# Catholic High School (Primary) English Language Primary 5 Weighted Assessment 2 (2024)

| / |    |
|---|----|
|   | 36 |
|   |    |

| Class: Primary 5    | Name:(           | ) | Date:               |
|---------------------|------------------|---|---------------------|
| Parent's Signature: | Class: Primary 5 |   | Parent's Signature: |

### Continuous Writing (36 marks)

Write a composition of <u>at least 150 words</u> about a mistake.

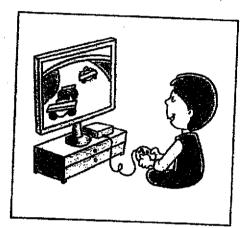
The pictures are provided to help you think about this topic.

Your composition should be based on one or more of these pictures.

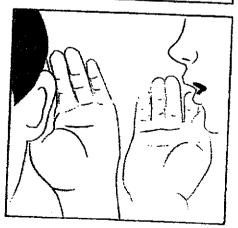
Consider the following points when you plan your composition:

- What was the mistake?
- Why was it a mistake?

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









## Catholic High School (Primary) Primary 5 English Language 2024 Weighted Assessment 1



| Name:  |                          |   |                           | (       | )                 | Date:                          |                      | ** <del>**</del>                      |   |
|--------|--------------------------|---|---------------------------|---------|-------------------|--------------------------------|----------------------|---------------------------------------|---|
| Class: | Prima                    | ary 5   |                           |         |                   | Parent's Sig                   | jnature: ˌ           | · · · · · · · · · · · · · · · · · · · | , , , <del>, , , , , , , , , , , , , , , , </del> |
| For ea | ch qu<br>r. Mai          | Grammar MCQ<br>estion from 1<br>se your choic | to 5, four                | option  | s are (<br>nd wri | given. One of<br>ite your answ | them is<br>ers in th | the co                                | rrect<br>ckets                                    |
| 1.     | San<br>for t             | nuel, as well a<br>them when we               | s his paren<br>visit them | ts,     | W.                | to eat dur                     | ians. We             | will bu                               | y some  |
|        | (1)<br>(2)<br>(3)<br>(4) | like<br>liked<br>likes<br>had liked           |                           |         |                   |                                |                      | (                                     | )   |
| 2.     | The                      | equipment                                     |                           | careft  | ully ins          | pected on Mo                   | ndays this           | s seme                                | ster.   |
|        | (1)<br>(2)<br>(3)<br>(4) | is<br>are<br>was<br>were                      |                           |         |                   |                                |                      | (                                     | )   |
| 3.     | Eithe                    | er the sons or                                | the father                |         |                   | the kitchen da                 | aily.                |                                       |   |
|        | (1)<br>(2)<br>(3)<br>(4) | sweep<br>sweeps<br>has swept<br>had swept     |                           |         |                   |                                |                      | (                                     | )   |
| ļ.     | We o                     | ould see a bre                                | athtaking (<br>tain       | panoram | ic viev           | v of the vaileys               | s below _            | ····                                  | <del></del>                                       |
|        | (1)<br>(2)<br>(3)<br>(4) | at<br>in<br>on<br>from                        |                           |         |                   |                                |                      | ,                                     | · ·   |
|        |                          |   |                           |         |                   |                                |                      | (                                     | )   |
|        |                          |   |                           |         |                   |                                |                      |                                       |   |

| 5.    | The                      | The package contained the limited edition book I ordered,? |  |   |         |  |  |  |  |
|-------|--------------------------|--|--|---|---------|--|--|--|--|
|       | (1)                      | wasn't it  |  |   |         |  |  |  |  |
|       | (2)                      | didn't it  |  | •   |         |  |  |  |  |
|       | (3)                      | was it   |  |   |         |  |  |  |  |
|       | (4)                      | did it   |  | (   | )       |  |  |  |  |
| OC OT | on p. V.                 | a a irolana NOO /P a d                                     | f  |   |         |  |  |  |  |
|       |                          | ocabulary MCQ (5 x 1<br>stion from 6 to 10.                | <u>i mark)</u><br>four options are given. One of   | them is the corr                          | ect     |  |  |  |  |
|       |                          |  | , 3 or 4) and write your answ  |   |         |  |  |  |  |
| ргочі | ded.                     |  |  |   |         |  |  |  |  |
| 6.    |                          |  | with a lot of noise during   | g the renovation ir                       | n their |  |  |  |  |
|       | neigi                    | nbour's house.   |  |   |         |  |  |  |  |
|       | (1)                      | put in   |  |   |         |  |  |  |  |
|       | (2)                      | put up   |  |   |         |  |  |  |  |
|       | (3)                      | put off  |  |   |         |  |  |  |  |
|       | (4)                      | put away   |  | (   | )       |  |  |  |  |
| 7.    | (1)<br>(2)<br>(3)<br>(4) | diligence resilience insistence confidence                 | sha for her She h resources and taking detailed en, Emma could not help but n satisfying mouthful. | had spent hours<br>notes.<br>(<br>the del | )       |  |  |  |  |
|       | (1)<br>(2)<br>(3)<br>(4) | sip<br>gulp<br>slurp<br>guzzle                             |  | (   | )       |  |  |  |  |
|       |                          |  | 2  |   |         |  |  |  |  |

| 9.  | The<br>a jo       |                           | of singers filled the church with their angelic voic<br>ere during Christmas. |               |               |          |         | creating |  |
|-----|-------------------|---------------------------|---|---------------|---------------|----------|---------|----------|--|
|     | (1)<br>(2)<br>(3) | cast<br>choir<br>band     |   |               |               |          |         |          |  |
|     | (4)               | board                     |   | ·             |               |          | (       | )        |  |
| 10. | The<br>for th     | pupils<br>neir Social Stu | the lib   | orary shelves | quickly for t | he books | they no | eeded    |  |
|     | (1)<br>(2)        | scrutinised<br>surveyed   |   |               |               |          |         |          |  |
|     | (3)<br>(4)        | scanned                   |   |               |               |          |         |          |  |
|     | 17/               | studied                   |   | •             |               |          | (       | )        |  |

(PLEASE TURN TO THE NEXT PAGE)

### SECTION C: Comprehension Cloze (15 x 1 mark) Fill in each blank with the most suitable word.

| Flamingos, with their vibrant pink feathers, stilt-like legs, and long necks, are  |
|--|
| continuiting birds known for their unique behaviour and stunning appearances. These  |
| remarkable (11) belong to the genus Phoenicopterus, with six   |
| distinct species found across the world.   |
|  |
| Flamingos are wading birds that are a common sight by the lakes.   |
| it is believed that flamingos are tropical birds, they are known   |
| to thrive in cold environments. Standing (13) one leg is a common  |
| behaviour among flamingos. Though the exact reason is not luny understood,   |
| believe this helps the flamingos conserve warmth in (14) bodies  |
| when they are in cold water. However, this (15) is also observed   |
| when they are in warm water.   |
| One of the fascinating features of flamingos (16) their striking   |
| to the feathers This vibrant colour comes nom along  |
| of along and bring shrimp which are rich in pink pigment. If a   |
| (17) or aligae and britis distributions of the pigment, it will eventually lose flamingo stops eating food containing this pink pigment, it will eventually lose   |
| (18) pink hue.   |
| (18)   |
| Living in large flocks, flamingos exhibit strong social so |
| protect one (19) from predators and to take care of their young.  Flamingos from the same flock will lay eggs at around the same time. Hence, their eggs   |
| Flamingos from the same flock will lay eggs at a out a same time. Flamingos are  |
| Flamingos from the same flock will lay eggs at a same time. Flamingos are will also (20) around the same time. Flamingos are   |
| (21) to guard their heading state pink. Flamingos are loyal  |
| born grey but they will also eventually (22) female adult flamingos are life-long partners. Both the male (23) female adult flamingos are  |
| life-long partners. Both the male (23)for their chicks together.   |
| name the parents as they feed and care for those states  |
| Flamingos thrive in their natural habitats. (24), they have also   |
|  |
| been successfully bred in captivity. Write most reasonable by these magnificent birds is crucial to address the challenges (25) by these magnificent birds is crucial to address the challenges (25) by these magnificent birds is crucial to address the challenges (25) by these magnificent birds is crucial to address the challenges (25) by these magnificent birds is crucial to address the challenges (25) by these magnificent birds is crucial to address the challenges (25) by these magnificent birds is crucial to address the challenges (25) by these magnificent birds is crucial to address the challenges (25) by these magnificent birds is crucial to address the challenges (25) by these magnificent birds is crucial to address the challenges (25) by these magnificent birds is crucial to address the challenges (25) by these magnificent birds is crucial to address the challenges (25) by the challenges (25)  |
| is crucial to address the challenges (25) to ensure their continued presence in our world. It is sad to imagine a world without these  |
| avian wonders.   |
| CAIMI  |
| Adanted from: https://kids.kiddle.co/Flamingo  |

### SECTION D: Sentence Synthesis and Transformation (5 x 2 marks)

3

For each of the questions from 26 to 30, 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).

| 26. | Harry gave the puppy some water. It looked thirsty.           |              |
|-----|---|--------------|
|     | Since   |              |
| 27. | Zul is independent. He is only eleven years old.              | ,            |
|     | Although  |              |
| 28. | Mrs Tan told her pupils, "I have marked your assignments."    | <del></del>  |
|     | Mrs Tan told her pupils that                                  | <del></del>  |
| 29. | "Don't switch off the lights!" Mrs Zubir warned Liza.         | <del>-</del> |
|     | Mrs Zubir warned Liza   |              |
| 30. | I bought some flour and sugar. I wanted to bake some cookies. | -            |
|     | in order t  | 0            |
|     | END OF PAPER<br>(PLEASE CHECK YOUR WORK)                      |              |
|     | 5   |              |

#### **ANSWER KEY**

YEAR

2024

**LEVEL** 

PRIMARY 5

**SCHOOL** 

**CATHOLIC HIGH** 

**SUBJECT** 

**ENGLISH** 

**TERM** 

Q21

Known

WA 2

| Q1  | 3       | Q2                                     | 1 | Q3  | 2            | Q4          | 4                                     | Q5                                    | 2           |
|-----|---------|--|---|-----|--------------|-------------|---------------------------------------|---------------------------------------|-------------|
| Q6  | 2       | Q7                                     | 1 | Q8  | 3            | Q9          | 2                                     | Q10                                   | 3           |
| Q11 | Animal  | S                                      |   |     |              |             |                                       |                                       |             |
| Q12 | Althoug | gh                                     |   | •   |              | <del></del> | -v                                    |                                       | <del></del> |
| Q13 | On      |  |   |     |              |             |                                       |                                       |             |
| Q14 | Their   | ······································ |   |     |              |             |                                       |                                       |             |
| Q15 | Behavio | our                                    |   |     |              |             | · · · · · · · · · · · · · · · · · · · |                                       |             |
| Q16 | is      |  |   |     |              |             |                                       |                                       |             |
| Q17 | Diet    | · · · · · · · · · · · · · · · · · · ·  |   |     | ·            | W           |                                       | ·                                     | <del></del> |
| Q18 | Its     |  |   |     |              |             | ,                                     | · · · · · · · · · · · · · · · · · · · |             |
| Q19 | Anothe  | 7                                      |   |     | <del> </del> |             |                                       |                                       |             |
| Q20 | Hatch   |  |   | ··· |              |             |                                       |                                       |             |