

# METHODIST GIRLS' SCHOOL

Founded in 1887



## MID-YEAR EXAMINATION 2015 PRIMARY 6 ENGLISH LANGUAGE

(BOOKLET A)

Total Time for Booklets A, B and C: 1 hour 50 minutes

### INSTRUCTIONS TO CANDIDATES

Do not turn over this page until you are told to do so.

Follow all instructions carefully.

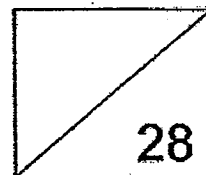
Answer all questions.

Shade your answers in the Optical Answer Sheet (OAS) provided.

Name: \_\_\_\_\_ ( )

Class: Primary 6. \_\_\_\_\_

Date: 11 May 2015



This booklet consists of 9 printed pages including this page.

For each question from 1 to 10, shade your answer (1, 2, 3 or 4) on the Optical Answer Sheet. (10 marks)

1 Everyone, except Jason and Kuna, \_\_\_\_\_ going to the birthday party next Saturday.

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

2 Fauzi's mother made him \_\_\_\_\_ his homework before he was allowed to go to the concert.

- (1) complete
- (2) completes
- (3) completed
- (4) completing

3 \_\_\_\_\_ Jenny \_\_\_\_\_ Sally wanted to withdraw from the beauty pageant even though their parents were not pleased about their participation in it.

- (1) Either...or
- (2) Both ...and
- (3) Neither...nor
- (4) Not only ... but also

4 Muthu could not remember where he \_\_\_\_\_ his science file.

- (1) place
- (2) places
- (3) has placed
- (4) had placed

5 The boxes of t-shirts were unpacked immediately \_\_\_\_\_ arrival.

- (1) for
- (2) until
- (3) upon
- (4) during

6 Ashwin is always rushing to the basketball court during recess. He doesn't eat anything.

\_\_\_\_\_ ?

- (1) doesn't he
- (2) does he
- (3) isn't it
- (4) is it

7 The three girls shared the cake \_\_\_\_\_ themselves.

- (1) between
- (2) among
- (3) over
- (4) with

8 If she \_\_\_\_\_ work on the project earlier, she would have been able to complete it before the deadline.

- (1) starts
- (2) started
- (3) has started
- (4) had started

9 "Has anyone \_\_\_\_\_ my wallet? I can't find it anywhere," Kevin asked his friends.

- (1) see
- (2) saw
- (3) sees
- (4) seen

10 The counsellor advised him to calm down and not to get so worked \_\_\_\_\_ over what those rowdy boys had done.

- (1) up
- (2) off
- (3) out
- (4) against

For each question from 11 to 15, shade your answer (1, 2, 3 or 4) on the Optical Answer Sheet. (5 marks)

- 11 An \_\_\_\_\_ fan of 'Harry Potter', Siva has read all the books in the series twice.
- (1) affectionate
  - (2) authentic
  - (3) affluent
  - (4) ardent
- 12 Kathy was \_\_\_\_\_ to Andy for he had helped her family in times of need.
- (1) accountable
  - (2) committed
  - (3) entitled
  - (4) indebted
- 13 The fire was \_\_\_\_\_ by the carelessly discarded cigarette butt.
- (1) lit
  - (2) ignited
  - (3) torched
  - (4) illuminated
- 14 After her long illness, Melissa needs some time to \_\_\_\_\_ in order to be physically fit to return to work.
- (1) recuperate
  - (2) rejuvenate
  - (3) refresh
  - (4) relax
- 15 The Mayor shook hands with the people in the temporary shelter, offering words of \_\_\_\_\_ for the loss of their loved ones in the recent disaster.
- (1) enlightenment
  - (2) endearment
  - (3) compassion
  - (4) consolation

(Go on to the next page)

For each question from 16 to 20, choose the word(s) closest in meaning to the underlined words. Shade the correct oval (1, 2, 3 or 4) on the Optical Answer Sheet. (5 marks)

Farah was an experienced mountaineer and she had climbed many mountains in Asia. She often shared with us her experiences whenever she was back from her expeditions. However, as we listened to her speak enthusiastically about her recent trek up Mount Fuji, we knew that it was indeed a most memorable experience for her.

Farah was often captivated by her fellow climbers' stories of their experiences trekking up Mount Fuji. She was inspired to follow suit. Farah knew that it was necessary to be well-prepared, both physically and mentally, before ascending Mount Fuji. Heading her peers' recommendation to climb at a calm and steady pace, Farah was able to avoid altitude sickness. Farah shared with us how she and her teammates had to trudge up that mountain along a trail which eventually became more and more difficult to follow. Nevertheless, she felt that, despite the challenges that she had to face, it was worth the time and effort to trek up this majestic mountain.

- 16 (1) exaggerate  
(2) explain  
(3) rave  
(4) rant

- 17 (1) lured  
(2) ensnared  
(3) bewitched  
(4) fascinated

- 18 (1) coerced  
(2) motivated  
(3) persuaded  
(4) manipulated

- 19 (1) unavoidable  
(2) significant  
(3) essential  
(4) urgent

- 20 (1) plod  
(2) shuffle  
(3) hobble  
(4) stagger

(Go on to the next page)

Study the following brochure carefully and then answer questions 21 to 28.




# Sentosa School Programmes

## Learning Experiential Journey

**sentosa**  
THE STATE OF FUN

### The Sentosa School Programme :

- Covers a variety of subjects
- Focuses on active learning
- Focuses on students' *observation* and *inferential* skills and they are trained as problem solvers

	Learning Journey 1 (LJ 1)	Learning Journey 2 (LJ 2)	Learning Journey 3 (LJ 3)
	History, Heritage, Culture 	Nature 	History 
	<i>Images of Singapore Heritage Adventure</i>	<i>Sentosa Nature Discovery Journey</i>	<i>Fort Siloso History Alive Experience</i>
Level: Basic	Lower Primary	Primary (Lower and Upper)	Upper Primary
Level: Advanced	Upper Primary and Lower Secondary	Secondary (Lower and Upper)	Lower Secondary

### Notes:

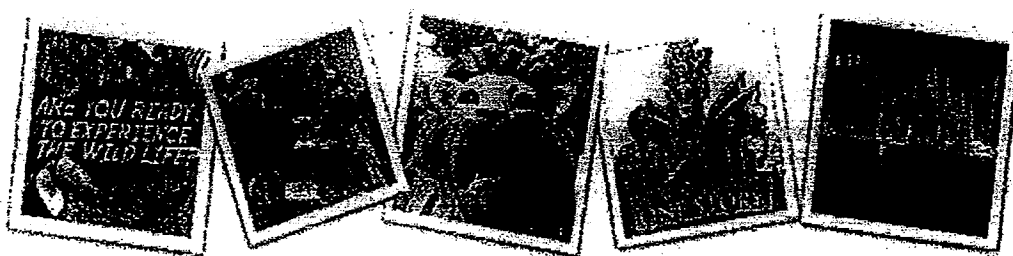
- Duration for each programme is estimated to be between 2 hours and 2.5 hours
- A minimum of 30 students is required to run a programme.
- Only a maximum of 80 students is allowed for all programmes except for the Sentosa Nature Discovery Journey.
- Complimentary admission for 1 adult for every 15 paying students
- The programme will not run on weekends, the eve of public holidays and public holidays.

For more information, you may visit our website at  
<http://www.sentosa.com.sg/en/education>

or send an email to the following address:  
[education@sentosa.com.sg](mailto:education@sentosa.com.sg)

To book for any programme, the teacher in-charge is to send an email to the above address.

(Go on to the next page)



### LJ 1

#### Discover Singapore's heritage by joining our Heritage Adventures at Images of Singapore today!

Ever wonder what life was like for the early immigrants in Singapore? Our dedicated facilitators will be there to let you relive the trials, tribulations and defining moments in history that make up the Singapore story.

##### Learning objectives

- To introduce interactive history learning with a difference
- To understand the factors that led to Singapore's transformation from a fishing village to an independent nation.

### LJ 2

#### Begin your Sentosa Nature Discovery Journey today!

Embark on an experiential learning journey with the help of our professional facilitators. Explore the lush coastal forests and get to fully enjoy and take in the beauty of the great outdoors whilst you learn!

##### Learning Objectives

- Develop and apply science process and outdoor skills
- Create awareness and inspire students to develop social responsibility towards nature and environment
- Take students into the outdoor and give them an in-depth experience of a rare habitat in Singapore – the tropical coastal rainforest!
- Learn about other natural habitats in Singapore

### LJ 3

#### Get set for a trip back into history at the Historical British Fort Siloso today!

Explore the historical British Fort with our facilitators and get a first-hand experience of its role, facilities and operations. Trek Singapore's history during the Second World War and the Japanese Occupation!

##### Learning Objectives

- To gain a deeper understanding of the vital role the historical British Fort played in defending the Malayan region
- To give students a first-hand experience of a historical fort in Singapore

For each question from 21 to 28, shade your answer (1, 2, 3, or 4) on the Optical Answer Sheet.

21 The main aim of this brochure is to \_\_\_\_\_.

- (1) promote Learning Journeys to all visitors
- (2) promote all the facilities available in Sentosa
- (3) encourage everyone to discover the history of Singapore
- (4) encourage schools to consider Sentosa as one of the destinations for their learning journeys

22 The learning journeys \_\_\_\_\_.

- (1) will run every day
- (2) requires prior booking via email
- (3) are suitable for students of all ages
- (4) are free for any accompanying teacher

23 Every participant in LJ2 - Sentosa Nature Discovery Journey will \_\_\_\_\_.

- (1) get to learn in the great outdoors
- (2) learn about the history of Sentosa
- (3) explore the tropical coastal rainforest in Sentosa on their own
- (4) be able to find out more about natural habitats from around the world

24 The word 'transformation' from the details of LJ 1 tells us that Singapore \_\_\_\_\_.

- (1) went through difficult times
- (2) will continue to face challenges
- (3) had an important moment in its history
- (4) went through many changes in its history

(Go on to the next page)



25 The main objective of the learning journey to the historical Fort Siloso is \_\_\_\_\_.

- (1) to inform students of the role of the British in Singapore after the war ended.
- (2) to allow students to understand why Second World War broke out
- (3) to find out the main purpose of the fort during Second World War
- (4) to understand all major events in Singapore's history

26 Certain sections in this brochure are in bold to \_\_\_\_\_.

- (1) highlight the duration of each learning journey
- (2) state who the programmes are targeted at
- (3) direct the readers to the headings
- (4) provide extra information

27 Which one of the following statements about the Sentosa School Programmes is true?

- (1) All the activities take place indoors.
- (2) Students can sign up for the programme on their own.
- (3) The programmes will run every day during the school holidays.
- (4) The organiser is unable to conduct a programme if there are fewer than 30 participants in the group.

28 To find out more about the main cultures found in Singapore and their related festivals, students can visit \_\_\_\_\_.

- (1) the Images of Singapore
- (2) the Historical British Fort
- (3) Singapore Nature Discovery
- (4) the tropical coastal rainforest

**END OF BOOKLET A**



# METHODIST GIRLS' SCHOOL

Founded in 1887



## MID-YEAR EXAMINATION 2015 PRIMARY 6 ENGLISH LANGUAGE

(BOOKLET B)

Total Time for Booklets A, B and C: 1 hour 50 minutes

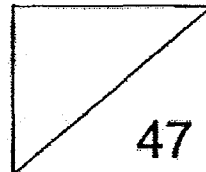
### INSTRUCTIONS TO CANDIDATES

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Follow all instructions carefully.  
Answer all questions.

Name: \_\_\_\_\_ ( )

Class: Primary 6. \_\_\_\_\_

Date: 11 May 2015



This booklet consists of <sup>5</sup>~~6~~ printed pages including this page.

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. (10 marks)

**EACH WORD CAN BE USED ONLY ONCE.**

(A) although	(D) even	(G) on	(K) therefore	(N) whom
(B) as	(E) in	(H) over	(L) to	(P) whose
(C) besides	(F) of	(J) that	(M) who	(Q) up

Holidays are special days set aside to commemorate significant events. \_\_\_\_\_ (29)

these days, schools and businesses often close, and family members gather together

\_\_\_\_\_ share meals, attend religious services and tell again the stories \_\_\_\_\_ (30) (31)

have become part of their holiday traditions.

The legend of Santa Claus is one of these traditional stories. \_\_\_\_\_ many people (32)

think that the idea of Santa is relatively new, it actually originated many years ago \_\_\_\_\_ (33)

Asia Minor. It is based on the life of St. Nicholas, Bishop of Myra, who is said to have put gold in

stockings of the poor. \_\_\_\_\_ in Asia Minor, gifts were exchanged on St. Nicholas Day to (34)

commemorate his generosity.

How did Santa Claus become a grandfatherly figure to \_\_\_\_\_ children whisper (35)

their Christmas wishes? In the book *Knickerbocker's History of New York*, he was a jolly Santa.

\_\_\_\_\_ filling stockings, this Santa flew \_\_\_\_\_ housefops in a wagon, dropping (36) (37)

presents down chimneys of children \_\_\_\_\_ good behavior had earned his favour. (38)

Later, in Clement Clarke Moore's poem, Santa rode in a sleigh instead of a wagon.

(Go on to the next page)

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

(39)

Littering is a problem all over the world. Even some of the most highly development

(40)

countries in the world have its share of litterbugs within the population.

(41)

(42)

Nobody really knows how people litter in spite of the fact that the only perpus it serves is

(43)

(44)

is to dirty the envairunment they live in. Some have suggested that it is because of a lack in

(45)

rubbish bins. This is, however, not true. Although newmerus rubbish bins have been prominently

(46)

(47)

and konvineantly located in parks and other public places, the littering problem still existed in

(48)

parts of Singapore. Others have suggested that littering is unintensional as some people simply

(49)

forget they have left items behind. While this may happen okasionaly, it is not a valid reason for

(50)

those who have been catch littering repeatedly.

We may feel that it does not matter if we leave one cup or a piece of paper behind.

However, if we pause for a moment to think about it, it really does matter. If the 5.3 million

people in Singapore all think that way, the island will be overrun with litter.

(Go on to the next page)

Fill in each blank with a suitable word.

(15 marks)

There are few mammals that can emerge unscathed from a close encounter with a deadly cobra. \_\_\_\_\_ of them is the amazing Indian mongoose. It is so quick and  
(51)  
aggressive \_\_\_\_\_ through the centuries, it has \_\_\_\_\_ a reputation as  
(52) (53)  
a cobra killer. \_\_\_\_\_ skill is celebrated in the book *A Jungle Story* by Rudyard  
(54)  
Kipling in \_\_\_\_\_ a pet mongoose fights and \_\_\_\_\_ a pair of cobras  
(55) (56)  
that attacks it, to \_\_\_\_\_ its nest. In the story, it is said that "all a grown  
(57)  
mongoose's business in life is to fight and kill snakes". This is not true in reality, as the  
mongoose \_\_\_\_\_ on nearly anything it \_\_\_\_\_ get, including  
(58) (59)  
grasshoppers, frogs, lizards, rats, birds and some smaller snakes, while rarely attacking  
large poisonous snakes.

When a mongoose and a cobra, for some reason, have a close \_\_\_\_\_,  
(60)  
a battle begins. The cobra's thrust is pitted \_\_\_\_\_ the mongoose's jump for an  
(61)  
hour or \_\_\_\_\_.  
(62)

The cobra usually \_\_\_\_\_ the battle because it cannot strike or retract fast  
(63)  
\_\_\_\_\_ and must bite in order to inject its \_\_\_\_\_.  
(64) (65)

In a fight with a python or a viper, however, the mongoose will be at a disadvantage.

(Go on to the next page)

For each of the questions 66 to 70, rewrite the given sentence(s) using the word(s) 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). (10 marks)

66 David was reprimanded by his mother as a result of his mischief.

---

---

67 The old servant was faithful and honest. The family appreciated that.

The old servant's \_\_\_\_\_

---

68 Ben said he would go to my house after school that day.

Ben said, " \_\_\_\_\_

---

69 The marathon will not be postponed unless it rains heavily.

Only if \_\_\_\_\_

---

70 All the pupils are keen to attend the outdoor camp. Sally is not keen.

All \_\_\_\_\_ except \_\_\_\_\_

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# METHODIST GIRLS' SCHOOL (PRIMARY)

Founded in 1887



## MID-YEAR EXAMINATION 2015 PRIMARY 6 ENGLISH LANGUAGE

### PAPER 2 (BOOKLET C)

Total Time for Booklets A, B and C: 1 hour 50 minutes

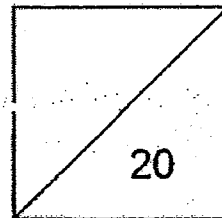
#### INSTRUCTIONS TO CANDIDATES

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Follow all instructions carefully.  
Answer all questions.

Name: \_\_\_\_\_ ( )

Class: Primary 6. \_\_\_\_\_

Date: 11 May 2015



This booklet consists of 5 printed pages including this page.

Read the passage below and answer questions 71 to 80.

(20 marks)

The canoe was drifting idly on the calm sea when I saw the water seeping through the crack again. I picked up the paddle. There was no choice except to turn back towards the island. I knew that only by the best fortune would I ever reach it.

The wind did not blow until the sun was overhead. Before that time, I covered a good distance, pausing only when it was necessary to bail out water from the canoe. With the wind, I went more slowly. Also, I had to stop more often because of the water spilling over the sides, but the leak did not grow worse. 5

This was my first good fortune. The next was when a swarm of dolphins appeared. They came swimming out of the west, but as they saw the canoe, they turned around in a great circle and began to follow me. They swam up slowly. I could see their eyes which are large and the colour of the ocean. Then they swam on ahead of the canoe, crossing back and forth in front of it, diving in and out, as if they were weaving a piece of cloth with their broad snouts. 10

Dolphins are animals of good omen. It made me happy to have them swimming around the canoe, and though my hands had begun to bleed from the chafing of the paddle, just watching them made me forget the pain. I was very lonely before they appeared, but now I felt that I had friends with me and I did not feel the same. 15

The blue dolphins left me shortly before dusk. They left as quickly as they had come, going into the west, but for a long time, I could see the last of the sun shining on them. After night fell, I could still see them in my thoughts and it was because of this that I kept paddling when I wanted to lie down and sleep. More than anything, it was the blue dolphins that took me back home. 20

Fog came with the night. Yet from time to time, I could see the star that stands high in the west, the red star called Magat which is part of the figure that looks like a crawfish and is known by that name. The crack in the planks of the canoe grew wider so I had to stop often to fill it with fibre and to bail out the water. 25

The night was very long, longer than the night before. Twice I dozed, kneeling there in the canoe, though I was more afraid than I had ever been. But the morning broke clear and in front of me lay the dim line of the island like a great fish sunning itself on the sea. 30

I reached it before the sun was high. The sandpit and its tides <sup>pushed</sup> me into the shore. My legs were stiff from kneeling and as the canoe struck the sand, I fell when I rose to climb out.

I crawled through the shallow water and up the beach. There I lay for a long time, hugging the sand in happiness. 35

Adapted from *Island of the Blue Dolphins* by Scott O'Dell

(Go on to the next page)

Do not write  
in this space

71 From paragraph one, why did the narrator decide she had to go back to the island? [1m]

---

---

72 Explain clearly why the writer slowed down with the wind. [2m]

---

---

73 What does the word 'this' in line 8 refer to? [2m]

---

---

74 How did the dolphins react when they saw the canoe? [2m]

---

---

75 Do you think the dolphins were swimming very close to the narrator? Support your answer with one piece of evidence from the passage. [2m]

---

---

(Go on to the next page)

76 What caused the narrator's hands to bleed? [1m]

---



---

Do not write  
in this space

77 Choose words from lines 1 to 15 which have similar meanings to the words below. [3m]

aimlessly	
stopping	
sign	

78 List 2 ways that the dolphins helped the narrator. [2m]

1. \_\_\_\_\_

2. \_\_\_\_\_

79 Which sentence from lines 23 to 30 tells you that the narrator has been drifting in the sea for more than a day? [2m]

Do not write in  
this space

- 80 Based on the story, state whether each statement in the table below is true or false, then give one reason why you think so. [3m]

	True/False	Reason
The narrator was concerned that she might not reach the Island.		
The dolphins swam alongside the narrator's canoe from morning to night.		
The narrator fell when she stood up to get out of the <del>boat</del> <sup>canoe</sup> because she lost her footing.		



End of Paper

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# Answer Ke

EXAM PAPER 2015

SCHOOL : MGS

SUBJECT :P6 ENGLISH

TERM : CA1

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1	4	1	3	2	3	4	4	2	4
Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
3	3	3	4	4	1	4	2	3	3
Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30
4	4	4	1	3	4	4	1	J	E
Q31	Q32	Q33	Q34	Q35	Q36	Q37	Q38		
L	D	M	B	H	P	F	Q		

- 39)geography      40)dispute      41)techniques      42)combined  
43)intricate      44)used      45)cutting      46)of      47)popularity  
48)seen      49)Abstract      50)pioneers      51)fire      52)scene/site  
53)strong      54)father      55)being      56)start      57)kept  
58)next      59)of      60)attitude/reaction/response      61)emotions  
62)locked      63)not      64)worked      65)out  
66)Mrs Lim thought there was no necessity to clean the windows every week.  
67)Helping at the Old Folks' Home every week makes Mrs Salim very happy.  
68)She trained very hard in order to take part in the marathon.

69) Instead of wearing his uniform to the anniversary dinner, the General wore a coat and tie.

70) My neighbour told me that they had recently given their kitten away.

71) It probably destroyed the crops.

72) He heard the rumbling of the elephant's belly.

73) It refers to the elephant resting. It indicated that he might be able to catch it unawares.

74) Yes, I think he was. He could locate the elephant just by his sense of hearing.

75) The wind was blowing in the writer's favour.

76) eager for ivory

77) conceal

Slithering

Crest

78) If the elephant crossed the border into Perak, he would not be able to follow it.

79) 1) The elephant had poor eyesight in the failing light.

2) The writer had dense bushes around him.

80) False / The writer could see nothing as he was in the middle of a bamboo thicket.

True / Something made it suspicious and no sooner when the writer had cleared the bamboo thicket than he heard the elephant moving off.

False / He threw caution to the wind.