questions 39 – 50:** Read the passage once through before correcting the mistakes, taking note of 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:** Encourage the child to apply what he has learnt in this section to make his writing more interesting.

- Pay attention to the verb used in sentences with "neither... nor". Whether a singular or plural verb is used depends on the noun closer to it. Eg. Neither Peter nor Jane is coming. / Neither Mary nor the others are coming.
- The child needs to pay attention when writing an indirect speech; he must remember to change the tenses 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 meanings 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 3

#### BOOKLET A

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

#### 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

	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Marks	Total	
<b>Grammar</b>	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	/ 10	<b>22</b>
Cloze																								/ 12	
Editing																									
<b>Comprehension</b>	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	Marks		Total							
Cloze	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	/ 15		<b>15</b>							
<b>Sentence Structures</b>	66	67	68	69	70	Marks		Total																	
Synthesis / Transformation	★	★	★	★	★	/ 10		<b>10</b>																	

$$\frac{\quad}{150} \times 100 = \quad$$

<b>Grand Total</b>	<b>150</b>
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#### COMPOSITION

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

**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

### Test Your General Knowledge

Try this simple test. How many do you know?

1. What is a banshee also known as?
2. How many tentacles does a squid have?
3. Which country is called “The Land of the Rising Sun”?
4. Which is the deepest ocean?
5. Which does not belong: *king, queen, bishop, cardinal, pawn, castle*?
6. What is the capital of England?
7. What is the expression used to mean “manage financially”?
8. Name the primary colours.
9. What is the main diet of koala bears?
10. Name the vessel that carries blood *away* from the heart.

1. spirit / ghost 2. ten 3. Japan 4. Pacific Ocean 5. cardinal (the rest are chess pieces)  
6. London 7. to make ends meet 8. red, yellow and blue 9. Eucalyptus tree leaves 10. artery