

ANSWER KEY

LearnUp PSLE English Practice Paper 2 — Gold 2

Sample answers and marking notes. For open-ended questions, accept any answer that is clearly supported by the passage and expressed correctly.

Booklet A - MCQ answers (Q1–Q25)

Q1	Q2	Q3	Q4	Q5
(1)	(3)	(3)	(4)	(2)
Q6	Q7	Q8	Q9	Q10
(2)	(1)	(3)	(2)	(2)
Q11	Q12	Q13	Q14	Q15
(2)	(3)	(3)	(3)	(4)
Q16	Q17	Q18	Q19	Q20
(2)	(1)	(3)	(2)	(4)
Q21	Q22	Q23	Q24	Q25
(2)	(3)	(2)	(3)	(2)

Section 5 - Grammar Cloze (Q26–Q35)

Q26	(A) in	Q31	(K) which
Q27	(G) who	Q32	(B) to
Q28	(F) of	Q33	(C) when
Q29	(D) as	Q34	(J) but
Q30	(H) that	Q35	(E) on

Section 6 - Editing for Spelling and Grammar (Q36–Q45)

Q36	recieved → received	(spelling)	Q41	Although → Though	(grammar)
Q37	manage → managed	(grammar)	Q42	bereavment → bereavement	(spelling)
Q38	instrucshuns → instructions	(spelling)	Q43	noozpaper → newspaper	(spelling)
Q39	that → who	(grammar)	Q44	slow → slowly	(grammar)
Q40	becomed → became	(grammar)	Q45	diferent → different	(spelling)

Section 7 - Comprehension Cloze (Q46–Q60)

Q46	to	Q51	without	Q56	notice
Q47	for	Q52	until	Q57	have
Q48	to	Q53	for	Q58	about
Q49	of	Q54	will	Q59	write
Q50	themselves	Q55	constant	Q60	voice

Section 8 - Synthesis & Transformation (Q61–Q65) — sample answers

Q61. No sooner had Mei Lin finished reading the letter aloud than her grandmother began to cry into the embroidered handkerchief.

Q62. Neither English nor Chinese had Ah Ma ever been taught to read.

Q63. It was because she could not sign her own name at the bottom of the letter that Ah Ma kissed the envelope.

Q64. Ah Hwa, from whom Ah Ma had been separated at a village railway station seventy years before, was the younger sister.

Q65. Ah Ma promised Mei Lin that evening that she would write to her sister again the following month.

Section 9 - Comprehension Open-Ended (Q66–Q75) — model answers

Q66. [1]

“the way one carries a candle” (accept also “held out from her body”).

Q67. [2]

The image suggests that Ah Ma's days were quiet, repetitive and without forward movement — a ladder normally leads upward, but here it leads nowhere, implying that her routine offered structure without progress.

Q68. [1]

The writer is suggesting that the envelope is something bright, beautiful and out of place in Ah Ma's ordinary kitchen — its sudden appearance is startling.

Q69. [3]

(a) The moment of understanding that her grandmother could not read at all. (b) Ah Ma's feeling for her long-lost sister — the love, longing or blessing that Ah Ma wished to imprint on the page beyond the written words. (c) Mei Lin's own literacy — her ability in English and Chinese to read and write, which she had been given freely at school.

Q70. [2]

First, she realised that her grandmother could not read at all — not only in English but in Chinese as well. Second, she realised that this had been the case throughout her own childhood, and that the household's silence on the matter had hidden it from her.

Q71. [1]

“flat” (her two hands were ‘flat on the table, as if she were holding the table down so that it would not float away’). Accept also ‘still’ or ‘holding’.

Q72. [3]

(a) False - paragraph 4 says Mei Lin understood for the first time that her grandmother could not read; she had known only about English, 'not Chinese as well'. (b) False - paragraph 8 says the pauses 'were not the pauses of a forgetful mind'; they were the pauses of a woman deciding which sentences to set down first. (c) False - Ah Hwa's letter says she had spent forty years trying to find Ah Ma.

Q73. [2]

(a) She finished shelling the beansprouts in her lap before attending to the letter. This reveals a lifelong habit of self-discipline and perhaps a moment of bracing herself, refusing to be hurried by something that frightens her. (b) She lifted the envelope to her lips and kissed it. This reveals tenderness, longing and a kind of farewell — she is sending something of herself that the written words alone cannot carry.

Q74. [2]

Correct: (2) and (4).

Q75. [3]

Mei Lin was beginning to understand that her own ability to read and write — which she had received freely at school — had not been freely available to the generation of women before her. Their lack of access to schooling, especially during the war, was part of what had made her own education possible: their unwritten lives had, in some sense, paid for hers. She was realising that literacy is not simply a personal achievement but an inheritance carried down generations at the cost of others' silence.

End of answer key. Find more free LearnUp resources at brainbuzz.sg.