RED SWASTIKA SCHOOL
ENGLISH LANGUAGE
PRIMARY 5
CLASS TEST (2)

Name : _____ ( ) **Marks :** _____ / 36

Class : Pr 5 / _____ **Date : 29 July 2025**

Duration: 45 minutes **Parent's signature:** _____

SECTION A: Grammar (6 marks)

For each question from 1 to 6, shade your answer (1, 2, 3 or 4) on the Optical Answer Sheet.

1 The hikers were equipped _____ warm jackets and torches before setting off on their journey.

(1) in
(2) by
(3) on
(4) with

2 All the furniture in the showroom _____ carefully arranged by the staff every morning before the store opens.

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

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3 The students expressed strong support _____ the plan to increase the number of Debate Dash sessions.

(1) to
(2) of
(3) for
(4) with

4 Let's review the steps for our Science experiment once more, _____?

(1) can we
(2) can't we
(3) shall we
(4) shan't we

5 Dina _____ the guzheng since she joined the Chinese Orchestra last year.

(1) plays
(2) played
(3) had played
(4) has been playing

6 If I were you, I _____ a thank-you note to appreciate Rina for helping with the birthday celebration.

(1) write
(2) will write
(3) would write
(4) would have written

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SECTION B: Vocabulary Cloze (5 marks)

For each question from 7 to 11, choose the word(s) closest in meaning to the underlined word(s). Shade the correct oval (1, 2, 3 or 4) on the Optical Answer Sheet.

The neighbourhood court had always been lively until a new sign appeared banning ball games after 5 p.m. Ashraf and Kar Herng stood in **disbelief** (7), basketballs in hand.

"Why would they do this without asking us?" Ashraf **grumbled** (8). They wandered around aimlessly, unsure of what to do. Their usual routine had been **abruptly** (9) interrupted by the new rule. A few children stared at the new sign with **disappointed** (10) looks. Just then, Janelle walked past and overheard their conversation. "You could write a petition," she **suggested** (11). The two boys exchanged a glance. Kar Herng shrugged, unsure if it would work. Maybe it was worth a try.

Adapted from https://www.ricemedia.co/day-in-the-life-void-deck/

7
(1) fear
(2) shock
(3) confusion
(4) exasperation

8
(1) argued
(2) shouted
(3) snapped
(4) complained

9
(1) promptly
(2) suddenly
(3) impulsively
(4) immediately

10
(1) disoriented
(2) disapproving
(3) disinterested
(4) disheartened

11
(1) proposed
(2) permitted
(3) presented
(4) proclaimed

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SECTION C: Comprehension Cloze (10 marks)

Fill in each blank with a suitable word.

Do you enjoy playing tennis, badminton, or table tennis? If _____ (12), you might enjoy playing pickleball - a fun and fast-paced game that combines elements of all three.

Pickleball was invented in 1965 by two creative fathers who wanted to keep their children _____ (13) during the holidays. With only what they had at home, they came up with a simple game _____ (14) paddles and a plastic ball. They would hit the ball over a net and try to keep their opponents _____ (15) returning it. As the game was _____ (16) enough to learn, even young children could join the fun.

Since then, pickleball has grown far beyond the backyard. The game has quickly gained _____ (17) in neighbourhoods across the country as more people _____ (18) how fun and accessible it is. Today, dedicated courts in schools, parks, and sports halls welcome players of all _____ (19) - from young children to senior citizens.

Beyond just being a sport, pickleball creates opportunities for social connection. Players improve social skills and foster deeper understanding among one another. It also _____ (20) trust and strengthens bonds.

In summary, pickleball is _____ (21) than just a game. It is a great way to stay healthy, learn valuable life skills, and connect with others. It is no wonder that a lot of people around the world are drawn to the sport.

Adapted from https://www.readworks.org/article/Lets-Play-Pickleball!/

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SECTION D: Comprehension (15 marks)

Read the passage below and answer questions 22 to 29. (15 marks)

Mia stood alone at the school gate, her fingers twisting the strap of her bag anxiously. It was her first day at Maplewood Primary, and everything felt unfamiliar. The classrooms, the school bell, the people — everything was different from her old school. Mia's family had moved to Singapore just two weeks ago and Mia was worried about fitting in.

At recess, Mia kept to herself, watching others chat and play. Some students seemed unsure of how to approach her, and some gave her curious glances, probably because she was wearing hearing aids. She wished people would not focus on them. "Don't stare," she would scream in her mind and then simply look away.

After English lesson, Mia's teacher made an announcement that the school would be holding an Inclusion Fair to celebrate diversity and make everyone feel included. "Every class will have a booth to celebrate our differences, how we overcome challenges and how we can support one another," she said. Suddenly, Mia felt all eyes on her.

Mia lowered her gaze. What could she possibly share? A moment later, her teacher approached her. "You could tell us what life is like with hearing aids," she suggested. "You could also share how you would like us to communicate with you?"

That night, Mia spoke to her mother. "Maybe I could show them how I read lips... or even teach them a bit of sign language?" she said hesitantly. Her mother smiled. "Use **this opportunity** to help your peers know you better. **Your story matters.**"

Encouraged by her mother's words, Mia decided to take a brave step. Her teacher began the lesson the next day by asking if anyone had ideas for the class booth. Although she knew there was a chance her classmates might ignore or make fun of her, Mia still raised her hand. With her heart beating fast, she stood up and shared how she communicated differently from most people. She even taught her classmates how to say a few words using sign language.

To her surprise, her classmates were curious and kind. Some asked her how to sign their names. One classmate, Liyana, shared that her cousin was blind and had to rely on his sense of touch to read and get around. Mia smiled, feeling less alone.

As preparations for the fair began, Mia worked with her new friends to decorate the booth. They made signs with inclusive messages and even created a Braille poster - one with raised dots, representing letters in the alphabet, so that visually impaired visitors could read **it** by touch.

On the day of the Inclusion Fair, Mia's booth was filled with chatter. She greeted the visitors and explained each display with enthusiasm, her voice animated as she shared what she and her classmates had created together. When the class took a photograph together at the end of the day, Mia stood in the centre — not as the new girl, but as someone who belonged. From that day on, she walked through the school gate with her **head held high.**

Adapted from https://www.ohmytales.com/h/together-we-shine/

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22 How did Mia show that she was nervous about attending her new school? [1m]

_____.

23 Based on lines 6-9, explain clearly how and why Mia's classmates were treating her differently. [2m]

_____

_____.

24 What did Mia's mother mean when she said, "Your story matters." (line 19)? [2m]

_____

_____.

25 Based on the story, state whether each statement in the table below is true or false, then give one reason why you think so. [2m]

	True/False	Reason
Mia would shout out loud at others to stop staring at her.		
The purpose of the Inclusion Fair was for everyone to learn to ensure that no one would feel left out even when they are not the same as others.		

7

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26 Why was Mia surprised at her classmates' reaction after she had presented her idea? [2m]

_____

_____.

27 Look at the table below. What do the words in the left column refer to in the passage? Write your answers in the column on the right. [2m]

Word(s) from the passage	What the word(s) refer to
a) this opportunity (lines 18 -19)	
b) it (line 32)	

28 Use evidence from the text to complete the table below. [2m]

Event in the story	How Mia felt	Evidence from the text
Mia sharing her ideas for the class booth for the Inclusion Fair		Mia's heart was beating fast
The interaction at the class booth on the day of the Inclusion Fair	excited	

29 At the end of the story, why did Mia walk through the school gate with her "head held high" (line 37 - 38)? [2m]

_____

_____.

END OF PAPER

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SCHOOL : RED SWASTIKA PRIMARY SCHOOL

LEVEL : PRIMARY 5
SUBJECT : ENGLISH
TERM : WA2 2025

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
4	1	3	2	4	3	2	4	2	4

Q11)	1
Q12)	so
Q13)	busy
Q14)	using
Q15)	from
Q16)	easy
Q17)	popularity
Q18)	learn
Q19)	ages
Q20)	builds
Q21)	make
Q22)	She was twisting the strap of her bag anxiously.
Q23)	They saw Mia's hearing aids and some give her curious glances and seemed unsure because they were not used to seeing someone wearing hear aids.
Q24)	Mia's experiences are important and she should share her story so that others can understand her better.

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Q25)	False --- She will only scream it in her mind and look away. True --- It was help to celebrate diversity and make everyone included.
Q26)	She thought that her classmates would not care about her ideas, instead everyone was curious and interested.
Q27)	a) speaking with the class about her story. b) the poster in braille.
Q28)	anxious She explained each display with enthusiasm.
Q29)	Mia had become confident because she felt sense of belonging.

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