



ICAS

International Competitions and Assessments for Schools

DO NOT OPEN THIS BOOKLET UNTIL INSTRUCTED.

STUDENT'S NAME:

Read the instructions on the **ANSWER SHEET** and fill in your **NAME, SCHOOL** and **OTHER INFORMATION**.
Use a 2B or B pencil.
Do **NOT** use a pen.
Rub out any mistakes completely.

You **MUST** record your answers on the **ANSWER SHEET**.

ENGLISH

Mark only **ONE** answer for each question.
Your score will be the number of correct answers.
Marks are **NOT** deducted for incorrect answers.

Use the information provided to choose the **BEST** answer from the four possible options.
On your **ANSWER SHEET** fill in the oval that matches your answer.

Questions may sometimes be placed next to each other.
Make sure you read **ACROSS** the page and answer the questions in the correct order.

You are **NOT** allowed to use a dictionary or an electronic translator.

Educational Assessment

Read *Glow-worms* and answer questions 1 to 8.

Glow-worms

I never tire of exploring the rugged coastline near our holiday cottage. The cottage is very close to the mouth of the river. The riverbank is only ten metres away and it's a very short walk to the beach.

Late one night, I paddled my canoe down the river towards the ocean. The sensation of floating in total darkness was quite amazing. I drifted towards the river mouth until I felt the rise and fall of unseen swells and the swirling currents as the fresh water of the river mixed with the salt water of the sea. Far away, on the horizon, lightning flashed from time to time. I continued paddling and found myself inside a deep cave in one of the cliffs adjacent to the river (it was high tide so the cave was flooded) and suddenly I was underneath a galaxy of glow-worms.

I paddled in for about 30 metres. The cave was so narrow that I couldn't hold the paddle horizontally as it jammed between the walls. All the while I followed a strip of light made by thousands of glow-worms high up on the ceiling. About halfway along, the water became too shallow to continue paddling so I pulled the canoe up onto the sandy floor and picked my way along a narrow passageway for another 30 metres. Here the roof was so low that I had to crouch down to get through, but on the other



side it opened up into a huge 'room' that was packed with many more thousands of glow-worms. I was mesmerised. They shone like tiny blue-green lanterns high above me, the glow so bright that I was able to make out my immediate surroundings. I stood staring around me, transfixed by their brilliance.

1. What do the words 'adjacent to' mean?
 - (A) above
 - (B) across
 - (C) beside
 - (D) around

2. The narrator uses the expression 'a galaxy of glow-worms' in order to
 - (A) emphasise the size of the glow-worms.
 - (B) describe how far away the glow-worms seemed.
 - (C) contrast the brightness of the glow-worms with lightning.
 - (D) compare the abundance of glow-worms to stars in the sky.

3. Which words in the text indicate the effect of the glow-worms?
 - (A) 'high up on the ceiling'
 - (B) 'opened up into a huge "room"'
 - (C) 'packed with many more thousands'
 - (D) 'able to make out my immediate surroundings'

4. How was the writer able to get into the cave?
 - (A) He followed the glow-worms into the cave.
 - (B) The flash of lightning lit up the entrance into the cave.
 - (C) He was carried into the cave by the strong river currents.
 - (D) The high tide allowed him to row from the river to the cave.

5. Why did the narrator abandon his canoe part of the way into the cave?
 - (A) He felt it would be safer to crawl in the darkness.
 - (B) The cave had become too narrow to use the paddles.
 - (C) There was insufficient depth of water for the canoe to float.
 - (D) He was afraid that the sound of the paddling would disturb the glow-worms.

6. The writer placed the word 'room' in inverted commas
- (A) to indicate it is not an actual room.
 - (B) to emphasise that the cave was very large.
 - (C) because he is repeating what he has heard before.
 - (D) because it is a word commonly used to describe a cave.
7. Which word in the text is a preposition?
- (A) 'towards'
 - (B) 'as'
 - (C) 'the'
 - (D) 'but'
8. What was the narrator's response to his experience in the cave?
- (A) He felt uneasy that the tide would turn.
 - (B) He felt a sense of wonder at its beauty.
 - (C) He felt relieved to have found his way out safely.
 - (D) He felt bewildered by the unfamiliar surroundings.
-
9. Choose the correct order in which the sentences make a meaningful passage.
- 1. The noise caused by the lightning is called thunder.
 - 2. Finally it discharges, causing a huge spark, or lightning, to fly out.
 - 3. Thunder and lightning occur when air currents form a storm cloud.
 - 4. Inside the cloud, a massive electrical charge builds.
- (A) 1, 3, 2, 4
 - (B) 3, 4, 2, 1
 - (C) 3, 4, 1, 2
 - (D) 1, 3, 4, 2
10. Which word is **DIFFERENT** in meaning?
- (A) aided
 - (B) guided
 - (C) helped
 - (D) assisted

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Sources

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The following year levels should sit THIS Paper:

Australia	Year 6
Brunei	Primary 6
Hong Kong	Primary 6
Indonesia	Year 7
Malaysia	Standard 6
New Zealand	Year 7
Pacific	Year 6
Singapore	Primary 5
South Africa	Grade 6



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TO ANSWER THE QUESTIONS

Example:

Choose the word that is closest in meaning to the underlined word.

I want you to give this important matter prompt attention.

- (A) quiet
- (B) careful
- (C) immediate
- (D) deliberate

Immediate is the word closest in meaning to prompt in this sentence, so you would fill in the oval (C), as shown.

- (A) (B) (C) (D)



START

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

5 (A) (B) (C) (D)

6 (A) (B) (C) (D)

7 (A) (B) (C) (D)

8 (A) (B) (C) (D)

9 (A) (B) (C) (D)

1\$ (A) (B) (C) (D)

QUESTION	KEY	DESCRIPTION OF SKILL	AREA	LEVEL OF DIFFICULTY
1	C	Identify the meaning of a preposition in a literary recount: adjacent to	VOC	Easy
2	D	Interpret the use of figurative language in a literary recount	RL	Easy
3	D	Identify the quote that describes an effect in a literary recount	RL	Medium/Hard
4	D	Interpret the circumstances surrounding a character's action in a literary recount	RL	Medium/Hard
5	C	Interpret an action in a literary recount	RL	Medium
6	A	Interpret the use of inverted commas in a literary recount	TD	Medium
7	A	Identify a preposition in a literary recount	SYN	Medium
8	B	Interpret the writer's reaction to his experience in a literary recount	RL	Medium
9	B	Identify the correct order of sentences using grammatical clues	SYN	Medium
10	B	Identify the word that is different in meaning	VOC	Hard

LEGEND

Area refers to the particular curriculum area or strand assessed by the question.

RL Reading – Literary questions which require students to comprehend and interpret texts such as stories, poems, extracts from novels, reviews, plays

RF Reading – Factual questions which require students to understand and interpret information and argument texts, including texts which incorporate diagrams, tables and images from a range of curriculum areas, e.g. reports, editorials, advertisements, explanations

TD Textual devices questions which require students to recognise and to interpret textual devices which include figurative and rhetorical language (e.g. metaphor, rhetorical question, pun) and text conventions (e.g. use of different font sizes and types, captions)

SYN Syntax questions about accuracy and clarity within sentences or texts (e.g. pronoun reference, tense) and the recognition of grammatical terms (e.g. noun, main clause)

VOC Vocabulary questions about the meaning of words or phrases

Level of difficulty refers to the expected level of difficulty for the question.

Easy	more than 70% of candidates will choose the correct option
Medium	about 50–70% of candidates will choose the correct option
Medium/Hard	about 30–50% of candidates will choose the correct option
Hard	less than 30% of candidates will choose the correct option