



RAFFLES GIRLS' PRIMARY SCHOOL  
END-OF-YEAR EXAMINATION (2024)  
ENGLISH LANGUAGE  
PRIMARY 4

PAPER 1(WRITING)

QUESTION BOOKLET

Name: \_\_\_\_\_ (       )

Date: 8 October 2024

Class: P4 \_\_\_\_\_

Total Time: 50 min

INSTRUCTIONS TO CANDIDATES

1. Write your name, class and index number in the spaces provided above.
2. Do not turn over this page until you are told to do so.
3. Follow all instructions carefully.
4. Write your answers using a dark blue or black ballpoint pen.
5. Do not use correction fluid/tape or highlighters in your answers.

Total	20
Parent's Signature	

## CONTINUOUS WRITING

Write a composition of at least 120 words about a competition.

The pictures, not arranged in sequence, are provided to help you think about this topic. Your composition should be based on one, two or all of these pictures.

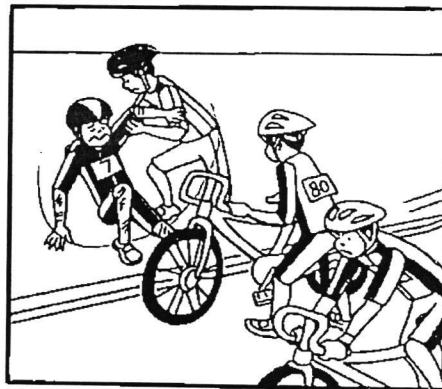
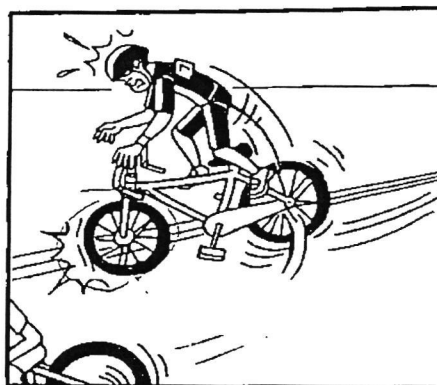
Consider the following points when you plan your composition:

- What event was the boy taking part in?
- What happened to the boy during the competition?
- Who helped him?
- What happened in the end?
- How did the boy feel after the event?

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

### Helping Words:

- starting point
- lost control
- hit the kerb
- flung off his bicycle
- bruises all over





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PAPER 3 (LISTENING COMPREHENSION)

Name: \_\_\_\_\_ ( )

Date: 21 October 2024

Class: P4 \_\_\_\_\_

Total Time: 30 min

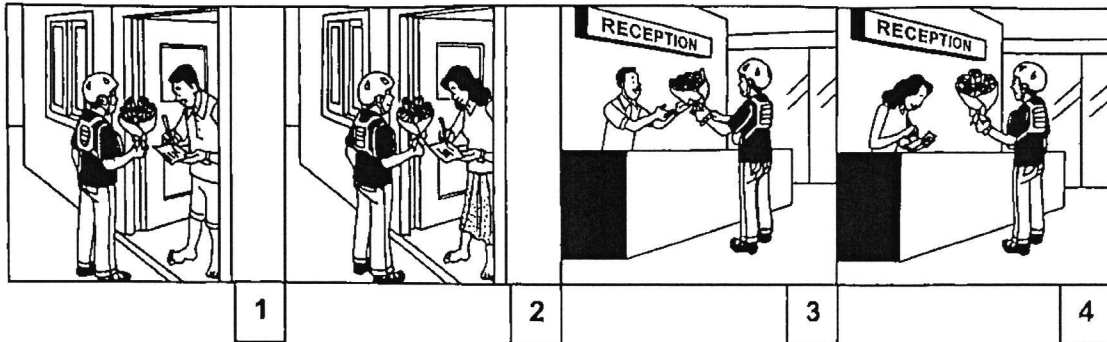
**INSTRUCTIONS TO CANDIDATES**

1. Write your name, class and index number in the spaces provided above.
2. Do not turn over this page until you are told to do so.
3. Answer all questions.
4. Write your answers using a dark blue or black ballpoint pen.
5. Do not use correction fluid/tape or highlighters in your answers.

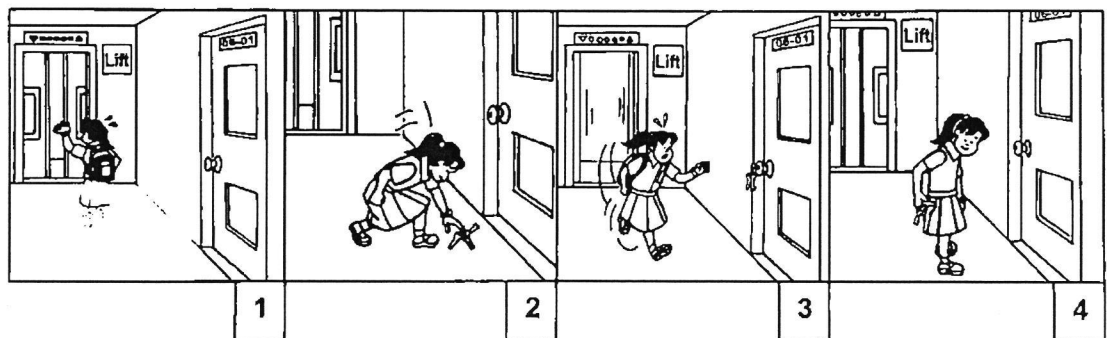
Total	14
Parent's Signature	

### Part 1: Picture Matching

For Question 1 and Question 2, look at the set of pictures. Listen carefully to what I am going to read to you. Then choose the picture that shows what I have read. Write the number 1, 2, 3 or 4 in the brackets provided. (2 marks)



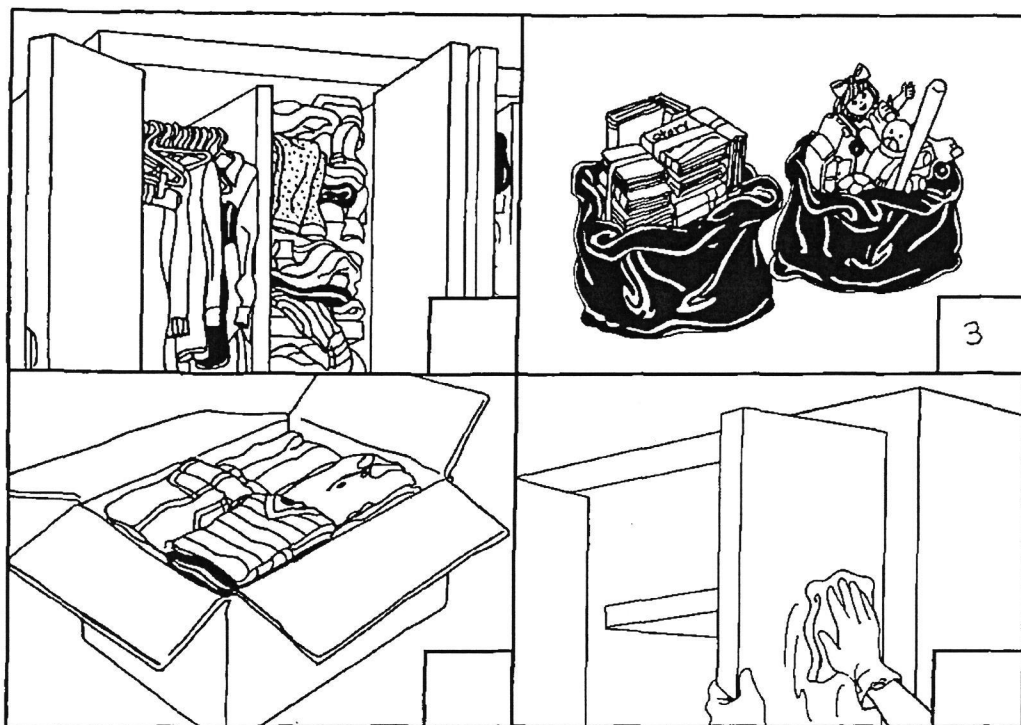
Q1.....( )



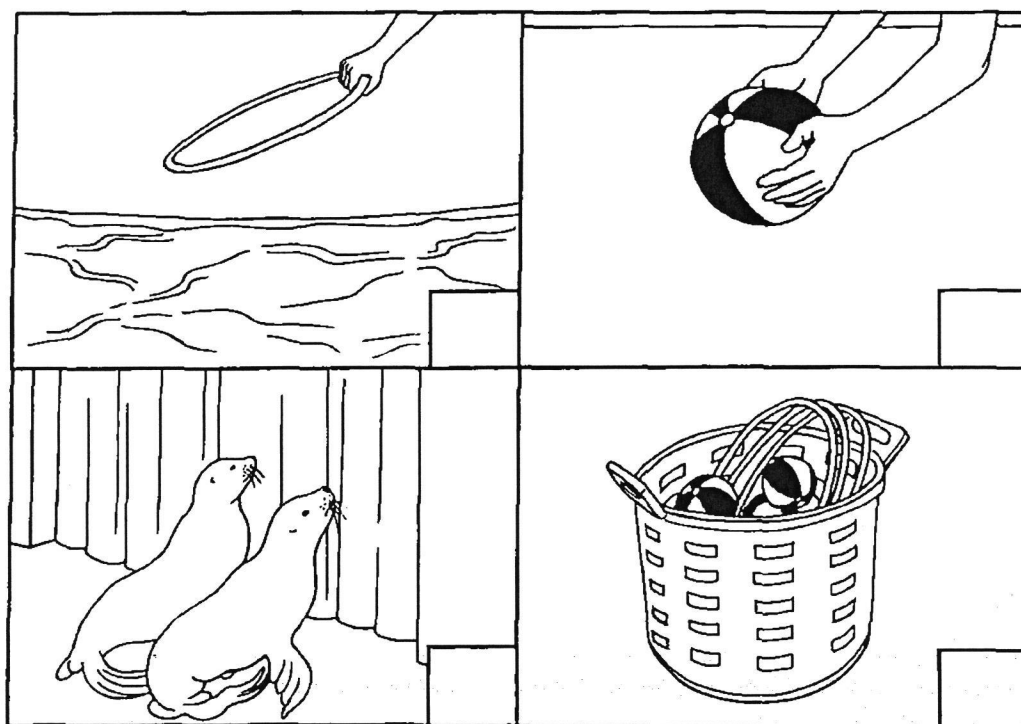
Q2.....( )

For questions 3 and 4, look at the set of pictures. I am going to read you a set of instructions. Listen carefully. Then, show the correct sequence of what I have read by writing the numbers 1, 2, 3 and 4 in the boxes provided. (4 marks)

Q3.



Q4.



**Part 2 – Note-taking**

Q5 to Q9 is a note-taking test.

As you listen, take down the missing information by filling in each blank numbered Q5 to Q9 with **one word or a short phrase**. (5 marks)

**Notes on School Banking Programme**

**Q5.** The programme is in partnership with:

\_\_\_\_\_

**Q6.** One thing pupils can learn from the programme:

\_\_\_\_\_

**Q7.** Minimum deposit to get a point: \_\_\_\_\_

**Q8.** One of the items available for redemption:

\_\_\_\_\_

**Q9.** Young Saver Account holders could only deposit their money at the  
bank on: \_\_\_\_\_ of each month

### **Part 3 – Comprehension**

Q10 to Q12 is a comprehension test.

Listen carefully to the passage and answer the following questions. For each question, choose the correct answer and write the number in the brackets provided. (3 marks)

**Q10.** Why was Teddy put on a high shelf? (      )

- (1) Adam lost interest in soft toys.
- (2) Adam wanted to keep Teddy clean.
- (3) Adam had no time to play after school.

**Q11.** What did Adam use to do with Teddy? (      )

- (1) toss him onto the bed
- (2) have picnics at the park
- (3) fight battles with toy soldiers

**Q12.** What happened to Teddy in the end? (      )

- (1) He was thrown away.
- (2) He was given to someone.
- (3) He was left in the storeroom.

**End of Paper**



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PAPER 2

Name: \_\_\_\_\_ (       )

Date: 21 October 2024

Class: P4 \_\_\_\_\_

Total Time: 1 h 15 min

**INSTRUCTIONS TO CANDIDATES**

1. Write your name, class and index number in the spaces provided above.
2. Do not turn over this page until you are told to do so.
3. Follow all instructions carefully.
4. Answer all questions.
5. For Questions 1 - 16, use a 2B pencil to shade your answers on the Optical Answer Sheet (OAS).
6. For Questions 17 - 48, use a dark blue or black ballpoint pen to write your answers in the space provided for each question.
7. Do not use correction fluid/tape or highlighters in your answers.

Sections A to B	16
Sections C to G	34
Total	50
Parent's Signature	



**Section A: Grammar (10 X 1 mark)**

**Choose the correct answer and shade its number (1, 2, 3 or 4) on the Optical Answer Sheet.**

1. The meeting was organised \_\_\_\_\_ the purpose of discussing the new project.  
(1) at  
(2) in  
(3) on  
(4) for
  
2. The teachers \_\_\_\_\_ at the meeting yesterday to finalise the camp activities.  
(1) is  
(2) are  
(3) was  
(4) were
  
3. The child \_\_\_\_\_ overjoyed when his parents announced a surprise field trip.  
(1) is  
(2) are  
(3) was  
(4) were
  
4. "Don't disturb the workers. They \_\_\_\_\_ the broken pipes in the kitchen," said my mother.  
(1) repair  
(2) repaired  
(3) are repairing  
(4) have repaired
  
5. Last weekend, Father \_\_\_\_\_ air tickets for our upcoming trip to Japan.  
(1) books  
(2) booked  
(3) is booking  
(4) has booked

6. While I \_\_\_\_\_ an email, the computer suddenly crashed.

- (1) write
- (2) will write
- (3) was writing
- (4) have written

7. \_\_\_\_\_ cars parked in front of that house are blocking the entrance to the school.

- (1) This
- (2) That
- (3) These
- (4) Those

8. This whole incident is both unforgettable \_\_\_\_\_ incredible.

- (1) or
- (2) but
- (3) and
- (4) before

9. Most of the students have collected their books from the shelf, leaving only \_\_\_\_\_ books behind.

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

10. Father was busy and he had \_\_\_\_\_ time to run his errands.

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

**Section B: Vocabulary (6 X 1 mark)**

Choose the correct answer and shade its number (1, 2, 3 or 4) on the Optical Answer Sheet.

11. "No one has \_\_\_\_\_ the answer to this puzzle correctly," the teacher told the disappointed students.

- (1) ended
- (2) solved
- (3) guessed
- (4) supported

12. Tim \_\_\_\_\_ the new shopping mall near his house to see what it offered.

- (1) missed
- (2) avoided
- (3) admired
- (4) explored

13. The \_\_\_\_\_ was filled with aeroplanes of all sizes, waiting for their next journey.

- (1) hangar
- (2) garage
- (3) harbour
- (4) interchange

14. David felt \_\_\_\_\_ when he fell in front of his classmates. Face turning red, he avoided eye contact and rushed to his seat.

- (1) calm
- (2) jealous
- (3) pleased
- (4) embarrassed

15. Sarah applied some lotion before going to the beach as too much sun \_\_\_\_\_ would cause sunburn.

- (1) closure
- (2) pressure
- (3) exposure
- (4) disclosure

16. The zookeeper \_\_\_\_\_ the bird into the wild, and it eagerly flew straight for the forest.

- (1) relived
- (2) coerced
- (3) released
- (4) confined

**Section C: Comprehension 1 (8 marks)**

**Read the passage carefully and answer questions 17 - 23.**

We like to use disposable cutlery, cups and plates. Instead of cooking, we tend to

order takeout that comes in containers. We buy drinks in bottles, and snacks in bags. We purchase clothes with little consideration. Focusing on our wants and convenience, we ignore the impact of our actions.

When we throw these items away, they do not simply disappear. Rather, they often end up in streets, parks, landfills and oceans. Over time, plastics that make up these items break down into tiny pieces called microplastics. These microplastics are so tiny that they are hard to see with the naked eye, causing big problems for organisms.

When rain washes these microplastics into water bodies, like rivers and wells, the water becomes unsafe for drinking for both humans and animals. When they enter oceans, sea creatures mistake them for food and eat them. These animals can get very sick and even die.

There are many ways to reduce plastic usage to protect our world from the harmful effects of microplastics. One way is to minimise the use of disposable items. For example, we can use a refillable water bottle, carry tote bags for shopping, pack snacks in reusable containers and avoid using plastic tableware. Eating home-cooked meals rather than takeout is another way to reduce plastics by minimising packaging waste.

Linda A

For questions 17 - 19, read each statement and tick (✓) "True" or "False". Refer to **paragraph 1** to help you. The first example has been done for you. [3m]

	Statement	True	False
<b>Example</b>	<b>We like using reusable cups and plates.</b>		✓
17.	We prefer takeout to home-cooked meals.		
18.	We buy drinks in bags.		
19.	We buy clothes without much planning.		

20. Which word has the same meaning as 'vanish'? Circle either (A) or (B). [1m]

When we <u>throw</u> these items away, they do not simply <u>disappear</u> .	
(A)	(B)

21. Tick (✓) your chosen answer.

Plastics break down into tiny pieces called \_\_\_\_\_. [1m]

	landfills
	organisms
	microplastics

22. When tiny plastic pieces get into wells, what happens to the water in them?

Refer to **paragraph 3** to help you. [1m]

The water in the well becomes

23. What are two things we can do to minimise the use of disposable items?

Refer to **paragraph 4** to help you.

[2m]

i. \_\_\_\_\_

ii. \_\_\_\_\_

**Section D: Vocabulary Cloze (8 X1 mark)**

Read the passage carefully. Choose the correct word from the words given in the box and write its letter (A to M) in each blank. The letter 'I' has been omitted in order to avoid confusion during marking.

**USE A WORD ONCE ONLY.**

(A) courageous	(B) hoped	(C) quickening	(D) requirement
(E) rustle	(F) scaring	(G) share	(H) silhouette
(J) supplying	(K) timid	(L) vast	(M) wish

Kate and Rina had always wanted to camp out in the wild. Their (24) \_\_\_\_\_ came true, and they found themselves in a sprawling forest, huddling in a small tent under a moonless sky. They did not (25) \_\_\_\_\_ a tent with their parents as they wanted to experience sleeping by themselves in the (26) \_\_\_\_\_ expanse. Kate teased Rina, who was always (27) \_\_\_\_\_, about the forest being haunted. She knew that it would easily frighten Rina.

As they lay under the blankets, Kate spun eerie tales about owls and bats, (28) \_\_\_\_\_ Rina and caused her to tremble. Then, a (29) \_\_\_\_\_ was heard and both girls jumped. When a twig snapped nearby, they froze, their eyes wide. They huddled closer under the blankets, fear (30) \_\_\_\_\_ the beat of their hearts.

"Dad!" Rina called out in a hushed voice. She fervently (31) \_\_\_\_\_ their father would hear her over the short distance between them.

In the dark of the night, only the shrill chirping of the crickets answered them.

**Section E: Grammar Cloze 1 (4 X 1 mark)**

Read the passage carefully. Choose the correct word from the words given in the box and write its letter (A to F) in each blank.

**USE A WORD ONCE ONLY.**

(A) he	(B) him	(C) it
(D) their	(E) them	(F) they

Leonard and Tracy had been working hard on a project since the beginning of the year. After Leonard finished his part of the project, Tracy congratulated (32) \_\_\_\_\_. They both knew (33) \_\_\_\_\_ was a team effort. They felt proud of (34) \_\_\_\_\_ accomplishment. Later that evening, (35) \_\_\_\_\_ celebrated together with their friends.

**Section F: Grammar Cloze 2 (4 X 1 mark)**

Read the passage carefully. Underline the correct word from the words given in the brackets.

In the crowded city, people rush to work every morning. Some catch the train, while others (36) [ ride / rides ] bicycles or walk. Everyone (37) [ seem / seems ] to be in a hurry. The city (38) [ come / comes ] to life as horns blare and sirens wail. However, there (39) [ is / are ] a sense of unity among the commuters. Each person plays a part in the rhythm of the city, contributing to its vibrant energy.



**Section G: Open-ended Comprehension 2 (10 marks)**

**Read the passage carefully and answer questions 40 - 48.**

"Don't be so mean to the waterbirds! Grandfather says they work hard for us!"

Aito shouted to Taro who was on another boat next to theirs. The fishing boats moved away from the shore. Aito opened a basket and found Ichi-ban, their best waterbird. He felt the metal ring, which prevented it from swallowing the fish, around the waterbird's neck. Next, he fastened a cord around its upper body. Grandfather leaned forward and gently touched its head.

"Go," he said, and Aito released the waterbird, holding the end of the cord. Soon, all fourteen waterbirds were in the water. Grandfather reeled in a waterbird with a bulging neck and ran his hand along it.

Suddenly, one boat bumped into theirs, causing tangled lines and panicky waterbirds. The cords tightened around the waterbirds' necks. Aito and Grandfather quickly released the cords to free them. A few minutes later, Aito gasped as Ichi-ban flew back and landed on the fish basket. "Thank you," Aito whispered to Ichi-ban.

Grandfather smiled. "Take what it offers us," he said. Aito emptied the fish from Ichi-ban's throat, and he was filled with excitement as more waterbirds returned with fishes. Grandfather's waterbirds needed no cords to keep them from flying away.

Taro witnessed what had happened and was amazed. He released his waterbirds too, but they soared into the sky and disappeared.

36 "Why won't mine come back?" Taro asked Grandfather.

Grandfather replied, "Taro, waterbirds are not tools but partners. Treat them with respect, and they will return."

Adapted from Fishing with Cormorants

40. From **paragraph 1**, what word has the same meaning as "unkind"?

[1m]

--

41. From **paragraph 1**, where did Aito find Ichl-ban?

[1m]

--

42. Tick (✓) your chosen answer.

Which adjective best describes Aito's grandfather?

[1m]

	selfish
	hostile
	wise

43. Which two-word phrase in **paragraph 2** tells you that the waterbird did not eat the fish that it had caught?

[1m]

--	--

For questions 44–46, read each statement, tick (✓) “True” or “False” and give a reason for your answer. Refer to paragraphs 1 to 5 to help you. The first example has been done for you.

[3m]

	Statement	True	False	Reason
Example	Aito and his grandfather were on the same fishing boat with Taro.		✓	Taro was on another boat next to theirs.
44.	The cord prevented the waterbird from swallowing the fish.			
45.	Aito and Grandfather cared about the lives of the waterbirds.			
46.	Aito was filled with excitement as Taro’s waterbirds never returned.			

47. Write 1, 2 and 3 in the boxes provided to show which event happened first, next and last based on the story. [1m]

	The panicked waterbirds flew around in confusion.
	Aito and his grandfather released the cords.
	A boat bumped into Aito's fishing boat.

48. Answer question 48 in complete sentences.

What were the **two** valuable lessons that Taro had learnt from Grandfather?

[2m]

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

END OF PAPER

SCHOOL : RAFFLES GIRLS' PRIMARY SCHOOL  
 LEVEL : PRIMARY 4  
 SUBJECT : EMGLISH  
 TERM : 2024 SA2

CONTACT :

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
4	4	3	3	2	3	4	3	3	1
Q11	Q12	Q13	Q14	Q15	Q16				
3	4	1	4	3	3				

Q17	True
Q18	False
Q19	True
Q20	B
Q21	microplastics
Q22	unsafe for drinking for humans and animals
Q23	i) use refillable water bottles ii) carry tote bags for shopping
Q24	M
Q25	G
Q26	L
Q27	K
Q28	F
Q29	E
Q30	C
Q31	B
Q32	B
Q33	C

Q34	D
Q35	F
Q36	ride
Q37	seems
Q38	comes
Q39	is
Q40	mean
Q41	In a basket
Q42	wise
Q43	bulging / neck
Q44	The metal ring prevented the waterbird from swallowing the fish
Q45	Aito and Grandfather quickly released the cords as the cords has tight ended around the waterbirds neck.
Q46	Aito was filled with excitement as more waterbirds returned with fishes.
Q47	2, 3, 1
Q48	i) The waterbirds are not tools put partners. ii) If you treat them with respect, they will return.