

**ENGLISH LANGUAGE – PAPER 2  
PRIMARY 6**

**ANSWER KEY**

**BOOKLET A**

<b>Section A: Grammar MCQ</b>	<b>Section B: Vocabulary</b>	<b>Section C: Vocabulary Cloze</b>	<b>Section D: Compre MCQ</b>
1. ( 4 )	11. ( 2 )	16. ( 2 )	21. ( 1 )
2. ( 3 )	12. ( 4 )	17. ( 2 )	22. ( 2 )
3. ( 3 )	13. ( 2 )	18. ( 3 )	23. ( 1 )
4. ( 1 )	14. ( 3 )	19. ( 1 )	24. ( 4 )
5. ( 2 )	15. ( 1 )	20. ( 2 )	25. ( 2 )
6. ( 4 )			26. ( 3 )
7. ( 3 )			27. ( 1 )
8. ( 1 )			28. ( 2 )
9. ( 3 )			
10. ( 2 )			

**BOOKLET B**

<b>Section G: Grammar Cloze (10marks)</b>	<b>Section H: Editing (10marks)</b>
29. (D) to	39. scenery
30. (F) off	40. obtained
31. (P) up	41. he
32. (L) from	42. on
33. (N) into	43. distance
34. (A) in	44. flung
35. (B) towards	45. trapped
36. (K) for	46. unfortunate
37. (H) over	47. assuring
38. (G) with	48. seeing
	49. hysterical
	50. gruesome

Section I: Comprehension CLOZE (15 marks)		
No.	1 mark	0 mark
51.	powers	
52.	roam / move	
53.	trees	
54.	and	or
55.	jaguar	
56.	night	
57.	eyes	
58.	skin	
59.	sky	
60.	eating / gobbling / swallowing	
61.	the	
62.	rain	
63.	plant	harvest
64.	pretend	
65.	out	

**Section J: Synthesis & Transformation (10 marks)**

66. Sue told Kenny **(that) she had to pay the fees the next day / the following day / the day after.** (2m)

67. In the **hope of sorting out their problem, the boys approached their teacher (for help).** (2m)

In the **hope of getting their teacher's help to sort out their problem, the boys approached him / her.** (2m)

In the **hope to sort out their problem, the boys approached their teacher.** (2m)

Section J: Synthesis & Transformation (10 marks)	
68. The lifeguard whom my sister thanked profusely saved her from drowning. My sister whom the lifeguard saved from drowning thanked him profusely.  The lifeguard whom my sister thanked (him) profusely saved her from drowning. (0m) The lifeguard saved my sister whom she thanked profusely from drowning. (0m) My sister whom the lifeguard saved thanked him profusely. (0m – omitted ‘from drowning’)	
69. The dancers’ <b>agility impressed the judges.</b> (2m)  The dancers’ <b>agile movement impressed the judges.</b> (2m)	
70. The actor wore a disguise to avoid being recognised. (2m) The actor wore a disguise to avoid being <b>recognise.</b> (0m) - language error  The actor wore a disguise to avoid recognition. (2m)  Award 0m if “recognition” is spelt incorrectly.  Note: recognized – spelling error	

Section K: Comprehension OE (20 marks)		Essential Point(s)
71. heat wave (1m)		
72. Jon wanted <b>the race to end early.</b> (1m) Jon hoped <b>to go home to sleep / rest.</b> (1m)  Jon wanted <b>to get off work quickly.</b> (1m) Jon hoped <b>to catch up on sleep / rest.</b> (1m)  Note: <i>...because he had to report for work at three in the morning (0m) – does not explain why he wanted the race to end early</i>		<ul style="list-style-type: none"> <li>• race to end early / get off work quickly (1m)</li> <li>• he could go home to sleep / rest (1m)</li> </ul>
73. Her <b>fists, held up against her body, were tightly clenched,</b> her <b>eyes were fixed on the path ahead of her</b> and <b>she had leaned forward, all set to begin the race.</b> (2m)  Her <b>eyes were fixed on the path ahead of her</b> (1m) and her <b>fists (held up against her body) were tightly clenched</b> (1m).  Her <b>eyes were fixed on the path ahead of her</b> (1m) and she had <b>leaned forward, all set to begin the race</b> (1m).		<ul style="list-style-type: none"> <li>• eyes were fixed on the path ahead of her</li> <li>• fists were tightly clenched <b>OR</b></li> <li>• she leaned forward, all set to begin the race</li> </ul>

Section K: Comprehension OE (20 marks)		Essential Point(s)									
<p>Note:            Answer <b>must have</b> “her eyes were fixed on the path ahead of her” and <b>any one of the other two points</b>; her fists were tightly clenched and she had leaned forward, all set to begin the race. Otherwise 0m</p>											
74.	an / the (air-conditioned) <b>ambulance</b> . (2m)	• an / the ambulance									
75.	crippled bent										
76.	<p>He felt that she/ the “last runner” was <b>suffering / having a tough time / in pain / hurt</b> running the race so he wished that she would stop (1m) and yet he did not want her to give up but to <b>complete the race</b> (1m) / yet he wanted her to achieve her goal of <b>completing the race</b>.</p> <p>He wanted the last runner to stop as he did <b>not want her to get injured / hurt herself</b> (1m) and yet he did not want her to give up but to <b>complete the race</b> (1m).</p> <p>Note:            2<sup>nd</sup> point must be about the writer wishing that the runner would complete the race.</p>	<ul style="list-style-type: none"> <li>• He did <b>not want her to suffer / have a difficult time running the race</b></li> <li>• He did <b>not want her to get injured / hurt herself</b></li> <li>• He <b>wanted her to complete the race</b>.</li> </ul>									
77.	<table border="1"> <thead> <tr> <th></th> <th>True/False</th> <th>Reason</th> </tr> </thead> <tbody> <tr> <td><b>The race had started very early in the day.</b></td> <td>True</td> <td>The writer and Jon had to report to work in the wee hours of the morning.</td> </tr> <tr> <td><b>The writer and Jon did not have many injured participants that day.</b></td> <td>True</td> <td>The “last runner” was the only casualty of the day.</td> </tr> </tbody> </table>		True/False	Reason	<b>The race had started very early in the day.</b>	True	The writer and Jon had to report to work in the wee hours of the morning.	<b>The writer and Jon did not have many injured participants that day.</b>	True	The “last runner” was the only casualty of the day.	
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Section K: Comprehension OE (20 marks)			Essential Point(s)				
<p><b>The marathon had ended when the “last runner” completed the race.</b></p>	<p>False</p>	<p>Many people had gone home when the “last runner” had completed the race.</p>					
<p>78. The sentence is “<b>She slowly crossed through, leaving both ends of the paper fluttering behind her</b>”.</p> <p><i>Note: 0m to be awarded if any word is spelt incorrectly.</i></p>							
<p>79. She <b>felt triumphant/ happy/proud</b> (1m) but was <b>exhausted / tired / tired out</b> (1m) from (running) the race.</p>			<ul style="list-style-type: none"> <li>• Triumphant/ happy / proud</li> <li>• Exhausted / tired</li> </ul> <p>Accept other possible answers</p>				
<p>80.</p> <table border="1" data-bbox="180 1209 1130 1541"> <tr> <td data-bbox="180 1209 443 1325"> <p><b>The value the “last runner” taught</b></p> </td> <td data-bbox="443 1209 1130 1325"> <p>Perseverance / Determination</p> </td> </tr> <tr> <td data-bbox="180 1325 443 1541"> <p><b>The way she taught it</b></p> </td> <td data-bbox="443 1325 1130 1541"> <p>She continued running despite being unable to do so. / She had set out to complete the race and did not bother about beating the others.</p> </td> </tr> </table> <p><i>Note: Answer must be about what the writer had learnt from the runner. It must include the qualities that he had learnt from the runner eg perseverance and determination to face challenges / difficult situations.</i></p>			<p><b>The value the “last runner” taught</b></p>	<p>Perseverance / Determination</p>	<p><b>The way she taught it</b></p>	<p>She continued running despite being unable to do so. / She had set out to complete the race and did not bother about beating the others.</p>	
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