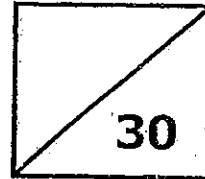




ROSYTH SCHOOL  
PRELIMINARY EXAMINATION 2013  
ENGLISH LANGUAGE PAPER 2  
PRIMARY 6

Total  
Marks:



Name: \_\_\_\_\_

Class: Primary 6 \_\_\_\_\_ Register No. \_\_\_\_\_

Total Duration for Booklets A & B: 1 hour 50 minutes

Date: 26 August 2013

Parent's Signature: \_\_\_\_\_

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BOOKLET A

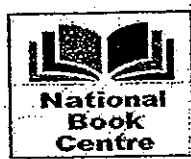
Instructions to Pupils:

1. Do NOT open this booklet until you are told to do so.
2. Follow all instructions carefully.
3. This booklet consists of 30 questions (Questions 1 to 30).
4. Answer ALL questions.
5. Shade your answers in the Optical Answer Sheet.(OAS) provided.

\* This booklet consists of 11 pages altogether (including this cover page).

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Study the following text then answer questions 1 to 5. Your answers must be based on the text.




in conjunction with presents



**HORRIBLE HISTORIES**  
**THE AWFUL EGYPTIANS AND THE RUTHLESS ROMANS**

If you enjoy reading the HORRIBLE HISTORIES books, it's time you watched *HORRIBLE HISTORIES* on stage! Using ground-breaking special effects, these two astounding shows—*THE AWFUL EGYPTIANS* and *THE RUTHLESS ROMANS*—are guaranteed to thrill.



**THE AWFUL EGYPTIANS**

Travel into the past and discover fascinating Pharaohs, awesome pyramids and the meanest mummies in Egypt.


**Performance Details:**

Venue: The Arts Centre

- 22 August (Thursday) to 25 August (Sunday) 2013
- 4:30 to 5:30 pm

**THE RUTHLESS ROMANS**

See evil emperors and gruesome gladiators. Experience the terrible tactics of the Roman army and take a terrible trip back into Roman Britain!



**Performance Details:**

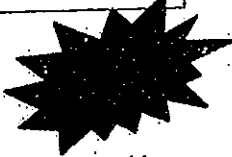
Venue: The Arts Centre

- 5 September (Thursday) to 8 September (Sunday) 2013
- 4:30 to 5:30 pm

**Tickets for both shows:**  
 Adult: \$24.50, Child: \$15.50, Family\*: \$70.00,  
 Schools Ticket: \$8.00

Tickets can be purchased at SISTIC outlets or the National Book Centre.

*\*Please note: Family ticket applies to groups of 2 adults and 2 children.*



Book a performance of both *The Ruthless Romans* and *The Awful Egyptians* at the same time and you will be eligible for a 20% discount!

For each question from 1 to 5, four options are given. One of them is the correct answer. Make your choice (1, 2, 3 or 4). Shade the correct oval (1, 2, 3 or 4) on the Optical Answer Sheet. (5 marks)

1. 'The Awful Egyptians' and 'The Ruthless Romans' advertised in the text are \_\_\_\_\_  
  - (1) stage plays
  - (2) travel shows
  - (3) History lessons
  - (4) children's books
  
2. 'The Awful Egyptians' and 'The Ruthless Romans' are held at \_\_\_\_\_  
  - (1) SISTIC
  - (2) The Arts Centre
  - (3) National Book Centre
  - (4) Spotlight Children's Theatre
  
3. Madam Siti saw the 'Horrible Histories' advertisement on Tuesday 27 August and decided to get tickets for herself and her daughter. She can get tickets for \_\_\_\_\_  
  - (1) 'The Awful Egyptians' only
  - (2) 'The Ruthless Romans' only
  - (3) both 'The Awful Egyptians' and 'The Ruthless Romans'
  - (4) neither 'The Awful Egyptians' nor 'The Ruthless Romans'
  
4. Mr. and Mrs. Tan want to take their teenage son to 'The Ruthless Romans'. They are not eligible for the 20% discount because \_\_\_\_\_  
  - (1) their son is too old to get a discount.
  - (2) they are not going to 'The Awful Egyptians' as well.
  - (3) there are too many family members to get a discount.
  - (4) they can only get a discount if they buy Schools tickets.
  
5. Which of the following statements is true?  
  - (1) SISTIC is the organiser of 'Horrible Histories'.
  - (2) To watch 'The Ruthless Romans', one has to go to Britain.
  - (3) The innovative effects help make 'The Awful Egyptians' special.
  - (4) 'Horrible Histories' is all about how the Romans and Egyptians fought each other.

For each question from 6 to 12, four options are given. One of them is the correct answer. Make your choice (1, 2, 3 or 4). Shade the correct oval (1, 2, 3 or 4) on the Optical Answer Sheet. (7 marks)

6. She was ready to take \_\_\_\_\_ the challenge once she realised she had a fighting chance of winning.

- (1) in
- (2) on
- (3) off
- (4) over

7. That bicycle belongs to neither my brother nor \_\_\_\_\_.

- (1) I
- (2) me
- (3) my
- (4) myself

8. My sister, along with her five closest friends, \_\_\_\_\_ to spend a night at a chalet. They will be back tomorrow.

- (1) go
- (2) goes
- (3) has gone
- (4) have gone

9. \_\_\_\_\_ the haze, life still goes on.

- (1) Due to
- (2) Despite
- (3) Although
- (4) Because of

10. He always goes to the gymnasium, \_\_\_\_\_?

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

11. Of the two speakers, Fiona speaks \_\_\_\_\_.

- (1) clearer
- (2) clearest
- (3) more clearly
- (4) most clearly

12. If it rains, the game \_\_\_\_\_ cancelled.

- (1) is
- (2) will be
- (3) would be
- (4) would have been cancelled

For each question from 13 to 15, choose the correct punctuation to complete the passage. Shade the correct oval (1, 2, 3 or 4) on the Optical Answer Sheet. (3 marks)

Four-year-old Zachary came screaming out of the bathroom. "What's the matter, my dear(13) his mother asked.

"Please help me, Mum," Zachary pleaded(14) "I just dropped my toothbrush into the toilet bowl!"

His mother went to the bathroom, fished the toothbrush out of the toilet bowl and threw it in the garbage. Zachary stood there thinking for a moment(15) then ran to his mother's bathroom and came out with her toothbrush. He held it up and said with a charming little smile, "We'd better throw this one out too then because it fell into the toilet bowl a few days ago."

13. (1) [ , ] comma and inverted commas  
(2) [ . ] full stop and inverted commas  
(3) [ ? ] question mark and inverted commas  
(4) [ ! ] exclamation mark and inverted commas

14. (1) [ : ] colon  
(2) [ , ] comma  
(3) [ . ] full stop  
(4) [ ? ] question mark

15. (1) [ : ] colon  
(2) [ , ] comma  
(3) [ . ] full stop  
(4) [ ! ] exclamation mark

For each question from question 16 to 20, four options are given. One of them is the correct answer. Make your choice (1, 2, 3 or 4). Shade the correct oval (1, 2, 3 or 4) on the Optical Answer Sheet. (5 marks)

16. He \_\_\_\_\_ the report very carefully to see if there were any errors.

- (1) scanned
- (2) skimmed
- (3) surveyed
- (4) scrutinised

17. This school will not \_\_\_\_\_ such bad behavior.

- (1) support
- (2) endorse
- (3) condone
- (4) authorise

18. The pipe burst suddenly and a huge amount of water \_\_\_\_\_ out.

- (1) oozed
- (2) trickled
- (3) gushed
- (4) squirted

19. Her parents were \_\_\_\_\_ when she had a temper tantrum in public.

- (1) humbled
- (2) mortified
- (3) degraded
- (4) chagrined

20. He is a very \_\_\_\_\_ parent. He gives his only daughter everything she wants.

- (1) indulgent
- (2) pampered
- (3) demanding
- (4) extravagant

24. (1) hired  
(2) recruited  
(3) procured  
(4) registered

25. (1) name  
(2) figure  
(3) celebrity  
(4) personality

For each question from 21 to 25, choose the correct 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)

Fifty years ago, Russian cosmonaut Valentina Tereshkova made history by becoming the first woman in space. Since then, other women have followed the path she blazed—and more (21) are on the way. On Monday, NASA, the U.S. space agency, selected eight new astronauts—half of them female. This is NASA's first new class of astronauts in four years; it highlights (22) the agency's highest-ever percentage of women.

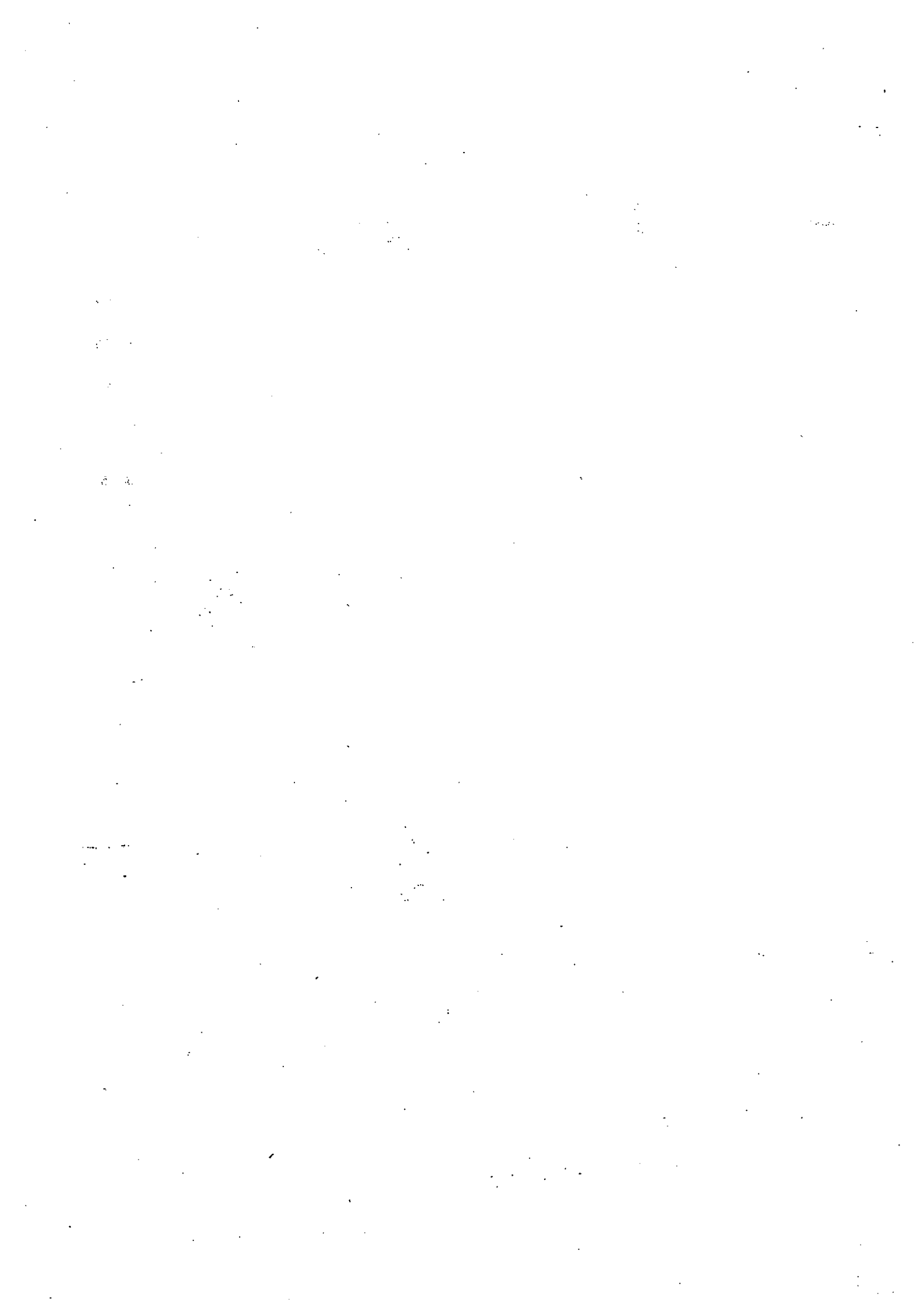
Tereshkova flew into space on June 16, 1963. It took place just two years after another Russian cosmonaut, Yuri Gagarin, achieved the first steered spaceflight in 1961. A textile (23) worker from a modest family, Tereshkova became interested in parachuting at a young age. Her experience in parachute jumping led to her being enlisted as a cosmonaut by the (24) Russian government.

Tereshkova became an instant star upon returning to Earth. She has received many (25) awards and accolades since her flight. Today, she serves in the Russian government.

*Adapted from <http://www.timeforkids.com/news/women-flying-high/96531>*

21. (1) way  
(2) trail  
(3) route  
(4) direction
22. (1) features  
(2) presents  
(3) introduces  
(4) emphasises
23. (1) led  
(2) guided  
(3) piloted  
(4) directed





For each question from 26 to 30, four options are given. One of them is the correct answer. Make your choice (1, 2, 3 or 4). Shade the correct oval (1, 2, 3 or 4) on the Optical Answer Sheet. (5 marks)

26. According to paragraph 1, why do the ants crawl in a line?

They are \_\_\_\_\_.

- (1) tiny insects
- (2) attracted to the food
- (3) looking for their nest
- (4) of the same size and species

27. Why was the word 'surprisingly' used in line 8 to describe the ants?

- (1) They can move as fast as racehorses.
- (2) They cannot swallow or chew their food.
- (3) They can carry 20 times their body weight.
- (4) Their combined weight outweighs that of humans.

28. Ants have two stomachs, one for \_\_\_\_\_ and the other for \_\_\_\_\_.

- (1) food juices ..... solid food
- (2) their food now ..... another time
- (3) their own food ..... ants in the colony
- (4) food they can chew ..... food they cannot

29. What does 'this' in line 23 refer to? It refers to the \_\_\_\_\_.

- (1) lifespan of an ant.
- (2) ability to end their lives
- (3) average life expectancy of an ant.
- (4) knowledge of when their lives will end

30. According to the text, the young ants are made to do work around the nest because \_\_\_\_\_.

- (1) they are still very inexperienced
- (2) they are not good at looking for food
- (3) it is safer for them to be near the nest
- (4) there are many household tasks for them to do

Read the passage below and answer questions 26 to 30.

As kids, we all have observed ants crawling in line towards some sugary treat on the pavement. We were and still are fascinated about how these tiny insects are able to follow each other, find their nest and look for food sources.

Ants can be found almost everywhere in the world. The only places without an original ant population are Antarctica, Greenland, Iceland and a handful of remote tropical islands. There are more than 12 000 different species of ants, ranging in size from 2mm to 25mm. 5

Ants are surprisingly strong and fast. They can lift 20 times their own body weight and run so fast that if we could move as quickly for their size as ants, then we would be as fast as racehorses. The combined weight of ants outweighs that of humans, and they have the highest population of any animal on earth. Ants cannot actually chew or swallow their food. Instead, they squeeze out the juice. They have two stomachs: one for their own food and one for other ants in the colony. 10

King Solomon once told those who were lazy to look to the ants and be wise. Aesop, too, praised the virtues of the humble ant in his fable explaining why the insect's constant toiling through the summer months would make winter easier compared with the fortunes of the lazy, singing grasshopper. 15

Now there is another reason to admire the tiny, colonial citizens of the insect world. Ants not only work hard and are prepared to lay down their lives for their fellow ants but they also take bigger risks for the good of the colony as they get older. The average life expectancy of an ant is 45-60 days. Ants can gauge the end of their lifespan and use **this** to take bigger risks. 20

It has been proven that worker ants tend to take greater risks as they get older. This behaviour benefits the colony because certain risky activities, such as seeking for food far from the nest, are best done by ants coming to the end of their useful lives – it does not pay to put young worker ants in high-risk jobs. 25

As a result, younger ants tend to do housekeeping chores around the nest, which is naturally safer than travelling further afield. 30

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ROSYTH SCHOOL  
PRELIMINARY EXAMINATION 2013  
ENGLISH LANGUAGE PAPER 2  
PRIMARY 6

Name: \_\_\_\_\_

Class: Pr 6 \_\_\_\_\_

TOTAL DURATION FOR BOOKLETS A & B: 1 H 50 MIN

Register No. \_\_\_\_\_

Date: 26 August 2013

Parent's Signature: \_\_\_\_\_

## BOOKLET B

Instructions to Pupils:

1. Do not open this booklet until you are told to do so.
2. Read the questions and follow all the instructions carefully.
3. This booklet consists of 50 questions (Questions 31 to 80).
4. Answer ALL the questions and write all the answers in this booklet.

	Maximum	Marks Obtained
Booklet A	30	
Booklet B	65	
Total	95	

Component	Question Numbers	Marks Obtained
Comprehension Cloze	51 – 65	
Comprehension Open-ended	71 – 80	

\* This booklet consists of 8 pages altogether (including this page).  
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There are 10 blanks, numbered 31 to 40, 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. (10 marks)

**EACH WORD CAN BE USED ONLY ONCE**

(A) how	(D) around	(G) soon	(K) should	(N) then
(B) in	(E) back	(H) that	(L) just	(P) so
(C) by	(F) could	(J) into	(M) also	(Q) than

A blind boy held up a sign which said: 'I am blind, please help.' There was (31) \_\_\_\_\_ a hat with only a few coins in it.

A passer-by dropped a few coins (32) \_\_\_\_\_ the hat. He then took the sign, turned it (33) \_\_\_\_\_ and wrote some words on it. He returned the sign to the boy so that everyone who walked (34) \_\_\_\_\_ would see the new words.

(35) \_\_\_\_\_, a lot more people were giving the blind boy money. That afternoon, the man who had changed the sign came to see (36) \_\_\_\_\_ things were. The boy (37) \_\_\_\_\_ asked, "You changed my sign this morning. What did you write?"

The man said, "I only wrote the truth. I said what you said – (38) \_\_\_\_\_ in a different way." What he had written was: 'Today is a beautiful day and I cannot see it.'

Both signs told people the boy was blind. The first sign simply said the boy was blind. The second sign told people that they were very lucky (39) \_\_\_\_\_ they were not blind. (40) \_\_\_\_\_ we be surprised that the second sign was more effective?

Moral of the story: Be thankful for what you have. Be creative. Be innovative. Think differently and positively.

Correct each word in bold for spelling and each underlined word for grammar. Write the correct word in the relevant box. (10 marks)

(41)

Hachiko was brought to Tokyo in 1924 by his owner. He was a college **professer** named

Hidesamuro Ueno. When Ueno left for work, Hachiko would stand by the door and watch

(42)

him going. When he came home at 4 o'clock, Hachiko would go to the Shibuya Station to

meet him.

(43)

This simple act alone shows a **trimendez** amount of loyalty. Unfortunately, the following

year, Ueno died of a stroke while at the university. However, every day at 4 o'clock,

(44)

Hachiko waited by the tracks as the train pulled on, searching for his best friend's face

among the people getting off.

(45)

Hachiko's love for his master impressed many people who pass through the station. A

(46)

year since Hachiko's death. Shibuya Station installed a statue of the aging dog to honour

(47)

its **mastkot**. The next year, in 1935, after 10 long years of waiting for his master, Hachiko,

(48)

death. Though the statue was melted down during World War II, a new version was

(49)

**aspesiall** created in 1948 by the son of the original artist. If you go to the station now,

(50)

you'll be able to see the brons statue of Hachiko – still waiting, as ever, for his master to

come home.

Fill in each blank with a suitable word.

(15 marks)

There once was a little boy who had a very bad temper. His father gave him a bag of nails and told him that every (51) \_\_\_\_\_ he failed to hold his temper, he had to (52) \_\_\_\_\_ a nail into the wooden fence.

By the end of the first day, the boy had driven thirty-seven nails into the fence. (53) \_\_\_\_\_ over the next few weeks, as he learned to (54) \_\_\_\_\_ his anger, the number of nails hammered daily into the fence gradually (55) \_\_\_\_\_. He discovered it was (56) \_\_\_\_\_ to hold his temper than waste time and energy driving those nails into the fence.

Finally, the day came when the boy did not (57) \_\_\_\_\_ his temper at all. He told his father about it and the latter suggested that the boy now (58) \_\_\_\_\_ out one nail for each day that he was able to hold his temper. The days (59) \_\_\_\_\_ and the young boy was finally able to tell his father that all the nails from the fence were gone.

The father gently took his son by the (60) \_\_\_\_\_ and led him to the fence. He said, "You have done well, my son but look at the (61) \_\_\_\_\_ in the fence. This fence will (62) \_\_\_\_\_ be the same again. When you say hurtful things in (63) \_\_\_\_\_ they leave a scar - like this nail made on the fence."

He then smiled at his son and added, "You can hurt and scar a person with your words. It won't (64) \_\_\_\_\_ how many times you say, "I'm sorry", the wound is still there. Make sure you hold your temper the next time you are (65) \_\_\_\_\_ to say something hurtful. Don't regret it later."



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 must be the same as the meaning of the given sentence(s). (10 marks)

66. Both Juliana and Sarah are not going to the concert.

Neither \_\_\_\_\_  
\_\_\_\_\_

67. Aziz did not want to go to the party. His friends tried very hard to persuade him

No matter \_\_\_\_\_  
\_\_\_\_\_

68. Mr Roshan was teaching the pupils when the accident happened.

The pupils \_\_\_\_\_  
\_\_\_\_\_

69. We could not believe that the concert was cancelled.

Much \_\_\_\_\_  
\_\_\_\_\_

70. "Did you find the solution to this problem?" I asked Joshua.

I asked \_\_\_\_\_  
\_\_\_\_\_

In the early '80s, Kevin Burns, then our school principal, and I started raising money from the alumni for the school's new campus. As the donation drive gathered momentum, we had our low moments—but we had our high ones too.

Among the first replies we received to the donation drive, one envelope in particular seemed to hold the promise of good things. I recognised the sender's particulars embossed in gold letters on the back flap. He was a successful and academically accomplished graduate of the school. The address was in District 10, the grazing ground of the country's affluent. The sender was a very high-income earner. 05

I let Kevin have the pleasure of opening the letter to receive one of our first big donations. He was silent as he scrutinised the contents. The man did not donate even one cent. "Still," Kevin said, 10  
"at least he took the trouble to write to explain his situation and wish us well."

The man wrote that things were tight at the moment. He had just invested over two million in a house. He concluded sadly, "So it looks as if for the next few years, until I have paid off my mortgage, I won't be able to give anything to charity." He signed off by assuring us, "Nevertheless, I shall pray for you. I do care very much for the school. May God bless you." 15

"And we were hoping for a bonanza from him," I said, expressing my disappointment. I looked at our school newsletter on the table before us. My eyes picked out one sentence: "Our school has always prided itself on instilling values, inculcating genuine concern for others..."

One of the next letters we opened, on the other hand, held a large sum. "A thousand-dollar cheque!" said Kevin, so delighted that he did not at first notice who had sent it. It was from Joe 20  
Gomes—someone I knew well. Joe was not one of our well-off alumnus. He was a school caretaker who only received a small allowance and modest accommodation at the back of the building. You could say he was as poor as the proverbial church mouse. We decided that we would have to discreetly hand him back his donation.

When I tried to do so the next Sunday, Joe was adamant. "I have to help. How can I just 25  
stand by and not do my part? You're all doing good work, helping so many students in future. It wouldn't be right."

I cleared my throat and lowered my voice. "Please don't be angry, but a thousand dollars is a lot of money. Can you really afford to donate such a big sum?"

Joe did not reply immediately. I hoped he did not think I was looking down on him and 30  
insulting him. I was relieved to see a twinkle in his eyes and hear his light-hearted reply. "Don't worry. I'm not broke, you know. I still have a few hundred dollars left in my savings account!"

Kevin's eyes glistened when I recounted our conversation. With people like Joe on our side, we were invincible. In time the new school was built. However, it was Joe's reply which was the first spring of hope in the fund-raising campaign. Kevin summed it up. "Being rich isn't about having 35  
money. Some of us will always be poor, some always rich—no matter how much or little we have."

*Adapted from A Lesson in Giving by Goh Sin Tub*

**ALL ANSWERS MUST BE IN COMPLETE SENTENCES.**

71. Which two-word phrase in Paragraph 1 tells us that the campaign to raise money was progressing well?

---

---

72. State two things about the envelope, besides the sender's name, that suggest he was a rich man.

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73. What was the sender's excuse for not donating a cent?

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---

74. Explain clearly how the rich school graduate failed to live up to expectations.

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75. In what way did the writer and Kevin try to be sensitive to Joe?

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76. What does "it" in line 26 refer to?

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77. What evidence is there that Joe was not angry?

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78. What did Kevin almost do which shows he was touched by Joe's reply?

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79. Was the donation drive successful? Support your answer with evidence from the passage.

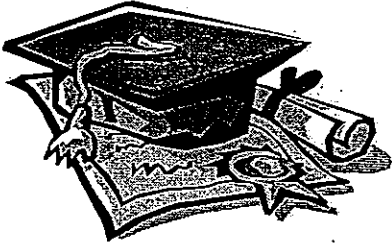
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80. Why was Joe's reply a "spring of hope in the fund-raising campaign"?

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# ANSWER SHEET

**EXAM PAPER 2013**

**SCHOOL : ROSYTH**

**SUBJECT : PRIMARY 6 ENGLISH**

**TERM : SA2**

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17
1	2	2	2	3	2	2	3	2	4	3	2	3	3	2	4	3
Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32	Q33	Q34
3	2	1	2	1	3	2	3	2	3	3	4	3	M	J	D	C
Q35	Q36	Q37	Q38	Q39	Q40											
G	A	N	L	H	K											

- 41)professor      42)go      43)tremendous      44)in      45)passed
- 46)before      47)mascot      48)died      49)especially      50)bronze
- 51)time      52)hammer      53)However      54)control      55)decreased
- 56)better      57)lose      58)pull      59)passed      60)hand
- 61)holes      62)never      63)anger      64)matter      65)about

66)Neither Juliana nor Sarah is going to the concert.

67)No matter how hard his friends tried to persuade him, Aziz did not want to go to the party.

68)The pupils were being taught by mr Roshan when the accident happened.

69) Much to our disbelief, the concert was cancelled.

70) I asked Joshua whether he had found the solution to that problem.

71) The phrase is "gathered momentum".

72) The words on the back flap is embossed in gold letters and the sender's address was the grazing ground of the country's affluent.

73) He have just invested in a two million dollar house and he needed to pay for his mortgage.

74) It was expected that he, being rich would donate a huge sum. Instead he did not give a cent.

75) They decided to return the money to Joe discreetly.

76) It refers to not donating in the fund.

77) His eyes twinkled gave a light-hearted reply.

78) Kevin almost cried when he heard Joe's reply.

79) Yes, the donation drive was successful. With all the donation the school was built at last.

80) It gave them hope that others would be as Joe so that they would accomplish their goal and collect enough funds for the new campus.