

# ELITE

English Language Intensive Tests and Examinations

## Midyear Examination

### Learning Outcomes

- ✧ use the correct relative pronouns in subordinate clauses
- ✧ use of the tenses and “to + infinitive”
- ✧ use the correct auxiliary verbs to express intentions
- ✧ use participles as adjectives
- ✧ understand the use of the verb “dare” in sentences
- ✧ enrich and choose vocabulary appropriately based on context
- ✧ substitute word(s) with other word(s) of similar meaning
- ✧ understand and recall details in an advertisement
- ✧ complete a cloze passage with appropriate words
- ✧ correct grammatical or spelling errors
- ✧ form conditional sentences, indirect speeches and infinitive clauses
- ✧ comprehend a passage by answering the questions through inferencing, giving reasons to support a response, or drawing of conclusions
- ✧ express ideas clearly when 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.  The decrepit building, \_\_\_\_\_  the penniless man put up at, provided him shelter for a few days.
- (1) when (3) that  
(2) who (4) where ( )
2. Ray Charles began to \_\_\_\_\_ his sight gradually at the age of five.
- (1) loose (3) lose  
(2) losing (4) lost ( )
3. After the refugee \_\_\_\_\_ over the fence, he fled in the direction of the forest.
- (1) climbs (3) climbing  
(2) had climbed (4) was climbing ( )
4. You \_\_\_\_\_  give up the habit of gambling after the ordeal you put your family members through.
- (1) would rather (3) would  
(2) shall (4) should ( )
5. If I \_\_\_\_\_ you, I would encourage her to go abroad to further her studies.
- (1) were (3) am  
(2) was (4) is ( )

6. Pamela was ashamed and dared not \_\_\_\_\_ her parents when she was caught cheating in the examination.

- (1) to face (3) faces  
(2) facing (4) face ( )

7. Reports of the \_\_\_\_\_ rise in burglaries had led many to install security systems in their homes.

- (1) alarming (3) alarmed  
(2) alarm (4) alarmingly ( )

8. She decided to \_\_\_\_\_ as a receptionist while she was waiting for her examination results.

- (1) work (3) worked  
(2) works (4) have worked ( )

9. The girl who had just arrived from the countryside found city life \_\_\_\_\_.










- (1) overwhelmed (3) overwhelmingly  
(2) overwhelming (4) overwhelm ( )

10. We would help you if we \_\_\_\_\_.

- (1) would (3) could  
(2) should (4) might ( )

## VOCABULARY



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

11. We were unsure of Adam's whereabouts after the news of the earthquake broke. However, \_\_\_\_\_.
- (1) truth is stranger than fiction 
  - (2) dead men tell no tales 
  - (3) no news is good news 
  - (4) after a storm comes a calm  ( )
12. That reporter has a habit of \_\_\_\_\_ into celebrities' affairs and then revealing them on the tabloids. 
- (1) arming
  - (2) nosing
  - (3) toeing
  - (4) elbowing ( )
13. The police are \_\_\_\_\_ for eye-witnesses to assist them in the case of the missing child.
- (1) soliciting
  - (2) petitioning
  - (3) urging
  - (4) appealing ( )
14. Although Mrs Hill lost her sight to diabetes, she is still as happy-go-lucky as before. She is definitely a lady of \_\_\_\_\_.
- (1) fortitude 
  - (2) insolence 
  - (3) culture
  - (4) refinement  ( )
15. The hungry along the street stretched out their thin bony hands towards the people who walked on, apparently \_\_\_\_\_ to their plight.
- (1) distracted
  - (2) preoccupied
  - (3) entranced
  - (4) oblivious  ( )

## 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)

Temujin, born in 1162, was the son of a chieftain of the Royal Borjigh clan. His father's sudden **(16)** demise left him as the clan's chief for he was the only **(17)** rightful heir even though he was only ten. The day of succession, supposedly the highlight of his life, **(18)** turned out to be quite the opposite. Temujin felt **(19)** slighted, although he understood why, when his own tribesmen abandoned him on that very day. For three consecutive years, Temujin lived in the harsh conditions of the steppes of Mongolia, digging up roots for food and owning only seven sheep. This experience **(20)** moulded Temujin into a determined man, making him one of the greatest warriors in history, better known as Genghis Khan.

- |            |   |  |     |
|------------|---|--|-----|
| <b>16.</b> | (1) affliction  | (3) suicide  |     |
|            | (2) death   | (4) resolution   | ( ) |
| <b>17.</b> | (1) appropriate   | (3) suitable   |     |
|            | (2) proper  | (4) true   | ( ) |
| <b>18.</b> | (1) provided  | (3) proffered  |     |
|            | (2) happened  | (4) seen   | ( ) |
| <b>19.</b> | (1) despised  | (3) offended   |     |
|            | (2) chastised  | (4) neglected  | ( ) |
| <b>20.</b> | (1) shaped  | (3) altered  |     |
|            | (2) influenced  | (4) composed   | ( ) |

## VISUAL TEXT COMPREHENSION

Study the advertisement below and answer the questions that follow.

<h1>JOB RECRUITMENT</h1>	
Administrative/Clerical	Retail
<p><b>Accounts Officer (1-year contract)</b></p> <ul style="list-style-type: none"> <li>• Minimum 3 years experience</li> <li>• Able to adapt to a fast paced environment</li> <li>• Good written and verbal communication skills</li> </ul> <p>Interested applicants, please fax resume to 6874 4874 or email <a href="mailto:ben@peoples.com">ben@peoples.com</a></p> <p><b>Wannabe Model Agency</b> requires a SECRETARY</p> <ul style="list-style-type: none"> <li>• Able to type 40 wpm</li> <li>• Minimum 2 years experience</li> <li>• Private secretarial certificate a must</li> </ul> <p>Interested applicants, please write in with full resume and enclose a recent photograph to: 597 Holland Centre, #01-11 Singapore 124598</p>	<p><b>Urgent! We're looking for YOU!</b> Garment factory based in China looking for GARMENT MERCHANTISER.</p> <ul style="list-style-type: none"> <li>• Diploma in fashion</li> <li>• Minimum 3 years experience</li> </ul> <p>Interested candidates, please call Fiona at 6454 4578 or walk in for a personal interview at: 12 Allson Walk #12-13, Singapore 148759 (10 am - 4 pm)</p> <p><b>Operations Executive</b> We are a newly set up fashion and lifestyle company.</p> <ul style="list-style-type: none"> <li>• Diploma with good business acumen</li> <li>• At least 2 years experience in a similar industry</li> </ul> <p>Please call Sue at 6849 5664 for an appointment.</p>
Engineering	General
<p><b>Design Engineer</b></p> <ul style="list-style-type: none"> <li>• Minimum 3 years experience</li> <li>• Honours or master degree in civil engineering</li> <li>• Fax resume to 6894 7453</li> </ul> <p><b>Industrial Hygiene Manager</b></p> <ul style="list-style-type: none"> <li>• Degree in chemical or biology sciences</li> <li>• At least 12 years working experience</li> <li>• Need to travel frequently</li> </ul> <p>Apply online before 12 June at <a href="http://www.yesme.com.sg/careers">www.yesme.com.sg/careers</a></p>	<p><b>HR Assistant</b></p> <ul style="list-style-type: none"> <li>• 5-day part time</li> <li>• 'O' Level and above</li> <li>• Bilingual</li> <li>• Proficient in MS Office</li> <li>• \$8/h</li> </ul> <p>Please call Miss Lee at 6794 5847</p>

## **Ace that Interview: How to think like the hiring manager**



Going for an interview is always nerve-racking. Often, we are so nervous that our behaviour puts the hiring manager off and we do not get the job we want. What can we do to prevent our nerves from getting the better of us? Here are some tips from experienced hiring managers.

One of the most important things to do is to leave a good impression. Hiring managers do not just look for candidates with the right qualifications but the right personality as well. Do your research on the company before the interview to find out how the company conducts its business. Then, you will know what the company needs.

Most hiring managers get bored after a while conducting numerous interviews and asking routine questions. After you have answered all the necessary



questions, spice up the interview yourself by asking questions about the job and the company. This often takes place at the end of the interview when you will be given a chance to ask questions. Come up with thought-provoking questions that will allow you to shine and show that you are truly interested in the job.

Good luck on your interview!


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

**21.** *Fred's Automation Pte Ltd* requires mechanics. They can place an advertisement in the \_\_\_\_\_ section of the *Job Recruitment* page.

- (1) Administrative/Clerical
- (2) Retail
- (3) Engineering
- (4) General ( )

**22.** Those interested in the post of secretary at *Wannabe Model Agency* must \_\_\_\_\_.

- (1) have a diploma
- (2) have 3 years of working experience
- (3) be able to type at least 40 wpm
- (4) sit for a secretarial test ( )

 **23.** \_\_\_\_\_ will probably get the post offered by the new fashion and lifestyle company.

- (1) May Reed from *Deane's Department Store*
- (2) Keith Grant from *Vision Driving Centre*
- (3) Ray Howell from *JK Insurance Services*
- (4) Diane Rice from *Asia Teachers' College* ( )

**24.** In the advertisement for the post of garment merchandiser, how does the company capture the reader's attention?

- (1) By providing information on how to go for an interview
- (2) By describing how interesting the job is
- (3) By writing words in capital letters
- (4) By using exclamation marks ( )



- 25.** According to the write-up on the second page of the advertisement, people do not do well in interviews as \_\_\_\_\_.
- (1) they behave rudely
  - (2) they are anxious
  - (3) the interviewers are nasty
  - (4) the interviewers do not like interviewing candidates ( )
- 26.** Which of the following is not true of the tips provided in the write-up on the second page of the advertisement?
- (1) Learning more about the company beforehand is important.
  - (2) The candidate plays an important role in an interesting interview.
  - (3) Hiring managers prefer candidates who are only able to answer questions.
  - (4) It is up to the candidates to convince the hiring managers that they are suitable for the jobs applied for. ( )
- 27.** The last line in the write-up on the second page of the advertisement shows that a reader will probably \_\_\_\_\_.
- (1) have a well-paid job
  - (2) ace an interview
  - (3) have an interview soon
  - (4) dislike changing jobs ( )
- 28.** The main purpose of the write-up on the second page of the advertisement is to \_\_\_\_\_.
- (1) help candidates do better in interviews
  - (2) promote the job of hiring managers
  - (3) make interviews more exciting
  - (4) allow everyone to get the job he wants ( )

## 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) at	(E) was	(J) that	(N) were
(B) are	(F) thus	(K) however	(P) moreover
(C) itself	(G) which	(L) could	(Q) nevertheless
(D) unless	(H) on	(M) despite	

The advent of the digital versatile disc (DVD) recorders spelt doom for video cassette recorders (VCRs) **(29)** \_\_\_\_\_ invaded many homes around 1972.

We cannot, **(30)** \_\_\_\_\_, dismiss the fact **(31)** \_\_\_\_\_ VCRs had changed the way many people watched television in the past. As a result of VCRs, people did not have to miss a particular episode of a favourite television programme. They **(32)** \_\_\_\_\_ set the timer to record the show and watch it later **(33)** \_\_\_\_\_ their convenience. Watching movies **(34)** \_\_\_\_\_ video cassettes provided a new form of home entertainment. VCRs, **(35)** \_\_\_\_\_, faced some tough challenges in humid countries. Tapes became mouldy, or were stuck in the machines causing them to break down frequently. **(36)** \_\_\_\_\_, a copy of a show made from another tape had lower picture quality. **(37)** \_\_\_\_\_ one had ample space in the

home, storing the bulky video cassette tapes and keeping them mould-free were  
 no mean feat.

These days, movies are digitally formatted as the costs **(38)** \_\_\_\_\_  
lower. The capacity of a DVD to store data far exceeds that of its predecessor. The  
picture quality and sound are impressive too.

### 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.

Hang Tuah, an ilustrous Malay hero in Melaka, was a leader of a band of

40.

warriors. He was close with Hang Jebat, Hang Kasturi, Hang Lekiu and Hang Lekir.

41.

They were steadfastly in their duties to serve the Sultan faithfully at all costs.

42.

To disintegrate the Sultan's band of warriors, the enemy tried to slandered

43.

 44.

Hang Tuah. Naive got the better of the Sultan. The more he dwells on the rumours,

the more he thought badly of Hang Tuah. Finally, he sent orders to sentence Hang



Tuah to death. The Sultan's decree spread like wildfire. Hang Tuah heard the news

45.

and went into hiding at the nick of time.

46.

Hang Jebat was infuerated with the Sultan's decision. He stormed into the

 palace and went on a rampage. Left with no choice, the Sultan took flight. Realizing  


47.  

his folie, the Sultan hoped against hope that Hang Tuah would appear and save

48.

him from his misery. On learning about the Sultan's plait, Hang Tuah came to his

49.

aid without hesitation. Unfortunately, Hang Tuah had to kill his friend, Hang Jebat,





50.






who was now considered a trayter, out of duty and loyalty to the Sultan. The Sultan






finally realized how faithful Hang Tuah was.



### COMPREHENSION CLOZE

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

Hailed  (51) \_\_\_\_\_ Pune, Bombay, Shridhar Chillal is known worldwide as the man with the longest nails. Having  (52) \_\_\_\_\_ his nails on his left hand for almost half a century, the man who has held the Guinness Book of Records for twenty years has decided to call it  (53) \_\_\_\_\_. While in Hong Kong, he announced his intention to sell off his prized possessions to the highest  (54) \_\_\_\_\_ in an auction.

When  (55) \_\_\_\_\_ how and why he started in this endeavour, the elderly man smiled and revealed that he was fourteen when he read about a Chinese priest who had fingernails  (56) \_\_\_\_\_ 22 inches. He was completely amazed and  (57) \_\_\_\_\_ to break that record, much to his family's amusement. The inconvenience of looking after his nails did not stop him from  (58) \_\_\_\_\_ a job as a photographer for thirty-eight years  (59) \_\_\_\_\_ he retired at the age of fifty-seven.

However, it has been backbreaking  work for Shridhar who is  
(60) \_\_\_\_\_ on in years. He has to be  (61) \_\_\_\_\_  vigilant  
wherever he goes and in whatever he does as his nails are most fragile. He keeps  
them  (62) \_\_\_\_\_ in a big sack whenever necessary. The weight of his  
fingernails has caused his left hand to be disfigured.  (63) \_\_\_\_\_, as he  
did not make use of his left hand, the nerves in it died, causing a loss of hearing  
in his left ear.

After almost 50 years, Shridhar agreed that they have become more  
of a  (64) \_\_\_\_\_ to him as he gets older. When asked if he ever  
regretted what he had done, he replied with a hearty  (65) \_\_\_\_\_,  
“No, not at all. For fame, I’ll do it all over again.”

### 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. “Jean went to the nature reserve with her friends yesterday,” Keith told his mother.

Keith told his mother \_\_\_\_\_  
\_\_\_\_\_.

67. She felt a sharp pain in her left ankle. She persisted in running the last lap of the race.

Despite \_\_\_\_\_  
\_\_\_\_\_.

68. I will not forgive her. She has not apologized to me yet.  
\_\_\_\_\_ unless  
\_\_\_\_\_.

69. I wish I need not attend the wedding dinner. I would then be able to complete my project.  
If only \_\_\_\_\_  
\_\_\_\_\_.

70. You want to become a microbiologist. You need to work very hard.  
To \_\_\_\_\_  
\_\_\_\_\_.

### COMPREHENSION OPEN-ENDED

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

Joan stared out of the window. It was not that Mr Gray's lesson was boring. He was, in fact, a very animated English teacher. However, Joan was preoccupied with other thoughts.

"The snow seems to be getting heavier and it does feel colder now," pondered Joan as she watched the snowflakes fall. Thinking she might be too sensitive about the temperature, she turned to look at Rachel. She was sitting on her hands, her head bent low. She looked up and grinned at Joan.

A little tune interrupted Mr Gray's lesson. The class heard Mrs Hill's voice over the public address system.


"Good morning. The snow is getting heavier and we have been told that it will not ease up. The temperature is at an all time low. As a precaution, you will all pack up and make your way home now."

5

10

The classrooms became alive. The corridors were suddenly filled. Soon, Joan was on the school bus again. Before she boarded the bus, she told Rachel that she could hardly see through the snow. Rachel laughed and rebutted, “You’re exaggerating!”

15

Once on the road, Joan forgot about her earlier observations. She was drowned in the  warmth and lively chatter and laughter in the the bus. All of a sudden, there was a screeching sound. The bus tilted and stopped. It had fallen into a ditch. Mr Morris tried to start the bus but the engine refused to budge. They were stranded. The heater was no longer working and it was getting cold. Mr Morris ordered the children to start jumping in the bus. While jumping and swinging his arms and legs, Benjamin accidentally knocked and broke a small window. Bitter winds swept through the bus and snow drifted in. The children jumped even harder.

20


25

Joan felt hunger pangs creeping in. She opened her lunch box, only to find her sandwich too cold to eat. The water in her tumbler was slightly frozen too. The children were beginning to feel tired. Some crouched between the seats to protect themselves from the wind and snow. Joan joined them, shivering.

30



“Move!” shouted Mr Morris. “You cannot sit and rest. Move!” He reached for some of the children, shaking them vigorously. Warily, some children obeyed. Some felt too cold to move. When their eyes started to close, Mr Morris knew that they were in great danger. Something had to be done quickly.

71. Which word in paragraph 1 shows great energy? [1m]

 72. Did Rachel feel cold in the classroom? Support your answer with information from the passage. [2m]

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  73. Based on the passage, what do you think caused the bus to go into a ditch? [2m]

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

	True/ False	Explanation
(a) Mrs Hill's voice was the first sound that the children heard over the public address system.		
(b) The weather was making a turn for the worse when the students were dismissed from school.		
(c) Mr Morris knew how to get the bus out of the ditch.		

 75. What was Mr Morris' main reason for commanding the children to jump in the bus? [2m]

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**76.** Give two reasons Joan felt “warmth” (line 18) in the bus. [2m]

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

\_\_\_\_\_

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

\_\_\_\_\_

**77.** Which phrase in paragraph 6 shows that the air was very cold? [1m]

**78.** How did the cold in the bus affect Joan? Complete the table with information from the passage. [3m]

	Evidence	Joan’s behaviour
(a) Food		She could not eat.
(b) Beverage		She could not drink.
(c) Physical Comfort	She shivered.	

**79.** How did Mr Morris’ actions in the last paragraph show the urgency of the situation? [2m]

\_\_\_\_\_

\_\_\_\_\_

**80.** Explain why Mr Morris felt that “Something had to be done quickly.” (line 34)? [2m]

\_\_\_\_\_

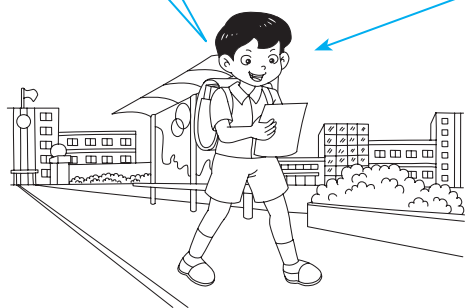
\_\_\_\_\_



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

The pictures below show a boy talking to his parents about why his cousin, Ben, would be interested in an upcoming school celebration. Study the pictures carefully.

I wonder if Ben will be interested to watch this play?



**Manderly Primary School  
50th Anniversary**

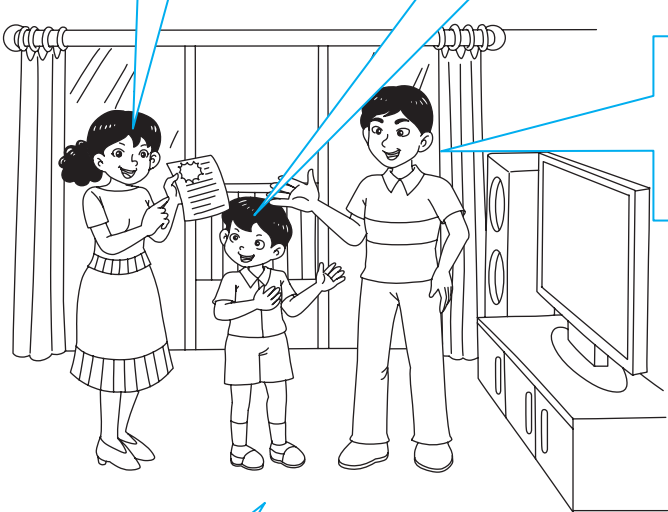
*The Spirit Of Manderly*

Date: 22 May (Sunday)  
Time: 7.30 pm – 10.00 pm  
Venue: School field  
Tickets: \$10 (\$5 for children below 7 years old)  
\* free seating \*

Are you inviting Ben to the play, Jim?

Yes, mum. I think he will like it. He enjoys history and the play is about how our founders overcame hardships to open the first school.

Ben's father used to study in *Manderly Primary School*. I'm sure Ben will be interested to find out how his father's school was first established.



I'll ask Ben right now!

### **Your Task**

Imagine you are Jim. Write a letter to your cousin Ben, inviting him to your school play.

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

In your letter, include the following information:

- why the play is held
- the reason for the invitation to your school play
- what the play is about
- when and where the play will take place
- any other information you think he might need to know

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

## PART 2: CONTINUOUS WRITING (40 marks)

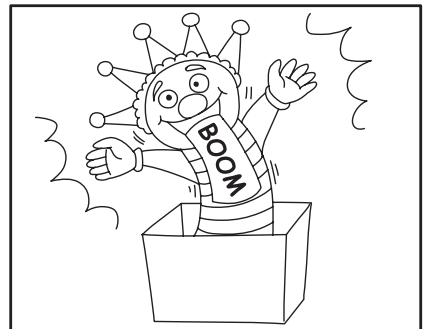
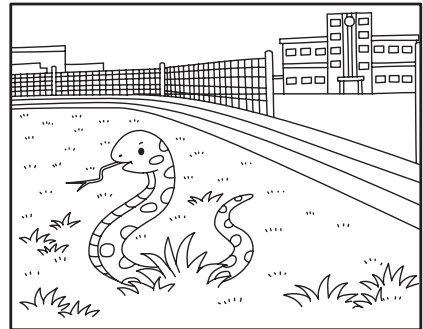
Write a story of at least 150 words about a **practical joke**.

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 joke?
- What did the person/people whom the joke was played on do?

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



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## Level 6 Midyear 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:** The child needs to revise all the grammar items learnt in the first semester as well as those in Levels 1 – 5. Focus on grammar items such as the use of appropriate tenses, auxiliary verbs, participles as adjectives, relative pronouns, the "to + infinitive", and the use of the verb "dare".

### VOCABULARY

**Questions 11 – 15:** Encourage the child to use a dictionary to build up his vocabulary. The child needs to be aware of the context that some of these words are used. Refer to the *Glossary (Pointers page P12)* 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. He should 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:** This section is mainly read by people who are searching for jobs. Companies advertise for suitable candidates in the different categories: Engineering, Retail, Administrative, etc. Read the text in the advertisements carefully in order to answer the questions.

### GRAMMAR CLOZE

**Questions 29 – 38:** Read the cloze passage first before filling in the blanks. Take note of the tenses to be used; some of them are in the past tense while others are in the present tense as the passage talks about the history of VCRs to the present day DVDs. Learn the correct use of conjunctions such as "unless", "despite", "thus", "nevertheless", "however" and "moreover". The use of relative pronouns, reflexive pronouns and prepositions are also tested here.

### EDITING FOR SPELLING AND GRAMMAR

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

### COMPREHENSION CLOZE

**Questions 51 – 65:** Read the cloze 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 writing indirect speeches, the child needs to remember to change the tenses and time signifiers found in the direct speeches. Conditional sentences are formed by using "if only" and "unless". Infinitive clauses are written with the use of "to" at the beginning of the sentence.

### COMPREHENSION OPEN-ENDED

**Questions 71 – 80:** Understand the passage first. If the child comes across unfamiliar or difficult words, get him to guess the meaning by reading on and comprehending the passage as a whole. Remind him to use contextual clues to get the answers for questions that require him to recall information, infer and give reasons.



## Diagnostic Tools

### Level 6 Midyear Examination

#### 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 A

	1	2	3	4	5	6	7	8	9	10	Marks	Total
<b>Grammar</b>	★	★	★	★	★	★	★	★	★	★	/ 10	<b>10</b>
MCC												
<b>Vocabulary</b>	11	12	13	14	15	16	17	18	19	20	Marks	Total
MCC	★	★	★	★	★	★	★	★	★	★	/ 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>	

#### 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																									
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>																	
<b>Comprehension</b>	71	72	73	74	75	76	77	78	79	80	Marks		Total												
Open-ended	★	★	★	★	★	★	★	★	★	★	/ 20		<b>20</b>												

#### COMPOSITION

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

<b>Grand Total</b>	<b>150</b>
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$$\frac{\quad}{150} \times 100 = \quad$$



## Learning Zone

### Test Your General Knowledge

Try this simple test. How many do you know?

1. What do you call a fertile place found in the desert?
2. Name the cloth found in a first aid kit used to cover a wound.
3. What do you call a slight break in your bone?
4. What is the flesh of a deer called?
5. How many are there in a baker's dozen?
6. What are animals with pouches called?
7. What is the middle part of the apple called?
8. Name the instrument used by stargazers to see distant objects in the sky.
9. Name the rope that is used by a cowboy.
10. What does a "crow's nest" mean to a sailor?

*Answers can be found below.*

1. oasis 2. gauze 3. fracture 4. venison 5. thirteen 6. marsupials 7. core 8. telescope 9. lasso  
10. a box at the top of a mast where a sailor can watch for signs of danger in the seas or to sight for land