

#### Maha Bodhi School 2021 Semestral Assessment 2 English Language (Paper 1)

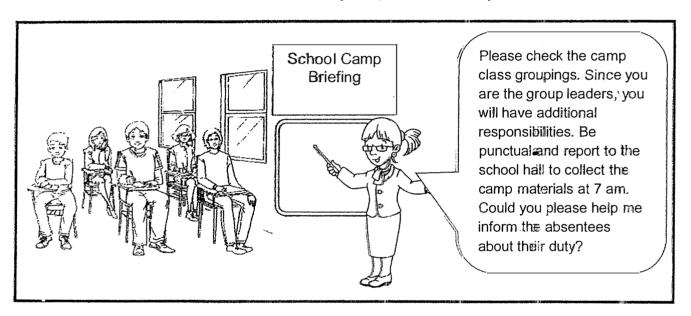
| Name     |              | ) | Date        | : | 25 Oct 2021 |
|----------|--------------|---|-------------|---|-------------|
| Class    | ; Primary 5  |   | Total Marks | ; |             |
| Duration | : 1 h 10 min |   |             |   | 55          |

There are two parts to this paper: Part I and Part II.

Answer both questions in Part I and Part II.

#### Part I: Situational Writing (15 marks)

The pictures below show a school camp briefing by Mrs Ong and a conversation between Karis and her classmate, Jim, in the classroom. Study the pictures carefully.



How are you, Karis? You missed our camp briefing. Mrs Ong has appointed you as one of the camp group leaders. You must report early on Monday at 7 am. I will give you the duty list later.

I am fine now, Jim! However, I won't be able to report early for the camp as I have a piano exam in the morning. I will arrive in school at 9 am. I think I must email her so that she can appoint another group leader to help out with my duty until I arrive.





#### Your Task

Imagine you are Karis Lim.

Write an email to the teacher-in-charge, Mrs Ong, to inform her that you are unable to report early for the camp.

In your email, include the following key information:

- who informed you about your role
- what your role at the camp is
- why you cannot report early to perform your duty
- what Mrs Tan can do to help you
- · what time you will arrive in school

You may re-order the points. Remember to write in complete sentences.

#### Part II: Continuous Writing (40 marks)

Write a composition of <u>at least 150 words</u> about **helping** someone in need.

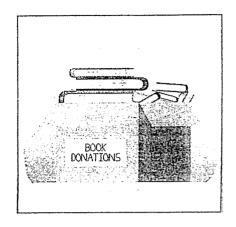
The pictures are provided to help you think about this topic. Your composition should be based on **one or more of** these pictures.

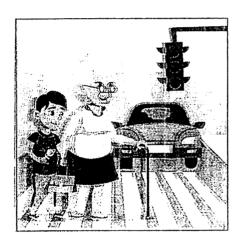
Consider the following points when you plan your composition:

- Who was helpful?
- How was he/she helpful?

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

Spend <u>ten minutes</u> in your planning on the following page.







- End of Paper -



 $^{\prime}$  Please remember to check your work thoroughly.  $^{/}$ 



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#### Maha Bodhi School 2021 Semestral Assessment 2 English Language Paper 2

(Booklet A)

| Name    |                                  | (    | )   |
|---------|----------------------------------|------|-----|
| Class   | : Primary 5                      |      |     |
| Date    | : 28 October 2021                |      |     |
| Total D | ouration for Booklets A and B: 1 | h 50 | min |
|         |                                  |      |     |

#### **INSTRUCTIONS TO CANDIDATES:**

- 1. Do not turn over this page until you are told to do so.
- 2. Follow all instructions carefully.
- 3. Answer all questions.
- 4. Shade your answers in the Optical Answer Sheet (OAS) provided.

This booklet consists of 8 printed pages.

#### Section A: Grammar MCQ (10 x 1 mark)

For each of the following, choose the correct answer and shade the correct oval (1, 2, 3, or 4) on the OAS.

| 1. | The te                   | eacher will take action a pupil not complete his homework.           |
|----|--------------------------|--|
|    | (1)<br>(2)<br>(3)<br>(4) | will shall would should  |
| 2. | May I                    | know parents are available to meet me over Zoom on Monday?           |
|    | (1)<br>(2)<br>(3)<br>(4) | who which whom whose   |
| 3. | Mr Oı                    | ng, together with his pupils, the home for the eliderly every month. |
|    | (1)<br>(2)<br>(3)<br>(4) | visit visits visiting has visited                                    |
| 4. | Wher                     | n questioned about his late coming, he kept quiet as the hadto say.  |
|    | (1)<br>(2)<br>(3)<br>(4) | few little many much   |
| 5. | Mega                     | an assisted the young boy to his coins from the drain.               |
|    | (1)<br>(2)<br>(3)<br>(4) | retrieve retrieves retrieved retrieving                              |

| 6.  |                  | having a heavy breakfast that morning, Jayden still ordered two bowls of |
|-----|------------------|--|
|     | nood             | lles.  |
|     | (1)              | Despite  |
|     | (2)              | Although   |
|     | (3)              | Regardless   |
|     | (4)              | Nonetheless  |
| 7.  | You              | hardly have enough time to complete all the household chores, you?       |
|     | (1)              | do   |
|     | (2)              | did  |
|     | (3)              | don't  |
|     | (4)              | didn't   |
| 8.  | "We              | for almost an hour. It's time to have a break," thethred Jimmy told his  |
|     | youn             | ger brother, James.  |
|     | (1)              | are playing  |
|     | (2)              | will be playing  |
|     | (3)              | had been playing   |
|     | (4)              | have been playing  |
| 9.  | The <sub>l</sub> | oupils were instructed to complete the practice papers in class by       |
|     | (1)              | herself  |
|     | (2)              | himself  |
|     | (3)              | ourselves  |
|     | (4)              | themselves   |
| 10. | The              | author is well-known his mystery series.                                 |
|     | (1)              | by   |
|     | (2)              | for  |
|     | (3)              | from   |
|     | (4)              | about  |
|     | ` /              |  |

#### Section B: Vocabulary MCQ (5 x 1 mark)

For each of the following, choose the best answer and shade the correct oval (1, 2, 3, or 4) on the OAS.

| 11. | A fire | when Grandmother forgot to turn off the gas.                             |
|-----|--------|--|
|     | (1)    | broke off  |
|     | (2)    | broke out  |
|     | (3)    | broke along  |
|     | (4)    | broke about  |
| 12. | Daud   | s house was infested with termites so he called up the pestcompany       |
|     | (1)    | control  |
|     | (2)    | authority  |
|     | (3)    | restraining  |
|     | (4)    | management   |
| 13. | Jenni  | fer went to thewith her sister to buy some new plants for their garden   |
|     | (1)    | park   |
|     | (2)    | nursery  |
|     | (3)    | orchard  |
|     | (4)    | greenhouse   |
| 14. | To ge  | t his opponent into trouble, the boxer decided toaminjuny.               |
|     | (1)    | act  |
|     | (2)    | fake   |
|     | (3)    | feign  |
|     | (4)    | pretend  |
| 15. | You r  | need to If not, you will be unable to overcome this difficult situation. |
|     | (1)    | shed crocodile tears   |
|     | (2)    | fish in troubled waters  |
|     | (3)    | let the cat out of the bag   |
|     | (4)    | take the bull by the horns   |
|     |        |  |

#### Section C: Vocabulary Cloze (5 x 1 mark)

For each question from 16 to 20, choose the word(s) closest in meaning to the underlined word and shade the correct oval (1, 2, 3 or 4) on the OAS.

Singaporeans might think of them as a snack. However, many communities around the (16) world rely on bananas as a staple diet. Besides being very nutritious, bananas are affordable (17) and available all year long. In addition to being an important source of food, bananas are also key to the economic survival of many nations.

The Cavendish banana is the most common variety of banana available worldwide. It

(18)
is the banana that we see on supermarket shelves here in our country. Research has been done
(19)
and the findings show that the Panama disease, which affects the growth of bananas,
(20)
is the biggest threat looming over banana planters today. This might pose problems
for them if the situation gets out of control.

Adapted from What's Ulp, July 2021, "Bananas under attack"

- 16. (1) lean
  - (2) bank
  - (3) count
  - (4) depend
- 17. (1) vital
  - (2) main
  - (3) useful
  - (4) critical
- 18. (1) Testing
  - (2) Studies
  - (3) Experiments
  - (4) Investigations
- 19. (1) hinders
  - (2) induces
  - (3) influences
  - (4) transforms
- 20. (1) brewing
  - (2) hovering
  - (3) emerging
  - (4) appearing

Section D: Visual Text Comprehension

(8 x 1 mark)

Study the webpage below carefully and then answer questions 21 to 28.

← C S https://www.premiertravel.com/promotions

# POST-PANDEMIC TRAVEL PROMOTION

Valid for travel from June to December 2022

It's time to see the world again!

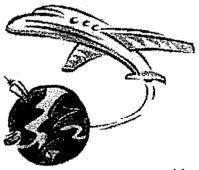
#### ASIA:

Tokyo from \$888 per person Bali from \$388 per person Seoul from \$788 per person Family Package Deal to see Asia's highest mountain in the Himalayas\*:

6 Days 5 Nights ..

- Return flight

- Includes accommodation and breakfast



Free Sammef Luggage travel bag with every purchase of packages to two or more destinations!

## **EUROPE:**

Paris from \$1088 per person Rome from \$1288 per person Prague from \$1488 per person

\* For 2 adults and 2 children (below 12 years old)

For more enquiries, contact Premier at 67891234.

Receive a \$50 shopping voucher from Millennium Mall when you make payment using your EYH Bank debit card!

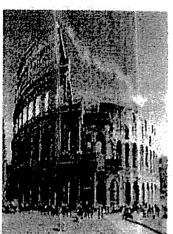
#### Tokyo, Japan

Travelling to Tokyo is ideal at many times of the year, depending on the kind of activities and experiences which you favour. The perfect time for you to visit Tokyo could be in spring, where the cherry blossom viewing season hits its peak. Summer is a choice time for many tourists with school holidays coinciding with the season. During autumn, tourists can attend harvest festivals. In winter, enjoy the cool weather or simply head indoors to visit the many different attractions which the city has.



#### Rome, Italy

Rome is enormous with many things to do. The northern part of the city features landmarks such as the Spanish steps. In the south of the city is where you find the remains of the Colosseum, where gladiators used to battle in ancient times. If you visit Rome in the summer, you can sign up for a walking tour of the Colosseum, which takes about three hours! Located further in the north of Rome is the Vatican City, the centre for the entire Catholic faith. Although located in Rome, the Vatican City is an independent city state, gaining its independence from Italy in 1929.



#### Paris, France

No visit to Paris is complete without a stopover at the iconic Eiffel Tower. Over the decades, the Eiffel Tower has seen remarkable achievements, extraordinary light shows and prestigious visitors. A trip to this landmark is suitable for all seasons throughout the year but best during winter, when the Christmas lights are on display. Another popular tourist attraction in Paris is the Notre Dame Cathedral, where tourists can ascend the bell tower to get a closer look at the gargoyles, which are sculptures sitting at the peak of Notre Dame.



#### Bali, Indonesia

Located in tropical Southeast Asia, Bali is an ideal destination to take in the sights. The natural beauty of the landscape and rich culture of the Balinese people mean that even casual visitors will be amazed by their surroundings. One of the prominent natural landmarks of Bali is Mount Agung, an active volcano. Many visitors will visit it to go hiking, even at night, to soak in its beauty and ambience.



Adapted from https://www.ctc.com.sg

|     | 마이트 사용하는 사용하는 사용하는 사용하는 것이다.<br>   |
|-----|--|
| 21. | The promotional event is organised by  |
|     |  |
|     | (1) EYH Bank   |
|     | (2) Premier Travel   |
|     | (3) Millennium Mall  |
|     | (4) Sammef Luggage   |
|     |  |
| 22. | One will receive a free travel bag if he or she  |
|     | (1) spends more than \$888   |
|     | (2) uses an EYH Bank debit card  |
|     | (3) purchases the Family Package Deal  |
|     | (4) purchases packages to travel to both Prague and Seoul  |
|     |  |
|     |  |
| 23. | According to the webpage, which one of the following is true?  |
|     | (1) You can purchase a trip to travel in December 2021.  |
|     | (2) There are a total of four Asian destinations advertised.   |
|     | (3) The most expensive destination advertised on the webpage is Rome.  |
|     | (4) You will have to book your own hotel if you purchase the Family Package Deal.  |
| 24. | Why is the title of the advertisement shown in all capital letters on the webpage?   |
|     | (1) The words are used as a name.  |
|     | (2) It is to make the words stand out in the webpage.  |
|     | (3) The words appear at the beginning of the webpage.  |
|     | (4) It is to emphasise that the travel fair is very exclusive.   |
|     |  |
| 25. | The main purpose of the advertisement is to  |
|     |  |
|     | (1) entice families with young children to travel  |
|     | (2) get people to use their EYH Bank debit card  |
|     | <ul><li>(3) persuade people to travel to Asia and Europe</li><li>(4) encourage people to travel after the pandemic</li></ul> |
|     | (4) choodings people to traver after the particeffile  |
|     |  |

Choose the correct answer and shade the correct oval (1, 2, 3 or 4) on the OAS.

| 26. | Why a   | re travellers | encouraged | to | vicit | Rali? |
|-----|---------|---------------|------------|----|-------|-------|
| 20. | vvily a | ie liavelleis | encourageu | w  | VISIL | Dall! |

- (1) It has friendly people.
- (2) It has an active volcano.
- (3) It has attractions only for viewing at night.
- (4) It is an excellent destination for sightseeing.

#### 27. According to the webpage, which activity is best done by travellers in winter?

- (1) Hiking at Mount Agung.
- (2) Visiting the Eiffel Tower.
- (3) Viewing the cherry blossoms.
- (4) Walking tour of the Colosseum.

#### 28. According to the webpage, which city houses a separate, smalller city?

- (1) Paris
- (2) Rome
- (3) Seoul
- (4) Tokyo

| End | of E | Booklet A |  |
|-----|------|-----------|--|
|-----|------|-----------|--|



Please remember to check your work thoroughly.





#### Maha Bodhi School 2021 Semestral Assessment 2 English Language Paper 2

(Booklet B)

| Name :( )                                       |  |
|---|--|
| Class : Primary 5                               |  |
| Date: 28 October 2021                           |  |
| Total Duration for Booklets A and B: 1 h 50 min |  |

#### **INSTRUCTIONS TO CANDIDATES:**

- 1. Do not turn over this page until you are told to do so.
- 2. Follow all instructions carefully.
- 3. Answer all questions.
- 4. Write your answers in this booklet.

| Paper | Booklet | Marks Obtained | Max Marks |
|-------|---------|----------------|-----------|
| 2     | Α       |                | 28        |
|       | В       |                | 67        |
| Total |         |                | 95        |

| Parent's | signature: |  |
|----------|------------|--|
|          |            |  |

This booklet consists of 9 printed pages.

## Section E: Grammar Cloze (10 x 1 mark)

There are 10 blanks, numbered 29 to 38, in the passage below. From the list of words given, choose the most suitable word for each blank. Write its letter (A to Q) in the blank. The letters (I) and (O) have been omitted to avoid confusion during marking.

|        |                         |         | EACH WO          | RD C     | AN BE US      | ED O    | NLY ONCE             |         |   |  |
|--------|-------------------------|---------|------------------|----------|---------------|---------|----------------------|---------|---|--|
| (A)    | after                   | (D)     | for              | (G)      | our           | (K)     | these                | (N)     | which                                   |  |
| (B)    | and                     | (E)     | in               | (H)      | their         | (L)     | this                 | (P)     | who                                     |  |
| (C)    | before                  | (F)     | on               | (J)      | them          | (M)     | to                   | (Q)     | with                                    |  |
|        |                         |         |                  |          |               |         |                      |         |   |  |
|        | We often fo             | orm n   | nental imag      | es of    | f high-powe   | ered r  | obo <b>ts</b> , like | those   | e in Sta                                | r Wars and   |
| [rans  | formers whe             | n we    | think of ther    | n. We    | e are drawn   |         |                      |         | ots that                                | can interact   |
|        |                         | 121     | 4h               | b        | on House      | nr h    | (29)                 |         |   | imaginary  |
| vith h | numans just             | like    | any otner        | num      | an. nowev     | te, D   | eyond                | (3      | 30)                                     | _ imaginary  |
| chara  | cters that w            | e pla   | y                | <b>1</b> | and are       | e ente  | ertained by,         | robc    | ts in re                                | al life serve  |
| numa   | n needs. Th             | ey im   | ्रा<br>prove     | )        | live          | s in n  | umerous w            | ays.    |   |  |
|        |                         | •       | The grander care | (32      | 2)            |         |                      |         |   |  |
|        | At a crucial            |         |                  |          |               |         |                      |         |   |  |
| nelp p | orotect                 | (22)    | sav              | e live   | s is importa  | ant. Ti | his is where         | the I   | M.P.A.T                                 | .A.R. (Multi-  |
| ourpo  | se All-Terra            | in Au   | tonomous F       | Robot    | t) comes      |         | ( <u>04)</u>         | ıseful  | . M.P.A                                 | T.A.R. is a  |
|        | patrol robo             |         |                  |          |               |         |                      |         |   |  |
|        | ·<br>ce and Tech        |         |                  |          |               |         |                      |         |   |  |
| SCIEN  | ce and reci             | II IOIO | gy Agericy (     |          | <i>j-</i>     |         |                      |         |   |  |
|        | The rob                 | ot hel  | ps to reduc      | e exp    | osure of fro  | ontline | e offlicers to       | dang    | jer, thus                               | keeping  |
|        |                         | safe    | . It can also    | resp     | ond to situa  | ations  | quickly, un          | like h  | uman                                    |  |
|        | (35)                    |         | Court la sec     | 4        | int on full n | oroon   | al protoctiv         | o dos   | or.                                     |  |
| office | rs(36                   | i)      | tirst nav        | e to p   | out on full p | GISOI   | iai Hiotectiv        | e yec   | *************************************** | (37)   |
| headi  | ng onsite. T            | he ro   | bot has also     | o mad    | de the dorm   | itorie  | s safer              | /2      | 8)                                      | _foreign   |
| worke  | er <b>s</b> by helpin   | ıg to e | ensure safe      | dista    | ıncing, in pl | ace o   | f <b>k</b> uman off  | •       | •                                       | .P.A.TA.R.   |
| is and | other demon             | strati  | on of how te     | echno    | ology enhar   | nces a  | and impacts          | lives   | s.                                      | A STATE OF THE PARTY OF THE PAR |
|        |                         |         |                  |          |               |         |                      |         |   |  |
| Ad     | apted from <u>htt</u> p | os://wv | vw.htx.gov.sg    | /news/   | : "Counting o | n Rob   | ots in Times L       | ₋ike TI | nese                                    | 10   |

Section F: Editing (12 x 1 mark)
Each of the underlined words contains either a spelling or grammatical error. Write the correct word in each of the boxes.

Mountaineering is the sport of climbing a mountain. This sport is all about challenge

| and perseveranc        | e. Mountaineering is r                 | nostly a group activity           | and each   |
|------------------------|--|-----------------------------------|--|
| (39)                   | The state of the state states          | (41)                              | William walk   |
| member <u>had</u> to d | continue supporting th                 | ne group's <u>acheevment</u>      | at every stage. Climbing   |
| (40)                   |  |                                   |  |
| mountains requir       | res <u>phisycal</u> and ment           | al strength and the hig           | gher you get, the  |
|                        | (42                                    | ´                                 |  |
| harder your boo        | ly has to work. To pre                 | epare <u>adequartly</u> for t     | he climb,, dlimbers should go  |
| thursday again         | tuoinina nuoanamma                     |                                   |  |
| through a good         | training programme.                    | (43)                              | and the second s |
| Bodyweight 1           | training helps in the d                | levelopment of muscles            | s and <u>learned</u> how   |
| ,                      | <i>J</i> ,                             | (44)                              |  |
| to pace during a       | ı climb will all <mark>ow</mark> climb | ers not to become <u>exc</u>      | orsted too quickly   |
| (45)                   |  |                                   | (46)   |
| during the climb       | b. <u>Apparantly</u> , many ex         | xpert climbers claimed            | d that training <u>for</u>   |
|                        |  |                                   |  |
| mountaineering         | clothing, boots, and g                 | gear is a necessity.              |  |
| (                      | (47)                                   |                                   |  |
| Climbers n             | nust also <u>takes</u> lesson          | s on rock and ice climb           | oing techniques  |
| (48)                   | (49)                                   |                                   |  |
| to <u>enshwure</u> a . | smooth and safe clim                   | b. <u>When</u> mountaineerin      | ng can be a dangerous  |
|                        |  | (50)                              |  |
| and difficult sp       | ort, reaching the sun                  | nmit gives one a feeling          | g of <u>satisfied</u> and  |
| deep fulfillmen        | t. It is indeed a remo                 | arkable feeling to be o           | on top of the world.   |
| Adapted fro            | m Kingdom in the Clouds b              | y Carroll Dunham, <i>National</i> | Geographic   |
| ·                      |  | ם מ                               | 12   |

## Section G: Comprehension Cloze (15 x 1 mark) Fill in each blank with a suitable word.

| Void decks were first introduced in the 1970s by Housing Development Board (HDB).                |
|--|
| The term "void deck" uniquely Singaporean, referring to the ground (51)                          |
| floor of HDB blocks that have been open as sheltered space, where                                |
| can gather to meet friends and where children can run around, whether (53)                       |
| rain or Void decks may also house a convenience shop, residents' (54)                            |
| corner or even early education centre. Voiid decks can also be (55)                              |
| as a venue for important, including birthday patties (56)  |
| and weddings. Attimes, they serve as places where solemn gatherings (58)                         |
| are held following the passing of a loved one. It is clear that as a shared space, the void deck |
| has been significant in a sense of community in our public housing.                              |
| The introduction of void decks has undeniably the lives of HDB flat  (60)                        |
| residents. Not only have theyshelter from the weather, but they also allow (61)                  |
| easy passage for passers-by the estates. During the 1980s, void decks                            |
| also offered recreational amenities as table temnis tables and Chinese (63)                      |
| chess/checker tables with stools and benches.  |
| As void decks in Singapore continue to evolve as a result new (64)                               |
| public housing designs, the need for shared common spaces for the purpose of cultivating         |
| community relations and ties will to remain important. The void decks of (65)                    |
| yesteryears will continue to have a special place in the hearts of heartlanders.                 |

Section H: Synthesis/Transformation (5 x 2 marks)
For each of the items 66 to 70, rewrite the given sentence(s) using the words provided. Your answer must be in one sentence. The meaning of your sentence must be the same as the meaning of the given sentence(s).

| Inless   |         |
|--|---------|
|  |         |
|  |         |
| The angry woman told the rowdy boys to behave.               |         |
| he rowdy   |         |
|  |         |
|  |         |
|  |         |
| lohn played computer games after he did his homework.        |         |
| Having   |         |
|  |         |
|  |         |
| Wait for me at the gazebo this afternoon," Mrs Tay said to h | er som. |
| //rs Tay told  |         |
|  |         |
|  |         |
| enny is injured. She still wants to participate in the race. |         |
| n snite of her   |         |
| n spite of her   |         |

# THIS IS A BLANK PAGE

#### Section I: Comprehension (Open-ended) (20 marks)

Read this passage and answer questions 71 to 80.

My parents had invited Mr Walter's family over for dinner. Robert, Mr Walter's son was the same age as I was then. He is an American boy. We attended the same school together. He was popular in class and always dressed smartly. When I found out that my parents had invited Robert and his parents over for Christmas Eve dinner, I cried.

What terrible disappointment would Robert feel upon not seeing a traditional roasted turkey and sweet potatoes served during Christmas dinner but our unusual spread of Chinese food? What would he think of my noisy Chinese relatives who lacked proper manners?

The kitchen was littered with mounds of raw food. Every inch of the kitchen was filled with pots and pans waiting to be washed. I saw that my mother had outdone herself in creating a strange menu that day. She was pulling black veins out of the backs of fleshy prawns. There was a slimy rock cod with bulging fish eyes that pleaded not to be thrown into a pan of hot oil and tofu which looked like stacked wedges of rubbery white sponges.

Then, they arrived. Mr Walter's family and all my relatives with their rumpled Christmas packages. Robert grunted hello and I blushed.

During dinner, I was in despair. My relatives licked the ends of their chopsticks and reached across the table, dipping them into the dozen plates of food. On the other hand, Robert and his family waited patiently for platters of food to be passed to them. My relatives murmured with pleasure when my mother brought out the whole steamed fish. Robert frowned.

Then my father poked his chopsticks just below the fish eye and plucked out the soft meat. "Amy, your favourite," he said, offering me the tender fish cheek. It was indeed my favourite! Moments later, it hit me. How could my father offer me the strange food? I planced to check if Robert had noticed. What would he think? I wanted to disappear.

At the end of the meal, my father leaned back and burped loudly, thanking my mother for her fine cooking. "It's a polite Chinese custom to show you are satisfied," explained my father to our astonished guests.

Robert was looking down at his plate with a reddened face. Mr Walter managed to muster up a quiet burp. I was stunned into silence for the rest of the night. After everyone had gone, my mother said to me, "It's fine to be different and you must be proud of who you are." Even though I didn't agree with her then, I knew that she understood how I had felt. I resented her, thinking that she had done all that to embarrass us.

It wasn't until a few months later that I was able to think about and fully appreciate my mother's actions. She had put in effort to prepare a delicious spread to showcase our rich Chinese culture to our guests. The true purpose behind our particular menu for dinner that year was also that she had chosen and cooked all my favourite food. Looking down at my typical Christmas dinner plate of turkey and potatoes twenty years later, I miss my tender fish cheeks and dinner with my family and relatives. Little did I know that it was that dinner which caused me to have a change of heart.

Adapted from Fish Cheeks by Amy Tan

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15

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|   | •   |
|---|---|
| Why did the narrator cry v<br>Robert over for dinner?[  | when she found out that her parents had invited 2m] |
|   |   |
| Which two-word phrase   | in paragraph 3 shows that the narrator's mother was |
| preparing something extr  | •   |
|   |   |
|   |   |
| When father poked his chopsticks just below the fish eye, plucked out the soft fish cheek meat and offered it to Amy. | Ill in the blanks below to show how Amy felt. [2m]  |

| enjoyment  |                              |  |  |  |  |
|--|------------------------------|--|--|--|--|
| creased  | Sec. 1. 1. 1.                |  |  | The second secon |  |
| misery   |                              |  |  |  |  |
|  |                              |  |  |  |  |
|  |                              |  |  |  |  |
| ased on the passage,<br>en give one reason w   | state whethe<br>hy you think | r each stat<br>so.  [3m]   | ement i  | n the table  | e below is true  |
|  | T (F.1                       | -  |  |  |  |
| Mr Walter tried to   | True/False                   |  | - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1  | Reason   |  |
| be accommodating   |                              | a representation of the second |  |  |  |
| during dinner.   |                              |  |  |  |  |
|  |                              |  |  |  | and the second s |
|  |                              |  |  |  |  |
| Amy's mother   |                              |  |  |  |  |
| created a mess in<br>the kitchen while   |                              |  | to proper the second se | en allejde – elle nutj alle en skip generolige zwe. Casterine  | a gappan in gangarana ya kazi ng ang nganapang akwa ka mani an   |
| preparing dinner.  |                              |  |  | 11116 11311 2,400  |  |
| *  |                              | APPENDICATION AND ASSESSMENT ASSESSMENT AND ASSESSMENT ASSESSM |  |  |  |
| 1.14.<br>13.6<br>1.14. (1.14. (1.14. (1.14. (1.14. (1.14. (1.14. (1.14. (1.14. (1.14. (1.14. (1.14. (1.14. (1.14. (1.14. (1.14 |                              |  |  |  |  |
| Robert was pleased with the  |                              | A contract the state of the sta |  |  |  |
| food at dinner.  |                              |  |  | <del></del>  |  |
|  |                              |  |  |  |  |
|  |                              |  |  |  |  |
|  |                              |  |  | · · · · · · · · · · · · · · · · · · ·  |  |
|  |                              |  |  |  |  |
|  |                              |  |  |  |  |

|  | family does                                      | What the        | narrator's family does<br>instead |
|--|--|-----------------|-----------------------------------|
|  |  |                 |                                   |
|  |  |                 |                                   |
|  |  | 1               |                                   |
|  |  |                 |                                   |
| rite 1, 2 and 3 in the I<br>the story. [1m]                            | olanks below to                                  | indicate the or | rder in which the events o        |
| The narrator's fa  | other served her                                 | the fish cheel  | ζ.                                |
| The narrator sav   | v what her moth                                  | er was cookin   | g.                                |
| The narrator wa  | s left speechles:                                | S.              |                                   |
| It a tick in the box be  | -  | -               | m]                                |
|  | careles  |                 | hospitable                        |
| selfish caring   | [  | ss 🔲            | hospitable                        |
| selfish  | careles  | ful             |                                   |
| caring   | thought inconside ned that Amy ex sher mother ha | ful             |                                   |
| selfish  caring  boastful  ine 39, it was mention wher feelings toward | thought inconside ned that Amy ex sher mother ha | ful             | organised                         |
| selfish  caring  boastful  ine 39, it was mention wher feelings toward | thought inconside ned that Amy ex sher mother ha | ful             | organised                         |
| selfish  caring  boastful  ine 39, it was mention wher feelings toward | thought inconside ned that Amy ex sher mother ha | ful             | organised                         |



#### **ANSWER KEY**

YEAR : 2021 LEVEL : PRIMARY 5

SCHOOL : MAHA BODHI SCHOOL SUBJECT : ENGLISH

TERM: SEMESTRAL ASSESSMENT 2

#### **BOOKLET A**

| Q1  | 4 | Q2  | 4 | Q3  | 2 | Q4             | 2 | Q5          | 1 |
|-----|---|-----|---|-----|---|----------------|---|-------------|---|
| Q6  | 1 | Q7  | 1 | Q8  | 4 | Q <del>9</del> | 4 | Q10         | 2 |
| Q11 | 2 | Q12 | 1 | Q13 | 2 | Q14            | 3 | Q15         | 4 |
| Q16 | 4 | Q17 | 1 | Q18 | 2 | Q19            | 1 | Q20         | 3 |
| Q21 | 2 | Q22 | 4 | Q23 | 2 | Q24            | 2 | <b>Q</b> 25 | 4 |
| 026 | 4 | 027 | 2 | 028 | 2 |                | • |             |   |

#### **BOOKLET B**

| BOOK | LEID         |
|------|--------------|
| Q29  | M            |
| Q30  | К            |
| Q31  | Q            |
| Q32  | G            |
| Q33  | В            |
| Q34  | E            |
| Q35  | J            |
| Q36  | Р            |
| Q37  | С            |
| Q38  | D            |
| Q39  | has          |
| Q40  | achievement  |
| Q41  | physical     |
| Q42  | adequately   |
| Q43  | learning     |
| Q44  | exhausted    |
| Q45  | Apparently   |
| Q46  | with         |
| Q47  | take         |
| Q48  | ensure       |
| Q49  | Although     |
| Q50  | satisfaction |
| Q51  | is           |
| Q52  | left         |
| Q53  | people       |
| Q54  | shine        |
|      |              |

| Q55 | an       |
|-----|----------|
| Q56 | used     |
| Q57 | events   |
| Q58 | certain  |
| Q59 | building |
| Q60 | improved |
| Q61 | provided |
| Q62 | through  |
| Q63 | such     |
| Q64 | of       |
| Q65 | continue |

| Q66 | Unless it rains, we will have a picnic in the park.                     |
|-----|---|
| Q67 | The rowdy boys were told by the angry woman to behave.                  |
| Q68 | Having done his homework, John played computer games.                   |
| Q69 | Mrs Tay told her son to wait for her at the gazebo that afternoon.      |
| Q70 | In spite of her injuries, Jenny still wants to participate in the race. |

| Q71 | They w  | ere cel                         | ebrating Christmas.                       |                                    |  |  |  |
|-----|---|---------------------------------|---|------------------------------------|--|--|--|
| Q72 | The narrator was worried that Robert would be disappointed in their |                                 |   |                                    |  |  |  |
|     | unusua  | unusual spread of Chinese food. |   |                                    |  |  |  |
| Q73 | outdon  | outdone herself                 |   |                                    |  |  |  |
| Q74 | → Amy   | → Amy felt happy                |   |                                    |  |  |  |
|     | → Amy   | → Amy felt embarrassed          |   |                                    |  |  |  |
| Q75 | pleasu  | ire                             |   |                                    |  |  |  |
|     | rumpled   |                                 |   |                                    |  |  |  |
|     | despair   |                                 |   |                                    |  |  |  |
| Q76 | True  | Mr V                            | Walter managed to muster up a quiet burp. |                                    |  |  |  |
|     | True  | Ever                            | y inch of the kitcher                     | was filled with pots and pans      |  |  |  |
|     |   | wait                            | ing to be washed.                         |                                    |  |  |  |
|     | False   | Robe                            | ert was looking dow                       | n at his plate with reddened face. |  |  |  |
| Q77 | What  | Mr Wa                           | lter's family does                        | What the narrator's family does    |  |  |  |
|     |   |                                 |   | instead                            |  |  |  |
|     | They eat roasted turkey and   |                                 |   | They eat Chinese food              |  |  |  |
|     |   | sweet potatoes.                 |   |                                    |  |  |  |
| Q78 | 2   |                                 |   |                                    |  |  |  |
|     | 1   |                                 |   |                                    |  |  |  |
|     | 3   |                                 |   |                                    |  |  |  |

| Q79 | caring⊠   |
|-----|---|
|     | inconsiderate - thoughtfu)  |
|     | hospitable☑   |
| Q80 | Immediately after dinner, she was angry at her mother but a few   |
|     | months later, she appreciated her for how much she cared for her. |