



SAMPLE PAPER

CLASS

05

| | |
|---------------|--|
| 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.

From 'MOO' to YOU

Many people drink milk because it is delicious and nutritious. In countries such as Australia, New Zealand and the USA, more than 95 per cent of milk comes from dairy cows. However, in some other countries, milk comes from goats, sheep, buffaloes, horses and even camels. For example, more than half of the milk produced in India comes from buffaloes.

How does cows' milk get to you? This is the journey from 'moo' to you.

4. At home

Milk and dairy products need to be kept in the refrigerator until you consume them. You might want to check the use-by date!

1. On the dairy farm

Dairy farmers milk their cows at least twice a day. In the past, cows were milked by hand which was very time consuming and labour intensive. Today, the milking process on modern commercial dairy farms is mostly automated. Milk is now taken from dairy cows using automatic milking systems (AMS). Some systems are now controlled by robots. The milking machines pump the raw milk into refrigerated stainless steel vats where it is stored until refrigerated tankers take it to a dairy factory.

Milk must always be refrigerated so it does not deteriorate.

3. At the shop

The products are displayed on refrigerated shelves so you can choose what you want.

2. At the dairy factory

Raw milk is processed to make it safe for human consumption. The main process for treating raw milk is pasteurisation which involves heating the milk to very high temperatures and immediately chilling it. This kills harmful bacteria and lengthens the shelf-life of the milk. After pasteurisation, milk may be made into different milk products (e.g. full cream milk, skim milk and powdered milk) and dairy products (e.g. butter, cheese, ice-cream and yoghurt), each with different packaging. The factory puts a use-by date on all packaging to let consumers, like you, know the recommended shelf-life of the product. Refrigerated trucks then transport the products to shops.



1. Which animals produce most of India's milk?

- (A) goats
- (B) sheep
- (C) camels
- (D) buffaloes

2. Which words from the text show the contrast between dairy farming in the past and the present?

| | Past | Present |
|-----|---------------------|------------------------|
| (A) | 'by hand' | 'by robots' |
| (B) | 'time consuming' | 'labour intensive' |
| (C) | 'modern commercial' | 'mostly automated' |
| (D) | 'milking machines' | 'refrigerated tankers' |

3. The word 'deteriorate' means that the milk

- (A) forms layers.
- (B) loses its quality.
- (C) declines in price.
- (D) changes temperature.

4. Which statement about the pasteurisation process is correct?

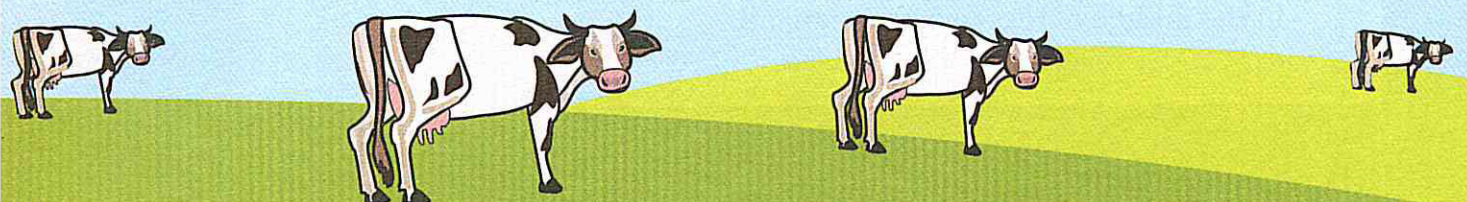
- (A) Raw milk is heated and chilled to give it more flavour.
- (B) Dangerous bacteria are identified and then removed from the raw milk.
- (C) Different dairy products are produced from raw milk during this process.
- (D) Raw milk is heated and then chilled quickly to remove harmful bacteria.

5. Which of the following is an abbreviation?

- (A) 'Australia'
- (B) '95 per cent'
- (C) 'AMS'
- (D) 'use-by'

6. Which of the following words indicates a requirement, **NOT** a choice?

- (A) 'must'
- (B) 'may'
- (C) 'can'
- (D) 'might'



Giles

Football training was over. Giles sat by himself on the low, narrow, splintery bench, slightly hunched over, waiting for his father to come and pick him up. It was cold and the sun was setting rapidly. He felt warm but his arms and legs were aching.

Above his head, lines of cockatoos gathered in the mess of branches that stretched like confused scaffolding up and across the sky. Occasionally the heavy white birds called to each other. Their comical, almost robotic cawing mingled with the blasts of the whistle and the shouting from the football field where the next lot of players were scattered, ready to start their training.

Giles glanced at his phone. His father was late, as he always was. Giles was usually the last to be picked up, not that he minded. This was actually the best part of training, Giles sometimes thought, when it was all over, and he could sit quietly with his own thoughts, breathing deeply and watching the daylight die. Soon it would reach that point of darkness where the giant lights would automatically switch on, and everything would become unnaturally and electronically bright. The magic of twilight would disappear and the world would look ordinary again.

A girl about his own age suddenly appeared from the shadows and sat down on the bench a few spaces along. He thought he recognised her face in the semi-darkness—she was in one of the other teams that trained at the same time as he did, wasn't she? The girl had long black plaits which she tied together in a knot for training. She reached into her backpack and pulled out a bag of mandarins. They were tiny fruit, like glowing nuggets of some precious stone in a fairytale. She took one out and began to peel it. The smell was immediate, sweet and bitter at the same time.

She turned to Giles.

'Want one?'

'Okay,' said Giles.

She threw him one of the little mandarins and it landed perfectly in the middle of his outstretched hand.

7. 'He felt warm but his arms and legs were aching.'
- Which connective could replace 'but' in this sentence and keep the same meaning?
- (A) He felt warm as his arms and legs were aching.
 - (B) He felt warm so his arms and legs were aching.
 - (C) He felt warm since his arms and legs were aching.
 - (D) He felt warm although his arms and legs were aching.
8. The word 'cawing', as it is used in the text, describes a
- (A) smell.
 - (B) mood.
 - (C) sound.
 - (D) movement.
9. Why did Giles like the period of time after training?
- (A) He could rest his sore muscles.
 - (B) He could spend some time thinking.
 - (C) He could watch the other football teams.
 - (D) He could meet people from the other teams.
10. Which word from the text is **NOT** used as a noun?
- (A) 'blasts'
 - (B) 'shouting'
 - (C) 'training'
 - (D) 'giant'
11. Giles regarded twilight as
- (A) annoying.
 - (B) peculiar.
 - (C) exciting.
 - (D) wondrous.
12. What was Giles's reaction to the girl?
- (A) He was irritated by her attention.
 - (B) He was annoyed that she had disturbed his privacy.
 - (C) He was intrigued because he thought he had seen her before.
 - (D) He was concerned that she would think he was strange for sitting alone.
13. A simile compares one thing directly with another.
- Which of the following quotations is an example of a simile?
- (A) 'the low, narrow, splintery bench'
 - (B) 'in the mess of branches'
 - (C) 'branches that stretched like confused scaffolding'
 - (D) 'The smell was immediate, sweet and bitter at the same time.'
14. Which option is the most likely continuation of the story?
- (A) Giles and the girl continue to talk in a friendly way until Giles's father arrives.
 - (B) Giles's father arrives and Giles complains that he had to wait too long for him.
 - (C) The girl tells Giles that she dislikes him and takes the mandarin from him.
 - (D) The girl abruptly turns her back on Giles and refuses to talk.

Read from *Jeannie Baker's Morocco Diary* and answer questions 15 to 21.

From Jeannie Baker's *Morocco Diary*

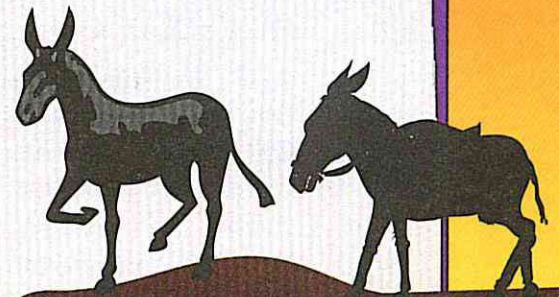
Saturday 26 February

It was like a dream ... We were woken about 3 am by one of the girls shouting to us from outside Fadma's window. We jumped up and into our clothes. Hammou led us to our mule and we joined the girls (Hada, Abbe, Rhadija and Soumla) who were waiting on their donkeys. We dumped our bags inside the large baskets straddling either side of the mule and I climbed a large rock, a vantage point from which to fling myself up and across the mule's back. It was bitterly cold, though I was wearing three thick jumpers, a long sleeve thermal top, Fadma's dress (a bright pink dressing gown which I later found out was her most cherished dress) and my waterproof jacket. I was rapidly losing body heat through my legs (I only wore a thin pair of trousers), so Mohammed put my feet into the mule bags and stuffed a blanket around them. The girls were very cheerful, joking and singing. At dawn, we stopped, tethered our animals and the girls soon made a blazing grass fire. It was wonderfully warm. Mohammed and I shared the boiled eggs and bread Fadma had given us.

I had expected to be working alongside the girls but it was now obvious that was not what they expected at all. They each had a pickaxe with which to chop near the roots of bundles of grasses. There was no pickaxe for me or for Mohammed. I insisted on having a go. I grabbed hold of a clump of grass, ready to cut at it with the pickaxe but instantly gave a yelp. The grasses had thorns! The girls rolled around in laughter. I grabbed one of the girls' hands and looked at it; her palms were as hard and tough as nails!

We left the girls chopping at the grasses and went mountain climbing and were soon surrounded by snow. By the time we'd climbed down, the girls had cut and collected huge bundles of grasses. They packed their donkeys high and we made our way back to Idlerson village, the girls walking this time, though occasionally taking a ride on our mule.

We arrived back about 3 pm: it had taken 12 hours of work for the girls to collect a supply of grasses for fuel. I understand that in the future they will need to walk even further to find grass as the closest grasses are depleted.



15. The words 'a vantage point' can be best replaced with
- (A) a flat spot.
 - (B) a clear view.
 - (C) a good position.
 - (D) a sheltered area.
16. In the text why did Mohammed put the writer's feet into the mule bags?
- (A) to help her keep her balance on the mule
 - (B) to protect them from the rough grasses
 - (C) to make room for other bags
 - (D) to help keep them warm
17. The writer uses brackets () multiple times in the first paragraph in order to
- (A) give her opinions about her trip.
 - (B) add relevant information to her account.
 - (C) provide simplified descriptions of what she saw.
 - (D) express her thoughts about her travelling companions.
18. At which time of the day did the girls begin cutting and collecting grass to take back to the village?
- (A) 3 am
 - (B) after dawn
 - (C) 12 pm
 - (D) after lunch
19. The writer understood that she was not expected to work when
- (A) the girls laughed at her.
 - (B) Mohammed mentioned it to her.
 - (C) she realised that there was no pickaxe for her.
 - (D) she observed that her mule could not carry any grass bundles.
20. The writer 'grabbed one of the girls' hands' because she wanted to
- (A) inspect her hands.
 - (B) remove the thorns.
 - (C) stop her from hurting herself.
 - (D) take her on the mountain climb.
21. What conclusion can be drawn from the final paragraph?
- (A) The villagers are using grass faster than it can regrow.
 - (B) The donkeys are eating the grass close to the village.
 - (C) The grass does not grow very fast during winter.
 - (D) The girls are not collecting grass fast enough.

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

22. 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
23. '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
24. 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.
25. 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
26. '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
27. 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.

Tech know: Microwave oven

Accidental discovery

During the 1940s, US engineer Percy Spencer was designing and testing parts for radar transmitters. While he was working near an active microwave transmitter, a chocolate bar in his pocket melted. Thinking that the microwaves may have caused it to melt, he placed popcorn kernels in front of the transmitter, which caused the kernels to pop.

Percy's discovery led to the invention of the microwave oven. Within 40 years, the 'microwave' has become one of the most popular appliances in the kitchen.



How does it work?

A microwave oven consists of a box lined with aluminium shielding and a magnetron which emits microwaves. When the microwave oven is operating, microwaves 'fire' out of the magnetron. Some of the microwaves are absorbed by the food and those that are not, reflect off the metal inner casing back towards the food. When they are absorbed by the food, they are converted directly into heat in a process known as dielectric heating.

Dielectric molecules inside the food have a positive and a negative end—like a magnet. When these molecules absorb microwaves, they align themselves with the microwave's electric field. Because microwaves are moving in all directions and the food is rotating, the molecules in the food continuously turn to align with the incoming microwaves. This constant turning and twisting of the molecules heats them and the surrounding region, resulting in cooking.

Fats and sugars inside food are dielectric molecules, but water is the most affected by microwaves. The more moisture there is in the food, the more quickly it will be heated in the microwave oven. Water molecules in ice are frozen and cannot move easily. This is why it is best to partially thaw or break apart and add a small amount of water to frozen food before cooking it in a microwave oven.

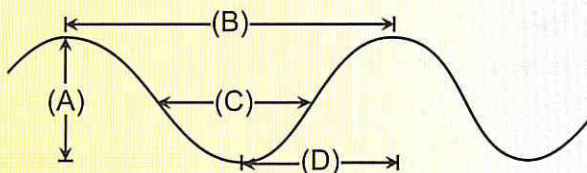
Finally, you may have noticed the holes in the aluminium shielding that line the door. The wavelength of the microwaves used for cooking is approximately 12 centimetres in length. This wavelength means the microwaves cannot 'squeeze' through the holes. But light has a smaller wavelength and fits through the holes. This allows you to watch your food cook.

What is wavelength?

Imagine electromagnetic waves as waves on the ocean. The distance between the top of one wave and the next is called the wavelength.

28. Why did Percy Spencer do a test using popcorn kernels?
- (A) to find out whether it was safe to heat food with a transmitter
 (B) to determine which transmitter had caused the chocolate bar to melt
 (C) to observe if popping corn required the same energy as melting chocolate
 (D) to investigate whether placing food near a transmitter would heat and cook it
29. Why is the word 'fire' written in quotation marks in the text?
- (A) It shows that the writer is exaggerating.
 (B) It is a less technical way to explain what happens.
 (C) It explains that the microwaves travel at high speed.
 (D) It emphasises the heat which is created by microwaves.
30. According to the text, what is the main purpose of the aluminium shielding inside a microwave oven?
- (A) It retains the heat that comes from cooking the food.
 (B) It allows light waves out so that the user can see the food cook.
 (C) It protects the user from being exposed to too many microwaves.
 (D) It reflects the microwaves that have not yet been absorbed by the food.
31. In the text, the word 'converted' can be replaced by
- (A) changed. (B) transferred. (C) adjusted. (D) created.
32. What is the purpose of the rotating dish inside the microwave oven?
- (A) to create an electric field in the microwave oven
 (B) to allow the microwaves to reach the centre of food
 (C) to increase the movement of the molecules inside the food
 (D) to ensure that both ends of the molecules respond to the microwaves
33. 'But light has a smaller wavelength and fits through the holes. This allows you to watch your food cook.'
- What is the best way to combine the two sentences without changing their meaning?
- (A) But light has a smaller wavelength, allowing you to watch your food cook and fitting through the holes.
 (B) But having a smaller wavelength like light fitting through the holes allows you to watch your food cook.
 (C) But light, which has a smaller wavelength, fits through the holes, allowing you to watch your food cook.
 (D) But light allows you to watch your food cook, having a smaller wavelength and it fits through the holes.

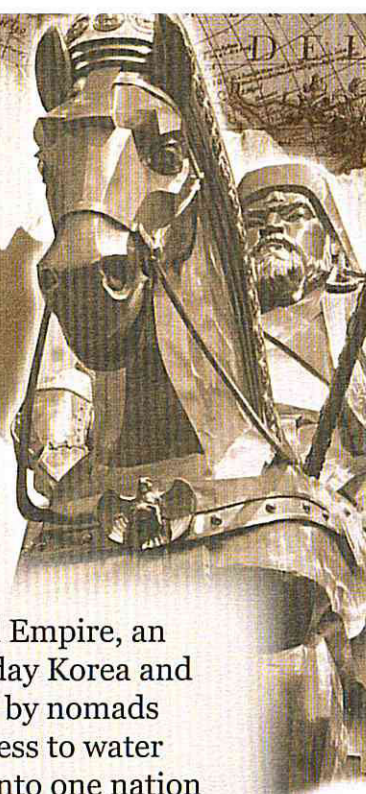
34. Which option correctly shows what a wavelength is?



35. The main purpose of this text is to
- (A) explain. (B) argue. (C) report. (D) recount.

Read *Genghis Khan* and answer questions 36 to 42.

Genghis Khan



Genghis Khan was the founder and Great Khan of the Mongol Empire, an empire that eventually covered a huge area between modern day Korea and Hungary. In the 12th century, Mongolia was a land populated by nomads and farmers who were often involved in violent raids over access to water and grazing land. Genghis united these many different clans into one nation under a single flag and went on to build the Mongol Empire.

Genghis was born about 1155 near the Khentii Mountains in what is now north central Mongolia. A birthmark on his hand meant, according to Mongol folklore, that he was destined to become a great warrior and leader. From an early age his mother, Hoelun, taught him about the harsh reality of living in Mongol tribal society and the need to forge links with other clans. As a nine year old, Genghis experienced these harsh realities when his father was poisoned during a meal with a rival tribe. Cruelly, the young, fatherless Genghis and his family were also expelled by their own clan and left to fend for themselves. The family survived by eating roots, rodents and fish. Perhaps these early childhood experiences contributed to Genghis Khan's extraordinary leadership skills or, maybe, he was born to lead.

Although Genghis is famed for his ability to unite people, he is infamous for his ruthlessness towards any tribe who resisted his plans. Genghis led a ferocious army of warriors and implemented military strategies that are still respected today. One strategy (also used hundreds of years later by the French general Napoleon Bonaparte) was 'divide and conquer'. This strategy involved cutting off lines of communication and separating sections of the enemy army to make them feel alone and unprotected.

In contrast to Genghis Khan's fame in life, his burial is shrouded in mystery. The cause of his death in 1227 is known—an infected wound caused by an arrow—but the exact location of his grave has never been identified. It is believed that his burial site is near his birthplace in the Khentii Aimag region, somewhere close to the Onon River. Although modern technology may eventually locate the burial place, there is strong feeling among the Mongolian people that this would be a violation of Genghis Khan's final request that he be buried in an unmarked grave.

36. The word 'founder', as it is used in the text, means that Genghis Khan
- (A) located the Mongol Empire.
 - (B) invented the Mongol Empire.
 - (C) discovered the Mongol Empire.
 - (D) established the Mongol Empire.
37. In the second paragraph the word 'Cruelly' is used to
- (A) express the writer's opinion about what happened.
 - (B) provide additional information about the rival tribe.
 - (C) emphasise that what happened is accurate.
 - (D) highlight that the information is essential.
38. In the second paragraph what is the purpose of the words 'Perhaps' and 'maybe'?
- (A) to present an argument supported by fact
 - (B) to introduce a series of related ideas
 - (C) to offer some possibilities for readers to consider
 - (D) to show that one fact is more certain than the other

39. In the underlined words 'who resisted his plans', what do the words 'who' and 'his' refer to?

| | 'who' | 'his' |
|-----|--------------|--------------------|
| (A) | tribes | a nomad |
| (B) | nomads | Genghis Khan |
| (C) | tribes | Genghis Khan |
| (D) | Genghis Khan | Napoleon Bonaparte |

40. What is the 'contrast' referred to at the beginning of the final paragraph?
- (A) Genghis Khan was more famous in life than in death.
 - (B) Genghis Khan had an eventful life but a very ordinary death.
 - (C) Genghis Khan's life is well-documented but little is known about his gravesite.
 - (D) Genghis Khan lived through many battles but died from a simple arrow wound.
41. 'also used hundreds of years later by the French general Napoleon Bonaparte'
- Why does the writer include this information?
- (A) to compare the military power of the two conquerors
 - (B) to show that the Mongol Empire reached as far as France
 - (C) to prove that Napoleon Bonaparte was as intelligent as Genghis Khan
 - (D) to emphasise the effectiveness of a military strategy used by Genghis Khan
42. Which of the questions below can be answered successfully using only information from this text?
- (A) What is the general location of Genghis Khan's birthplace?
 - (B) Who assisted Genghis Khan in leading the Mongols?
 - (C) Who inspired Genghis Khan's 'divide and conquer' strategy?
 - (D) Why did Genghis Khan request to be buried in an unmarked grave?

Read *Camping Out* and answer questions 43 to 50.

Camping Out

Like us, the lake has set up camp here,
laps its way from shore to shore
and sends soft ripples to tickle our toes.

Ducks are holidaying too, floating on water
that is as warm as green, tepid tea; 5
swans, slender-necked, idle on the lake.

Paperbark trees are tall and sunburnt,
they shed their parchment skin
and twisted limbs mirror in the lake.

At sunset we see crimson ribbons 10
flung across a darkening sky
as curls of smoke from campfires hover.

At sunrise we hear the hum of insects,
the sharp staccato *karck* of crows,
black diamonds studded in the bush. 15

The days roll into one, until the last;
the lucky lake ignores activity and noise
it doesn't have to pack up and go home.

Sheryl Persson

43. Which of these words is used as a verb in the first stanza?
 (A) 'Like' (B) 'camp' (C) 'laps' (D) 'ripples'
44. Which option shows the difference in the descriptions in the second and third stanzas?

| | Stanza 2 | Stanza 3 |
|-----|----------|----------|
| (A) | cosy | cold |
| (B) | gentle | harsh |
| (C) | silent | noisy |
| (D) | restless | calm |

45. The poet uses the words 'crimson ribbons' (line 10) to describe
 (A) streaks of clouds.
 (B) flashes of lightning.
 (C) wisps of rising smoke.
 (D) flames from the campfire.
46. The word 'staccato' (line 14) means the sound the crows make is
 (A) loud and harsh.
 (B) short and repeated.
 (C) continuous.
 (D) musical.
47. 'The days roll into one, until the last'
 This quotation shows that the poet
 (A) is annoyed that her holiday is coming to a close.
 (B) is restless and wants to camp elsewhere.
 (C) feels relaxed and wants to go home.
 (D) has enjoyed the rest her holiday provided.
48. According to the poem, the lake is lucky because
 (A) it can remain where it is.
 (B) it is needed by many creatures.
 (C) it provides enjoyment for people.
 (D) it has the crows to keep it company.
49. This poem is mainly about
 (A) the similarity between humans and nature.
 (B) the protection of the environment.
 (C) the importance of home.
 (D) the beauty of nature.
50. If the lake was a person, it would be described as
 (A) generous and welcoming.
 (B) funny and sociable.
 (C) shy and solitary.
 (D) old and wise.

**GRADE 05
ENGLISH ANSWER KEYS**

| QUESTION NO | ANSWERS | QUESTION NO | ANSWERS |
|-------------|---------|-------------|---------|
| 1 | D | 26 | B |
| 2 | A | 27 | B |
| 3 | B | 28 | D |
| 4 | D | 29 | B |
| 5 | C | 30 | D |
| 6 | A | 31 | A |
| 7 | D | 32 | C |
| 8 | C | 33 | C |
| 9 | B | 34 | B |
| 10 | D | 35 | A |
| 11 | D | 36 | D |
| 12 | C | 37 | A |
| 13 | C | 38 | C |
| 14 | A | 39 | C |
| 15 | C | 40 | C |
| 16 | D | 41 | D |
| 17 | B | 42 | A |
| 18 | B | 43 | C |
| 19 | C | 44 | B |
| 20 | A | 45 | A |
| 21 | A | 46 | B |
| 22 | C | 47 | D |
| 23 | A | 48 | A |
| 24 | A | 49 | D |
| 25 | D | 50 | A |