

Section A: Grammar MCQ

For each question from 1 to 10, write your answer (1, 2, 3 or 4) in the brackets provided.

1. There was so _____ traffic on the road that it caused Sheila to be late for her examination.

- (1) few
- (2) little
- (3) many
- (4) much

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2. The driver _____ a turn when he knocked down a pedestrian.

- (1) made
- (2) makes
- (3) is making
- (4) was making

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3. At Singapore's first National Day celebrations at the Padang, it _____ cats and dogs and so the spectators took shelter where they could.

- (1) had rained
- (2) was rained
- (3) was raining
- (4) had been raining

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4. Sam must have trained very hard to _____ the record for the 400 metres so easily.

- (1) break
- (2) broke
- (3) breaking
- (4) have broken

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5. Mr Leo, _____ farm we stayed at during the holidays, was very hospitable.

- (1) who
- (2) which
- (3) whom
- (4) whose

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6. If you go _____ the gate, you will arrive at the garden.

- (1) under
- (2) across
- (3) beside
- (4) through

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7. If she had listened to my advice, she _____ better in her studies.

- (1) can do
- (2) could do
- (3) could be doing
- (4) could have done

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8. We are not allowed to take too _____ luggage on the trip so we have to pack tight.

- (1) few
- (2) little
- (3) much
- (4) many

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9. Everyone _____ in class when the discipline master stepped in.

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

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10. "We shouldn't eat too much junk food, _____?" asked John.

- (1) is it
- (2) isn't it
- (3) should we
- (4) shouldn't we

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Section B: Vocabulary MCQ (5 x 1 mark)

For each question from 11 to 15, write your answer (1, 2, 3 or 4) in the brackets provided.

11. "You promised to take me out for lunch. I'll _____ you _____ that promise," Amy reminded Sally.

- (1) Hold...to
- (2) hold...on
- (3) hold...off
- (4) hold... onto

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12. The culprit decided to _____ a story in order to throw the detectives off his trail.

- (1) evoke
- (2) fabricate
- (3) compose
- (4) manufacture

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13. Education and public hygiene are the first problems that the newly formed government has to _____.

- (1) avoid
- (2) evade
- (3) worry
- (4) tackle

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14. My brother and I are usually efficient but when it comes to doing household chores, we tend to _____ much to our mother's frustration.

- (1) hesitate
- (2) regulate
- (3) delegate
- (4) procrastinate

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15. Tim should not think that he will never make mistakes as no one is _____.

- (1) infallible
- (2) invincible
- (3) indestructible
- (4) indispensable

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

For each question from 16 to 20. choose a suitable word to replace the underlined words. Write your answer (1, 2, 3 or 4) in the brackets provided.

Michael Jackson is widely known as the King of Pop and has been popular for over four decades. He was reared in Gary, Indiana, in one of the most acclaimed musical families of the rock era. His father, Joseph, shaped his sons into a dazzling group of child stars known as the Jackson 5. Sporting the loudest fashions, the largest Afros, the snappiest choreography, and a youthful disposition, the group became an immediate success. However, as Michael grew up, family tensions arose, and a contract standoff ensued. The Jackson 5 was disbanded and Michael embarked on his solo career. It yielded the massive international hit singles such as "Don't Stop 'til You Get Enough" and "Rock with You". "Beat It," which featured a raucous solo with an inharmonious combination of sounds from famed guitarist Eddie Van Halen, also topped the pop charts. His distinctive singing style has influenced many artistes of various music genres.

Adapted from Michael Jackson, Britannica School

16. (1) brought
(2) raised
(3) adopted
(4) coached

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17. (1) nature
(2) buoyancy
(3) ebullience
(4) performance

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18. (1) followed
(2) preceded
(3) continued
(4) terminated

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19. (1) achieved
(2) produced
(3) established
(4) inaugurated

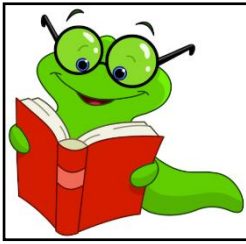
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20. (1) strident
(2) appalling
(3) delightful
(4) enchanting

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Section D: Visual Text Comprehension

Read the following flyer carefully and then answer questions 21 to 28.



READ FEST 2018 @ Vortex Regional Library

Join us for the festivities as we explore ways to make reading fun and engaging in our library.
Saturday, 22 September 2018

We have organised a host of fun activities for all age groups.

There is something for everybody! Mark this date and celebrate reading with us.

Librarian For the Day!

Suitable for children aged 10 and above

Venue: Information Counter

Time: 2 p.m. to 3 p.m.

Have you ever wondered what it would be like to be a librarian for a few hours? Take this exclusive chance to share good library etiquette and recommend interesting reads. Step into the shoes of a librarian and see what it's like to be always ready to help!

Register online at vortexlibrary/librarian_for_the_day.com



Digital Literacy Workshop

Suitable for all ages

Venue: Computer Lab

Time: 12 p.m. to 1 p.m.

Find out how you can gather information in cyberspace! Pick up useful skills such as:

- Computer proficiency
- Finding and verifying information
- Computer coding

You may register online at vortexlibrary.com or at our library e-kiosks. Walk-ins are welcomed only if seats are available.



Literary Magic with METAPHORS

Suitable for children aged 6 to 9

Venue: Activity Room 1

Time: 3 p.m. to 4 p.m.

This story-based art workshop aims to expose children to literary terms found in children's books in a fun and accessible way! Listen to the story, *You're a Toast* by Nancy Loewen and learn how metaphors are used to compare completely unrelated things. This is followed by a craft session to create bookmarks. Junior Reading Ambassadors will be facilitating the reading-cum-craft workshop.

Register online at vortexlibrary/literary_magic_with_metaphors.com



YOU ARE NEVER TOO OLD TO EXPERIENCE GAMES FROM THE PAST
Exclusively for the Elderly!

Old School Games

Venue: Exhibition Area **Time: 5 p.m. to 7 p.m.**

Put away your smartphones, earphones and gadgets and head back to a time when 'app' was not a word yet. Play games of yesteryear and rekindle your memories of these games. Browse through books on traditional games at the booth.



Chinese Culture and Opera Mask Workshop

Venue: Activity Room 2 **Time: 7.15 p.m. to 8 p.m.**

Experience the uniqueness of the Chinese Culture and learn to paint Chinese opera masks, a vanishing art. You don't need to be an artist to participate in this workshop. Read ***Everything You Need to Know to Understand Chinese Customs and Culture*** by May-Lee Chai. Multiple copies of the book are available in the library.



Grab it! Read it!

Registration starts at 6 p.m. at the Information Counter. Slots are available on a first-come-first-served basis. Register early to avoid disappointment! Pay just **\$20** for the workshop and materials. Earn points by using your *Passioncard* to pay.

JIGGLE, READ AND RHYME

*Join other parents with young children and support your child's early development through songs, rhymes, dance and interactive stories that come alive. This fun parent-child programme is **FREE!** Register at the entrance of the library. Limited to a parent and one child only. For **toddlers aged 1 - 3.***

Free book light and bookmark!

1. Pick up a blank activity card at the entrance of the library.
2. Get a sticker when you complete every activity. Complete at least 3 activities.
3. Hand in your card at the Information Counter and redeem a book light and a bookmark. Grab them, while stocks last!



Scan the QR code for
more information

All programmes are sponsored by the National Library Services

For each question from 21 to 28, write your answer (1, 2, 3 or 4) in the brackets provided.

21. The main purpose of this flyer is to _____.
- (1) promote reading in a fun way for all ages
 - (2) encourage parents to bond with their children
 - (3) attract students to become Junior Reading Ambassadors
 - (4) invite participants to become librarians at Vortex Regional Library
- ()

22. According to the activity 'Librarian for the Day!', the phrase 'Step into the shoes of a librarian' means _____.
- (1) to employ a librarian
 - (2) to aspire to be a librarian
 - (3) to research about the work done by a librarian
 - (4) to experience the job of a librarian by taking his/her place
- ()

23. Registration for the Digital Literacy Workshop can be done at the _____.
- (1) library e-kiosks
 - (2) Information Counter
 - (3) entrance of the library
 - (4) entrance of the Computer Lab
- ()

24. Based on the flyer, which one of the following statements is **not** true?
Participants _____.
- (1) in the Jiggle, Read and Rhyme session will sing and dance as they read interactive stories
 - (2) are advised not to use their gadgets when they take part in the Old School Games
 - (3) will learn about how words can be used in interesting ways in the Literary Magic with Metaphors workshop
 - (4) must know how to paint if they want to participate in the Chinese Culture and Opera Mask workshop
- ()

25. Mr Rif is a retiree. Which two activities would he be able to participate?
- (1) Old School Games and Jiggle, Read and Rhyme
 - (2) Librarian for the Day and Literary Magic with Metaphors
 - (3) Literary Magic with Metaphors and Old School Games
 - (4) Digital Literacy workshop and Chinese Culture and Opera Mask workshop
- ()
26. The word 'rekindle' in the activity, 'Old School Games', refers to participants _____ when they take part in the activity.
- (1) reviving their school experiences
 - (2) recollecting about Singapore in the past
 - (3) raising their awareness about traditional games
 - (4) recalling the times they played traditional games
- ()
27. If you want to redeem a free book light and a bookmark, you must _____ .
- (1) participate in all the activities featured in the flyer
 - (2) complete the activity card and scan the QR code
 - (3) collect a minimum of 3 stickers in the activity card
 - (4) use your *Passioncard* to pay for 2 activities stated in the card
- ()
28. What would be the main reason for the words "JIGGLE, READ AND RHYME*" to be in capital letters?
- (1) to shock the readers
 - (2) to add excitement to the readers
 - (3) to highlight the title of the programme
 - (4) to emphasise the purpose of the programme
- ()

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.

| | | | | |
|-----------|-----------|----------|-----------|-----------|
| (A) about | (D) could | (G) her | (K) of | (N) over |
| (B) and | (E) for | (H) in | (L) on | (P) there |
| (C) by | (F) from | (J) into | (M) other | (Q) to |

The earliest documentation of fireworks dates back to 7th century China, during the Tang Dynasty. The fireworks were used (29) _____ accompany many festivities. The Chinese people originally believed that the fireworks (30) _____ expel evil spirits and bring (31) _____ luck and happiness. Fireworks thus became a part of the culture of China and probably originated (32) _____. Eventually, the belief spread to (33) _____ cultures and societies.

The art and science (34) _____ firework-making has developed (35) _____ an independent profession. In China, pyrotechnicians were respected (36) _____ their knowledge of complex techniques in mounting firework displays.

Improper use of fireworks may be unsafe both for the person who is operating them (37) _____ bystanders. In addition to posing a risk of burns and wounds, they may start fires after landing (38) _____ flammable material. For this reason, the use of fireworks is generally legally restricted.

Adapted from <https://en.wikipedia.org/wiki/Fireworks>

Section F: Editing for Spelling & Grammar (12 x 1 mark)

Each of the underlined words below contains either a spelling or grammatical error.

Write the correct word in each of the boxes.

Most people heave a sigh of relief as they get out of their workplace. They look

(39)

forward to spending a preshears evening with their families. I was no different.

(40)

(41)

I walked pass the shop in the street with a tired face, try to ignore the people around

me. But the scraping noise some distance away was hard to ignore. The street was

(42)

dimly lit. At first, I thought it was a stray dog causing a rakket at the garbage bins.

(43)

Although, I was wrong. A cart full of organised plastics and cartons greeted me. As I

(44)

walked nearer, the silhouette became clear. A woman with long, unkempt hair,

(45)

wearing a tear and tattered windbreaker, was carefully looking for cans in the

garbage bins. She was doing it calmly, trying not to make too much noise. As I

(46)

I approached, I caught a gleemse of a small boy in the cart. He was no older than

my son, Jas.

(47)

Upon reaching home, I ramagged in my storeroom for something to give the woman.

(48)

Then, I hasty returned to that spot, hoping that the woman and her child were still

(49)

there. I left a bag of old clothes at a promeneernt place after finding that she had left.

(50)

I was berdened with thoughts about the mother and child. Although I was no longer carrying the bag, the walk back home seemed heavier.

Adapted from 'A single mother's love' by Ryan Sandagon

Section G: Vocabulary Cloze (15 x 1 mark)

Fill in each blank with a suitable word.

It was a dark night in Ishikawa, Japan. The tsunami that (51) _____ in the Pacific Ocean had swept across several countries. The town of Ishikawa was badly hit.

My colleagues and I were there as (52) _____ of a Singapore Armed Forces, Relief Operation. For days, some of us had been busy unloading food, water, medicine and other supplies from the ships before (53) _____ them to Ishikawa. Others were involved in (54) _____ medical aid and setting up landing sites so that more supplies could (55) _____ the people. As I had to check that everything was in order before I could (56) _____ for the night, I was often the last to board the ship. That evening, (57) _____ my daily routine, I first checked the troops, then the equipment and walked over to the vehicle park where all our vehicles were parked overnight.

Along the way. I came across a man and a young boy walking towards me. They were heading the (58) _____ direction. The man looked haggard and he held a fishing rod. I inquired after him and asked where he was going. Replying that he was alright, he indicated that he was off to fish. I was being (59) _____ than just friendly. It was my duty to check who was entering and leaving the area. There was (60) _____ more to say but something about the man made me go on - perhaps it was his tired face or the sad (61) _____ in his eyes.

"Why are you fishing?" I asked him politely. "Is there enough (62) _____ for you and your family?"

He replied that he did. He then (63) _____ us for the assistance we had rendered. However his tone and appearance indicated that something other than hunger was making him sad.

“Have you lost something in this disaster?” I ventured.

He answered simply, “I am a judge and I have lost everything. Only my wife and my son (64) _____ the disaster. My house is completely destroyed.”

As he said this, I looked at him again, trying to (65) _____ how much the man had gone through. I had never experienced such loss. It was then that I promised to treasure whatever I had.

Adapted from ‘Aftermath of the Tsunami’ by Abdul Nasir Hussain from Chicken Soup for the Singapore Souls

Section H: Synthesis/Transformation (5 x 2 marks)

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).

66. The storm was very violent. It swept away all the wooden huts.

_____ so _____
that _____ .

67. The teachers were angry with the rude boy’s behaviour.

The rude boy’s behaviour _____
_____ .

68. The man depended on the fruits and water found on the island to survive.

_____ was dependent on _____
_____ .

69. Lucy does not intend to leave the city.

Lucy _____

of _____.

70. "How did you fare in the English examination?" Mother asked James.

Mother asked James _____

_____.

Section I: Comprehension Open-Ended (20 marks)

Read this passage and answer questions 71 to 80.

When Sultan Khan thought the time had come to find himself a second wife, no one wanted to help him. First, he approached his mother. "The one you have now will suffice." she said.

Then, he went to his eldest sister. "I'm fond of your first wife," she said. His other sisters replied in the same vein. Sultan needed help. It was unheard of for a suitor to ask for a girl's hand personally. Ancient Afghan custom dictates that one of the women of the family conveys the proposal and gives the girl the once-over to assure herself that she is capable, well brought-up and suitable wife material. It was clear that none of Sultan's close female relations wanted to have anything to do with his potential second marriage.

Prior to the discussions with his female relatives, Sultan had considered his options and selected three girls he thought could fit the bill. His first choice was sixteen-year-old Sonya who possessed dark, almond-shaped eyes and shiny hair.

Having made up his mind, he made his way to her house. As a trusted family friend, Sonya's parents greeted him with open arms. Sultan was considered a generous man and a visit from him was always welcomed. They reclined on flat cushions in the mud cottage and exchanged pleasantries until Sultan thought the time had come to make his proposal. "I come as the bearer of glad tidings. A friend of mine would like to marry Sonya," he told the parents. It was not the first time someone had asked for their daughter's hand. Sonya was known as one of the most beautiful and virtuous girls in the village, but her parents thought she was still a bit young to be married so soon. More importantly, there were other practical considerations. Sonya's father was no longer able to work as an anonymous knife had severed some of the nerves in his back during a brawl. His beautiful daughter could be used as a bargaining chip in the marriage stakes, and the couple was expecting the next bid to be even higher.

"He is an affluent man in the same business as I am. He is well-educated and has three sons. Sadly, his wife is starting to grow old," Sultan elaborated.

"What's the state of his teeth?" the parents asked immediately, alluding to the friend's age and status.

"Like mine," said Sultan. "You can be the judge of that."

Old, the parents thought. However, age could be said to be an advantage in this case. The older the man, the higher the price he could offer for their daughter's hand in marriage. In their culture, a bride's price is calculated according to age, beauty, skill and status of the family.

When Sultan Khan had delivered his message, the parents said, as could be expected, "She is too young."

Anything else would be to sell their daughter short to this rich, unknown suitor whom Sultan had recommended so warmly. It would not do to appear too eager. As they well knew, Sultan would return, for Sonya was young and beautiful.

Adapted from "The Bookseller of Kabul" by Asne Seierstad

71. What did Sultan Khan intend to do? [1m]

72. Which sentence from **Paragraph 2** tells you that Sultan's family did not support his intention? [2m]

73. List two reasons why Sultan's female relatives were against his decision [2m]

1. _____

2. _____

74. Based on the passage, state whether each statement in the table below is true or false. Give one reason why you think so. [3m]

| | True/False | Reason |
|---|------------|--------|
| Sonya's parents were pleased that her suitor was an old man. | | |
| Sultan's friend wanted to marry Sonya. | | |
| Sonya's parents rejected Sultan's offer as they did not want their daughter to get married. | | |

75. Choose words from **paragraphs 1 to 4** which have similar meanings to the words below. [3m]

| | |
|------------|--|
| tradition | |
| inspection | |
| suit | |

76. Why were Sonya's family members pleased to see Sultan? [1m]

77. Order the sentences below according to what had happened in the passage. Number the sentences (1, 2 and 3) in the boxes provided. [1m]

| | |
|--|--|
| The female members of Sultan's family objected strongly to his plan. | |
| Sultan visited Sonya's parents. | |
| Sultan told his mother that he wanted a second wife. | |

78. Why did Sonya's parents wish to know the condition of the suitor's teeth? [2m]

79. Based on the passage, state the corresponding effect for each of the causes listed in the table below. [2m]

| Cause | Effect |
|---|--------|
| None of Sultan's female relatives would help him in his plan to take a second wife. | |
| Sonya's father's back had been injured during a brawl. | |

80. Do you think Sonya's family would be pleased to know that the mysterious suitor was Sultan? Support your answer with two pieces of evidence from the passage. [3m]
