



# SAMPLE PAPER

## CLASS

### 04

SCHOOL NAME:	
STUDENT NAME:	
ROLL NO.:	

#### INSTRUCTIONS:

1. Please DO NOT OPEN the contest booklet until the Proctor has given permission to start.
2. **TIME ALLOWED: 60 MINUTES**
3. There are 25 **MULTIPLE-CHOICE QUESTIONS (1-25)**.
4. Each Question carry 04 marks, -1 for wrong answer & 0 for unanswered question.
5. Mark only one circle for each question.
6. PROCTORING: No one may help any student in any way during the contest.
7. No electronic devices capable of storing and displaying visual information are allowed during the course of the exam.
8. All students must write their Name, School and Roll Number in the Answer Sheet and Contest booklet.
9. No exam papers and written notes can be taken out by any contestant.
10. Shade your answers neatly & darkly using a Lead pencil in the Answer Sheet.



Read *The Never-Come-Back Tree* and answer questions 1 to 7.

# The Never-Come-Back Tree

Lion ran through the African bush. Wild dogs chased him hour after hour. Every time Lion slowed down, the wild dogs caught up. Lion could not rest. He was so exhausted that he would surely be caught very soon.

Suddenly Lion came across Man dozing under a tree. Lion stopped and pleaded for help. Man told Lion to hide behind the tree. Just as Lion hid, the wild dogs bounded up and demanded to know if Man had seen Lion. Man told them that he had indeed seen Lion. He pointed to faraway saying that Lion had run over the hill.

The wild dogs rushed away. This made Lion feel brave again. He leapt out from behind the tree and told Man he was too tired to hunt and so would eat him. Man was shocked because he had saved Lion's life!

Hare, who was out walking, heard the commotion and came over to help. Very quickly, Man described the quarrel.

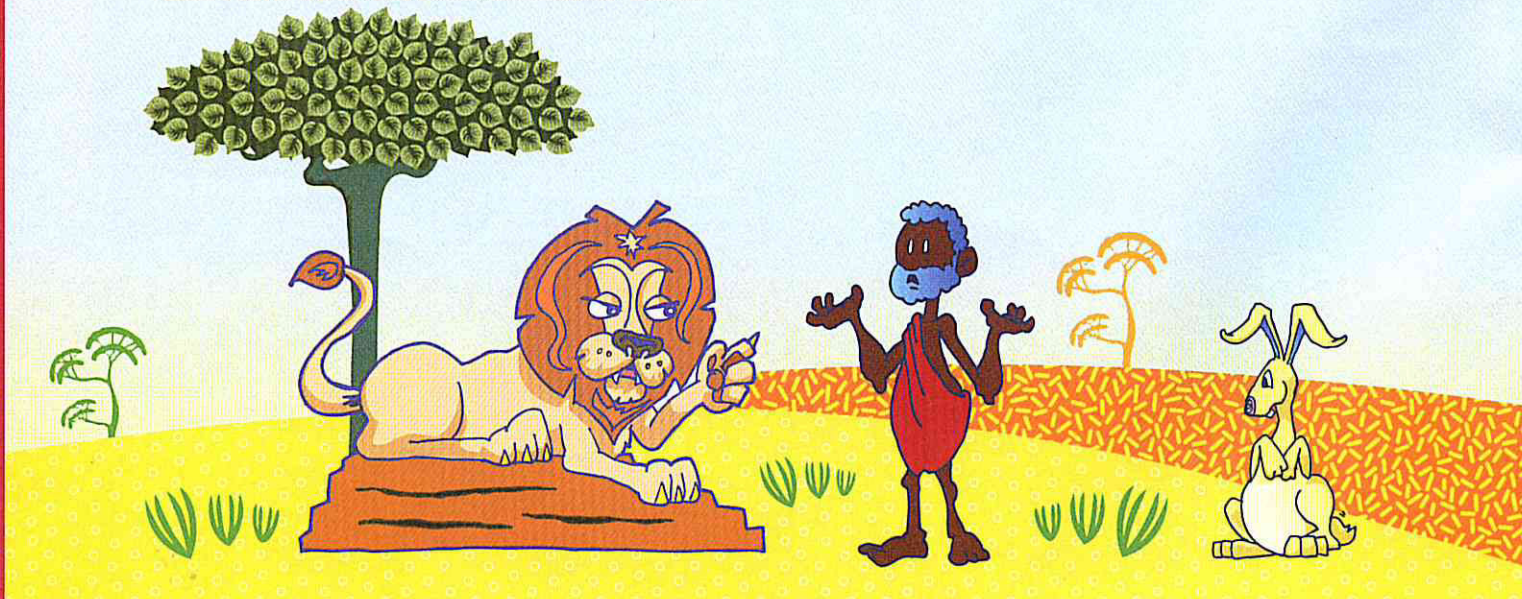
Hare thought about it, and then announced that he could solve the problem. He asked Man to bring back a stick from the Never-Come-Back Tree. Man went searching but, because he had never heard of the Never-Come-Back Tree, he presented Hare with a stick from the Mokoba Tree.

The surprised Hare insisted that this was the wrong kind of stick. Again he told Man to go out and bring back a stick from the Never-Come-Back Tree. Man searched far and wide, this time returning with a stick from the Maporoto Tree.

Hare was even more surprised to see Man back again. He turned to Lion and said he must show Man where the Never-Come-Back Tree was, because, after all, Man was not as clever as Lion! Lion yawned, thinking he would go along too if he wasn't so weary.

So Hare and Man set off. Lion waited and waited ... and waited ...

But Hare and Man Never-Came-Back!





1. Which of the following events happened first in the story?
  - (A) Lion wanted to eat Man.
  - (B) Lion was chased by wild dogs.
  - (C) Lion saw Man dozing under a tree.
  - (D) Lion hid behind a tree.
  
2. Which word from the story gives an idea of what a 'commotion' is?
  - (A) 'caught'      (B) 'shocked'      (C) 'quarrel'      (D) 'announced'
  
3. Why didn't Hare and Man return?
  - (A) Lion wanted to eat Man.
  - (B) Wild dogs chased them away.
  - (C) They were not as clever as Lion.
  - (D) They could not find the correct stick.
  
4. In the last sentence 'Never-Came-Back' has capital letters because
  - (A) Hare and Man were angry.
  - (B) this is the end of the story.
  - (C) Never-Came-Back is the name of a place.
  - (D) there is a link to the idea of the Never-Come-Back Tree.
  
5. What is the lesson of the story?
  - (A) Never talk to strangers.
  - (B) Cleverness can overcome problems.
  - (C) Always run away from problems.
  - (D) Physical strength can lead to laziness.
  
6. This story is a folktale. Folktales are spoken stories that are passed on from one person to another. To keep the same message, which part of a spoken folktale should **NOT** be changed when it is retold?
  - (A) the names of the places in the story
  - (B) the date that the events took place
  - (C) the names of the characters
  - (D) the main plot of the story
  
7. Which other title best captures the main idea of this folktale?
  - (A) The African Forgotten Tree
  - (B) The Hare and the Man Tree
  - (C) The Gone Forever Tree
  - (D) The Mokoba Tree



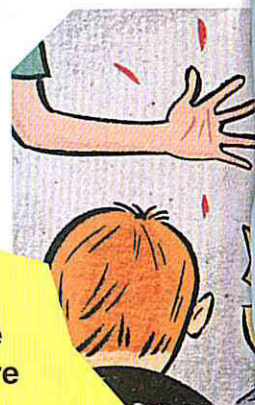
# The vanishing toothpick

## What you need

- 1 toothpick
- sticky tape
- some time to practise

## What you do

1. Put the toothpick on your thumb so that one end is on your thumbnail and the other end points back towards your wrist.
2. Use the sticky tape to stick the toothpick to your thumb. Only use a small piece of sticky tape and check that it can't be seen from the palm side of your thumb.
3. Bend your thumb down towards your little finger and wrap your other fingers around your thumb. The toothpick should be poking out.
4. Show the end of the toothpick to your audience. Pretend that you are holding it in your hand, between your thumb and your index finger.
5. Tell your audience that you can magically make the toothpick vanish.
6. Make the toothpick vanish by quickly extending all your fingers. The toothpick will be hidden down the back of your thumb. You can say a magic word as you do this.
7. Make the toothpick reappear by quickly repeating step 3 while waving your arms so that your audience doesn't notice the hidden toothpick. Again, this is a good time to say a magic word if you want to.
8. Take a bow!



## Hints

**Practise your magical moves in front of a mirror to make sure that the audience can't see the toothpick except when you are showing it to them.**

**Remember the two biggest rules for magicians:**

- Never explain your tricks to anyone.
- Never repeat your trick for the same audience.



8. You should use only a small piece of sticky tape to stick the toothpick to your thumb because
- (A) a toothpick can be very light.
  - (B) a large piece could be seen by the audience.
  - (C) you may need more pieces of sticky tape later.
  - (D) the toothpick must be in the middle of your thumb.
9. When you show the toothpick, you need to wrap your fingers around your thumb so that
- (A) the toothpick remains straight.
  - (B) the toothpick stays on your thumb.
  - (C) you can quickly open your hand later.
  - (D) the audience thinks you are holding the toothpick.
10. Which word from the text indicates that what you are doing is a trick?
- (A) 'practise'
  - (B) 'check'
  - (C) 'Pretend'
  - (D) 'Tell'
11. The word 'vanish', as it is used in the text, means that the toothpick
- (A) is lost.
  - (B) is magical.
  - (C) moves quickly.
  - (D) will disappear.
12. It is best to practise your trick in front of a mirror to make sure that
- (A) you will be able to do it for a long time.
  - (B) you have the toothpick in the correct hand.
  - (C) you use different facial expressions.
  - (D) you move your hand correctly.
13. One rule for magicians is that a trick should never be repeated for the same audience. Why is this rule important?
- (A) The audience might learn the secret of the trick.
  - (B) The audience could become bored with the trick.
  - (C) The equipment used in the trick might break.
  - (D) The trick might begin to look foolish.
14. What is the main purpose of the drawings?
- (A) to discuss what magic is
  - (B) to persuade readers to try the trick
  - (C) to show what the audience sees
  - (D) to show how to do the trick



## Dear Molly and Max,

I keep trying to call you but I'm having no luck with phone coverage here, so I thought I'd put pen to paper, like a real dinosaur (ha ha!), and pop a letter in the post. Mind you, I don't know how far I'll have to drive to post it! The place where we are digging is on a huge property called Casuarina, about fifty kilometres from Winton, the nearest town. Apart from sheep, we haven't seen a soul, never mind a postman.

The dig is going well and we'll be finishing up at the end of the week. We've found some amazing pieces. There are two huge bones that can only have come from the leg of a sauropod. Sauropods were twenty metres long and four metres tall, so you can imagine how big the leg bones are! Isn't it weird to think that those leg bones were securely attached to the body of a sauropod which was walking around, alive and well, ninety million years ago?

It wouldn't surprise me too much to see one wandering by—even now. The landscape is so flat and vast and empty that I think they would still be quite at home here. It would have looked pretty different back then though, with huge rivers and lakes and plenty of lush green plants to eat.

We've found a great assortment of teeth too and broken bits of bone that will need to be pieced back together before we can figure out which dinosaurs they came from. But that's a job for another day.

We were sitting outside the other evening after dinner (no television!) when we saw a whole flock of brolgas, which are large silver birds, that looked like they were dancing just for us. They're as tall and elegant as ballerinas. Just beautiful to watch.

It's time for bed here so I'll say goodnight. Fingers crossed that I'll find somewhere to post this!

Hope you're both behaving yourselves for Dad. Give him a big hug from me.

See you soon!

Love Mum XX





15. In the first sentence, the writer thought it was funny that
- (A) she had a very old phone.
  - (B) she was working with dinosaurs.
  - (C) she was writing a letter to her children.
  - (D) she did not know how to use her phone.
16. What was the writer doing at Casuarina?
- (A) writing a story
  - (B) helping out on the property
  - (C) looking for evidence of dinosaurs
  - (D) recording changes in the landscape
17. According to the text, how is the environment around Casuarina today different from ninety million years ago?
- (A) There are plenty of green plants now.
  - (B) It is now drier and more open.
  - (C) There are lakes and rivers now.
  - (D) It is now more hilly.
18. In paragraph three what does 'they' refer to?
- (A) broilgas      (B) people      (C) sheep      (D) sauropods
19. The paintbrush has been deliberately included in the photograph with the bone. What is emphasised by doing this?
- (A) the age of the bone
  - (B) the size of the bone
  - (C) the colour of the bone
  - (D) the location of the bone
20. In 'no television!' the writer has used an exclamation mark to
- (A) highlight something unusual.
  - (B) give a detailed instruction.
  - (C) indicate shouting.
  - (D) explain a decision.
21. Which of the following could replace the word 'elegant', as it is used in the text?
- (A) engaging      (B) graceful      (C) colourful      (D) steady
22. The writer was saying 'goodnight' to her
- (A) children.
  - (B) husband.
  - (C) friends.
  - (D) workmates.



# Spaced Out!

## Your body in space

Travelling into space must be one of the most exciting and wonderful experiences anyone could ever have. It also has some interesting effects on the human body.

In space there is hardly any gravity, which means astronauts' bones and muscles don't have to work as hard as on Earth to enable them to stand straight or move around. The weightless feeling is similar to what you experience in a swimming pool, only more so. Because muscles (including the heart) don't have to work so hard in space, they shrink and become very weak.

The oxygen we breathe gives our muscles the energy we need to move and with less muscle tissue to feed, there is a lot more oxygen in the astronauts' blood. The astronauts' bodies slow down the production of red blood cells—the part of blood that transports oxygen around our bodies—otherwise there would be too much oxygen in the body. This makes the blood thicker.

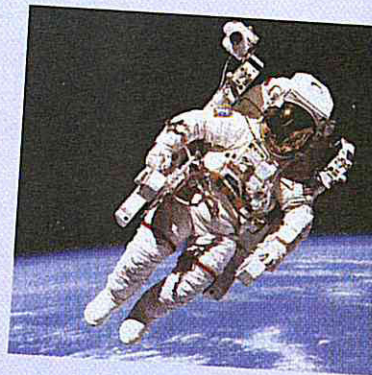
Bones lose a lot of calcium—a chemical that makes bones stronger—and become weak and brittle because they don't have to support as much muscle weight.

When astronauts return to Earth, their bodies are adapted to life in space but are not yet fit for life on Earth. As they get used to the Earth's gravitational pull again, they become fitter and stronger and their blood, muscles and bones eventually return to normal.

## Spacesuits

Spacesuits are difficult and uncomfortable to wear, so they are only worn for five to seven hours at a time. They are like mini-spacecraft with everything a human body needs to stay alive, such as oxygen and equipment to create the same temperature and pressure that we experience on Earth.

Spacesuits have to be made of thick, tough material to shield against tiny meteorites (micrometeorites) speeding through space. The side of the suit facing the Sun may be heated to a temperature as high as 120°C; the other side, exposed to the darkness of deep space, may get as cold as -150°C.





23. The opening sentence can best be described as
- (A) an opinion.
  - (B) a command.
  - (C) an explanation.
  - (D) a well-known fact.
24. Which words would best replace 'hardly any' in the text?
- (A) still some
  - (B) even less
  - (C) almost no
  - (D) always a little
25. The writer compares the weightlessness of being in space to
- (A) floating in water.
  - (B) standing up straight.
  - (C) wearing a spacesuit.
  - (D) falling through the air.
26. Which word is closest in meaning to 'brittle', as it is used in the text?
- (A) fragile      (B) stiff      (C) painful      (D) flexible
27. The word 'micrometeorites' is written in brackets ( ) because it is
- (A) a definition.
  - (B) a quotation.
  - (C) a translation.
  - (D) a scientific name.
28. According to the text, which option correctly matches a statement with its result?

	Statement	Result
(A)	The temperature is lower in space.	Astronauts use less energy.
(B)	Fewer red blood cells are produced by the body in space.	Blood becomes thicker in space.
(C)	Spacesuits have to be worn for a few hours every day.	Spacesuits have to be made of tough material.
(D)	Spacesuits have to carry equipment to control temperature.	Astronauts wear comfortable spacesuits.

29. Based on this text, which of the following statements about space is correct?
- (A) All meteorites are large and travel fast.
  - (B) People can live without oxygen in space.
  - (C) In space there are extremes of temperature.
  - (D) The force of gravity in space and on Earth are the same.

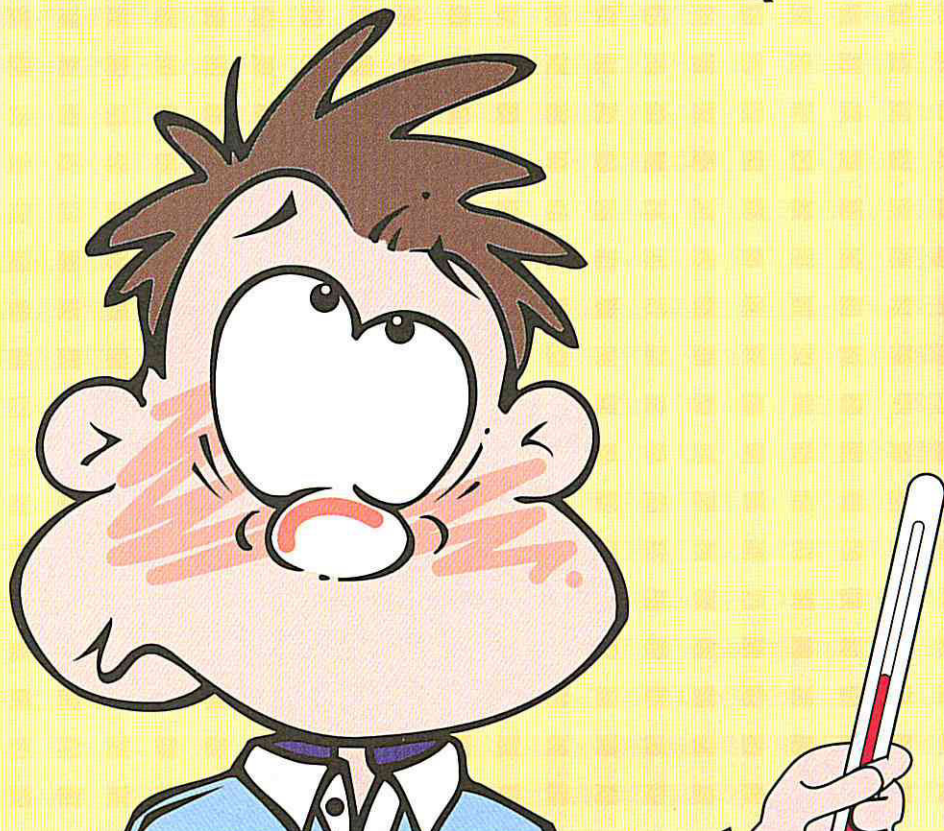


For questions 30 to 31 choose the correct option to complete the passage.

## Home from school, sick

Today I was home from school, sick. I still have a cough and feel terrible. The worst thing is that I \_\_\_\_\_ (30) \_\_\_\_\_ supposed to go on an excursion to the museum but I missed it because of this rotten cold! \_\_\_\_\_ (31) \_\_\_\_\_ I have missed the excursion, I hope I'm still sick tomorrow as I have a class test!

30. (A) was  
(B) am  
(C) had been  
(D) will be
31. (A) Once  
(B) Since  
(C) However  
(D) In conclusion





For questions 32 and 33 choose the sentence which is PUNCTUATED CORRECTLY.

32. (A) Mary's dog didnt come when she called it.  
(B) Marys dog didn't come when she called it.  
(C) Mary's dog didn't come when she called it.  
(D) Marys dog did'nt come when she called it.
33. (A) 'She sells seashells,' she said 'down by the seashore'.  
(B) 'She sells seashells,' she said, 'down by the seashore.'  
(C) 'She sells seashells' she said. 'Down by the seashore.'  
(D) 'She sells seashells, she said, Down by the seashore.'





# *Handwriting is an important skill*

## *For*

I am prompted to put my thoughts on paper after receiving a letter from my grandson this morning, ordinarily a delight for any doting grandparent—but not on this occasion. Although I enjoyed reading George's letter, which was apparently the result of a class exercise where all the students had to write a letter to a family member, I was rather distressed at the quality of the handwriting.

At times the letter was unreadable: the spacing between words appeared to be quite random, the letter formations were irregular, the spelling was shocking and it appeared to me that the letter contained a mixture of writing and printing. Why weren't these errors corrected prior to sending the letter? It seems such a shame that the important art of handwriting has been lost and that people are now willing to accept substandard scribble.

I recall writing to friends and penpals, taking great care with my work, priding myself on neatness and presentation. Now it seems anything goes and children are unable to communicate with friends via the written word. I shall endeavour to reply to young George's letter, or at least the parts of it I can read, in my neatest handwriting!

**Judy**

## *Against*

Outside of school lessons for handwriting, students are not using their handwriting skills. They barely need them because they are typing on their computers, mobile phones and other electronic devices. I often hear adults comment that children have lost the ability to communicate with friends via the written word, which makes me laugh out loud. I think children of today actually spend a lot of time communicating using written language—it's just not handwritten! They are writing emails, texts, blogs and tweets.

While I think that spelling can be a problem with these forms of rapid communication, this has nothing to do with how someone writes; they may still write beautifully but spell incorrectly. Perhaps we should worry about spelling instead of handwriting. In fact, focusing on learning to spell, navigating the internet and typing correctly would be far more beneficial than wasting hours perfecting swirls, loops and strokes during handwriting lessons!

**Peter**



34. What encouraged Judy to put her thoughts on paper?
- (A) her desire to prove to George that she could write an interesting letter
  - (B) her belief that George's teacher expected her to write a reply
  - (C) her concern about the quality of George's handwriting
  - (D) her happiness at receiving a letter from George
35. 'Why weren't these errors corrected prior to sending the letter?'  
How was Judy feeling when she wrote this sentence?
- (A) frustrated
  - (B) ashamed
  - (C) guilty
  - (D) unsure
36. Judy intends to reply to George's letter in her 'neatest handwriting' in order to
- (A) set an example for George.
  - (B) encourage George to write more.
  - (C) prove to George that she can write neatly.
  - (D) impress George's teacher with her neat handwriting.
37. What type of evidence does Judy use to support her argument?
- (A) historical facts
  - (B) an expert's opinion
  - (C) a teacher's advice
  - (D) personal experience
38. 'They are writing emails, texts, blogs and tweets.'  
Which connective can be placed at the beginning of this quotation in the first paragraph of Peter's argument?
- (A) Except
  - (B) Instead
  - (C) Therefore
  - (D) Afterwards
39. Based on the ideas in the text, which statement would both Judy and Peter agree with?
- (A) Neat handwriting is essential for communication.
  - (B) Written communication is important.
  - (C) Technology can improve handwriting skills.
  - (D) Correct spelling improves the appearance of handwriting.



# MR SARAMAGO

Tim pushed the small of Lucy's back, propelling her forward. 'You go first,' he said. 'You're a girl so you won't get in trouble.'

Lucy snorted. 'And you're my brother so you're probably just naturally annoying.' She then slipped through the doorway and disappeared from view.

Tim heard a gasp, then silence. 'What is it?' he whispered. 'Lucy!'

Then he heard Mr Saramago's voice. They had not expected him to be there.

Tim took a breath and pushed himself through the gap.

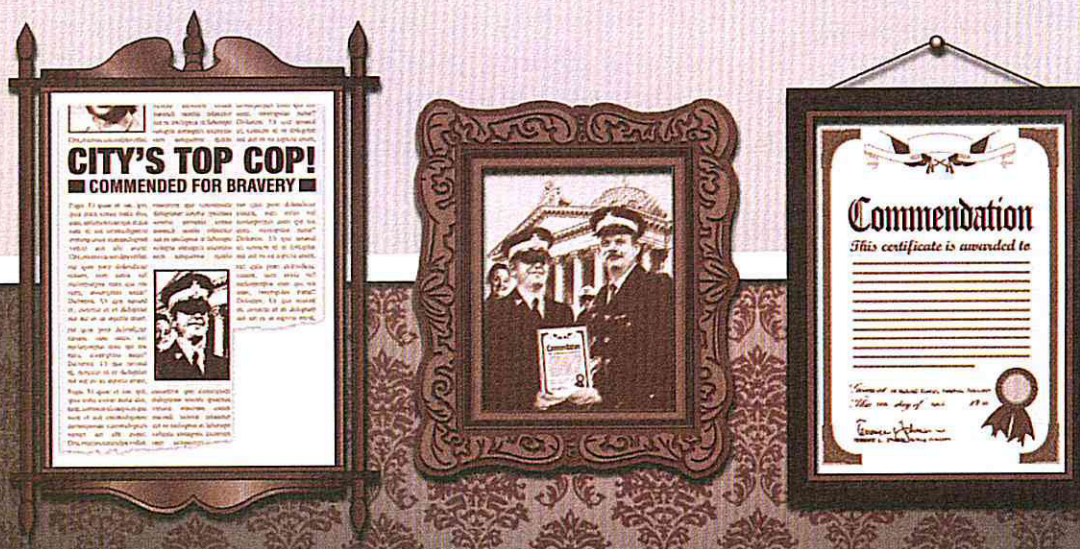
'How delightful to see both of you!' said Mr Saramago.

Mr Saramago was sitting in his wheelchair. He stared at them intently as Tim sidled up to Lucy. A patchwork quilt covered his knees and legs. Tim tried to make out the words formed by the letters picked out in the multi-coloured squares.

Mr Saramago cleared his throat. 'I *knew* that you would visit me. I knew it the very first time I saw you. It was just a feeling,' the white-haired man continued, 'but my instincts are seldom wrong. And what is instinct anyway? You can also learn a lot just by looking.' Mr Saramago studied his hands. 'Observing, listening.' He looked up and smiled at Lucy. 'I'm not sure that your brother is *naturally* annoying—I think he may have to work at it sometimes.'

Tim looked at the pictures on the walls: Mr Saramago in uniform, old newspaper clippings and certificates of commendation. *You solved one of the most baffling crimes of the decade. You worked with the Commissioner.*

Lucy took a breath. 'Can you help us, Mr Saramago?' and she began to explain why they had come.





40. Why did Lucy gasp?
- (A) She was surprised to see Mr Saramago.
  - (B) She realised she was separated from Tim.
  - (C) She was happy to meet Mr Saramago.
  - (D) She had become angry with Tim.
41. In the third paragraph, how was Tim feeling?
- (A) angry
  - (B) excited
  - (C) worried
  - (D) irritated
42. Why is the word '*knew*' written in italics?
- (A) to place special emphasis on the word
  - (B) to indicate the writer's response to the characters
  - (C) to show a character's thoughts
  - (D) to highlight a familiar word
43. Which quotation proves that Mr Saramago overheard Tim and Lucy talking outside his door?
- (A) "It was just a feeling"
  - (B) "but my instincts are seldom wrong"
  - (C) "Observing, listening."
  - (D) "I'm not sure that your brother is *naturally* annoying"
44. Which quotation tells the reader that Mr Saramago was once important?
- (A) 'He stared at them intently'
  - (B) 'Mr Saramago cleared his throat.'
  - (C) 'the white-haired man continued'
  - (D) 'old newspaper clippings and certificates of commendation'
45. Tim and Lucy went to see Mr Saramago to ask him
- (A) about the newspaper article.
  - (B) about the crimes he had solved.
  - (C) for assistance in solving a problem.
  - (D) for advice about contacting the police.



**GRADE 04**  
**ENGLISH ANSWER KEYS**

QUESTION NO	ANSWERS	QUESTION NO	ANSWERS
1	B	23	A
2	C	24	C
3	A	25	A
4	D	26	A
5	B	27	D
6	D	28	B
7	C	29	C
8	B	30	A
9	D	31	B
10	C	32	C
11	D	33	B
12	D	34	C
13	A	35	A
14	D	36	A
15	C	37	D
16	C	38	D
17	B	39	B
18	D	40	A
19	D	41	C
20	A	42	A
21	B	43	D
22	A	44	D
		45	C