

TEACHER'S COPY – LISTENING COMPREHENSION**The Stone Soup**

Once there was a poor town. There wasn't enough food to eat. People hid what little they had. No one shared.

One day a strange man came to the town. No one said: "Hello". "Was he a robber?" they asked. "Did he want to take their food?" When the man waved, they all yelled, "Go away! We have no food!"

"That's okay", said the stranger, "I can make stone soup."

"What is stone soup?" one woman asked.

"This is stone soup," he said. Then he took a big pot from his backpack. He found firewood and made a fire. He poured water in the pot. Then he looked for a large, white stone. He put the stone in the pot. As the water boiled, he sat back and smiled.

"I like my stone soup," he said. "I have made it for kings and queens. I can almost smell it. Now if I just had a little salt..."

"If I give you my salt, may I share your soup?" asked one woman.

"Of course!" he said. The woman put a tiny pinch of salt into the pot.

A little girl smelled the soup and then ran home.

"I found some yummy carrots," she said when she came back. Then she sat down next to the woman to sniff the smell of the soup.

One by one, the men and women in the town all found a scrap of food to share. They gave the man three dry peas and a little rice. They gave him

a red pepper and a green pepper and a yellow pepper. They gave him an old beef bone and butter. Soon the pot boiled full of good things to eat.

“There is enough soup for all”, said the young man. “Please join me”.

They all set up tables with their best dishes and spoons.

“This is the best stone soup we have ever tasted,” they cried. “How can such poor people be as lucky as kings to eat such good food?”

The soup was made with salt and pepper, peas and rice ,and carrots and beans. It was made with butter and oil, peppers, an old beef bone, and last but not least, a stone. When the young man had to go, he left the stone with the little girl and her family.



Theresa Nuzzo School
Kindergarten & Primary

Half-Yearly Examinations 2015

Year 4	English (Listening Comprehension)	Time:30 minutes
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Name: _____ **Class:** _____

<u>Listening Comprehension</u>	<u>Marks</u>
Marks for the section	20
Student's mark	

Each answer carries 1 mark.

Circle the correct answer

1. The town was a) modern b) rich c) poor

2. The people of the town
 - a) Were helpful and eager to share their food
 - b) Wanted the young man to go away
 - c) Ignored the man

3. To make the soup, first the man
 - a) Took out a pot from his bag
 - b) Got some water
 - c) Went to look for some firewood

4. The man used to make soup for
 - a) The poor people in town
 - b) Royal people
 - c) His family

Write TRUE or FALSE

5. The man lived in the poor town. _____

6. The soup smelt horrible. _____

7. First a woman wanted to taste the soup. _____

8. The man did not want to share his stone soup. _____

9. As soon as the little girl smelled the soup she ran home for some carrots. _____
10. A lot of salt was put in the soup. _____
11. The pot was full of different kinds of vegetables. _____
12. The man was given a juicy beef bone to add to the soup. _____
13. There was a small amount of rice. _____

Fill in the blanks

14. The man cooked the soup on a _____.
15. The man made enough soup for _____ .
16. The people set up tables with their best _____ and spoons.
17. The town's people asked how such _____ people could eat such _____ food.
18. When the young man had to go he left the stone with the _____ and her _____.
19. Another word for scrap of food is: _____ of food.



Theresa Nuzzo School
Kindergarten & Primary

Half Yearly Examinations 2016

Year 4	<u>English:</u> Reading and Writing	<u>Time:</u> 1hr 15 mins
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Name: _____ Class: _____

Mark:

60

Read the following instructions carefully:

- Fill in your name and class
- Turn the page only when you're told
- Read carefully the titles and questions before writing down the answer
- If you don't know an answer, continue with the other exercises and come back to it at the end
- Cross out mistakes neatly

Section A: Part 1- Long reading text

Winnie the witch

Winnie the witch lives in a house in the forest. The house is black with a black roof. The carpets are black. The chairs are black. The doors are black. The floor is black. The bed is black. Even the bath is black. (par. 1)



Winnie lives in her black house with her cat, Wilbur. He's black, too. Wilbur has got green eyes. When he sits on a chair with his eyes open, Winnie can see him. Well, she can see his eyes. But when Wilbur closes his eyes and goes to sleep, Winnie can't see him and she sits on him. (par. 2)

One day Winnie trips over Wilbur and falls down the stairs. She is angry. She waves her magic wand three times. ABRACADABRA! Now, Wilbur is green! Now, Winnie can see Wilbur when he sleeps on a chair. Winnie can see Wilbur when he sleeps on the floor. She can see Wilbur when he sleeps on the bed. Winnie says: "Wilbur! Get off the bed!" Winnie is angry. (par.3)

Winnie puts Wilbur in the garden. Wilbur is green. The grass is green. Winnie can't see Wilbur. Oh, dear! Winnie trips over Wilbur, does three somersaults, and falls into a bush. Winnie is furious. She picks up her magic

wand, waves it five times, and... ABRACADABRA! Wilbur has got a red head, a yellow body, a pink tail, blue whiskers, and four purple legs. But his eyes are still green. (par. 4)

Now, Winnie can see Wilbur when he sits on a chair, when he sits on the carpet, when he sits in the garden. And even when he climbs to the top of a tree. Wilbur sits at the top of a tree because he is miserable. He looks ridiculous. Even the birds laugh at him. Wilbur stays at the top of a tree all day and all night. (par. 5)



Next morning Wilbur is still at the top of the tree. Wilbur is miserable. Winnie is miserable too, because she loves Wilbur. Winnie says: "Poor Wilbur!" Winnie has an idea. She waves her magic wand and... ABRACADABRA! Wilbur is a black cat again. He is very happy. Winnie waves her magic wand three times. ABRACADABRA! Now Winnie has got a yellow house with a red roof and red doors. The chairs are white. The carpet is green. The bed is blue and the bath is white. And now, Winnie can always see Wilbur. (par. 6)

Written by Valerie Thomas

Fill in the blanks with a suitable word (4 marks)

1. Winnie is a _____. Wilbur is a _____.
2. In the beginning, Winnie lived in a _____ house in the _____.

Write TRUE or FALSE (3 marks)

3. Wilbur waves his magic wand and says ABRACADABRA. _____
4. Wilbur does three somersaults, and falls into a bush. _____
5. Wilbur is never angry. _____

Answer the following questions in full sentences (2 marks each)

6. Why could Winnie sometimes see Wilbur when he sat on the black chair? (par. 2)

7. Why did Winnie change Wilbur to green? (par.3)

8. Did Wilbur like his new look? Why? (par. 5)

9. How did Winnie solve the problem? (par. 6)

Section B: Part 2- Short reading text

Look at the following menu then answer the questions carefully.

CAFE
Marsaxlokk

KID'S MENU
(12 & under please)
All kids meals come with a drink

<p>BREAKFAST (Kids breakfast is available daily until 3pm) € 5.00</p> <p>FRENCH TOAST <i>with</i> powdered sugar, & fresh fruit</p> <p>TWO EGGS <i>with</i> bacon, toast, & fresh fruit</p> <p>SILVER DOLLAR PANCAKES <i>with nutella</i> & fresh fruit</p> <p>WAFFLE <i>with</i> fresh fruit</p>	<p>LUNCH & DINNER (Kids lunch & dinner includes one scoop of icecream) € 6.00</p> <p>HOMEMADE MACARONI & CHEESE french fries or fresh fruit</p> <p>GRILLED CHEESE SANDWICH french fries or fresh fruit</p> <p>DINO CHICKEN BITES french fries or fresh fruit</p> <p>CHEESEBURGER french fries or fresh fruit</p>
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DRINK OPTIONS
Juice - apple, orange, cranberry, & pineapple
Milk

Write TRUE or FALSE (4 marks)

1. Anyone can choose from the menu. _____
2. Drinks are included with the meal. _____
3. Ice-cream can be taken in the evening. _____
4. There are four flavours of juices. _____

Underline the correct answer (4 marks)

5. Breakfast can be taken
 - a) Only during the weekends
 - b) Everyday
 - c) From Monday to Friday

6. For dinner Tom can take
 - a) Toast and Dino Chicken Bites
 - b) French Toast and Eggs
 - c) Cheeseburgers and Fries

7. The price for ice-cream
 - a) Is €6
 - b) Free
 - c) Is included with lunch and dinner

8. Jenny has €5 in her purse. She can choose:

- a) Homemade macaroni and cheese with ice-cream
- b) Bacon and eggs with milk
- c) Two eggs with Dino chicken bites

9. What would you choose to eat and drink for lunch? (2 marks)

Section B :Writing Part 1: Grammar

Read the poem below and then rewrite the underlined words using the correct spelling: (4 marks)

There was a little be _____

who flew across the see _____

Because he said he new _____

That the sea was a lovely bright blew _____

Arrange the verb in the bracket to match the sentence. (3 marks)

E.g. We rode to the nearest police station on our bikes. (ride)

1. This morning mum _____ a red toothbrush. (buy)
2. Yesterday I _____ for a picnic with my friends. (go)
3. They _____ a great deal of noise in the kitchen. (hear)

Arrange the adjective to fit the sentence. (3 marks)

E.g. On the hottest day in July, we went swimming. (hot)

1. Today is _____ than last Tuesday. (warm)
2. Sarah pointed to the _____ star in the sky. (bright)
3. This cake is good but my mum bakes the _____ cake on the island. (good)

Section B Writing: Part 2- Short Writing Text

You are given a packet of seeds. Write a set of instructions on how to grow a plant. List all the things that you need and the steps to take to grow the plant

How to grow a plant



Things needed: (2 marks)

Instructions: (6 marks)

Section B Part 3 : LONG WRITING TASK

Choose ONE of the following titles. Write around 70 to 100 words about it.
Use interesting sentences.

1. My Birthday Party



When did it take place?

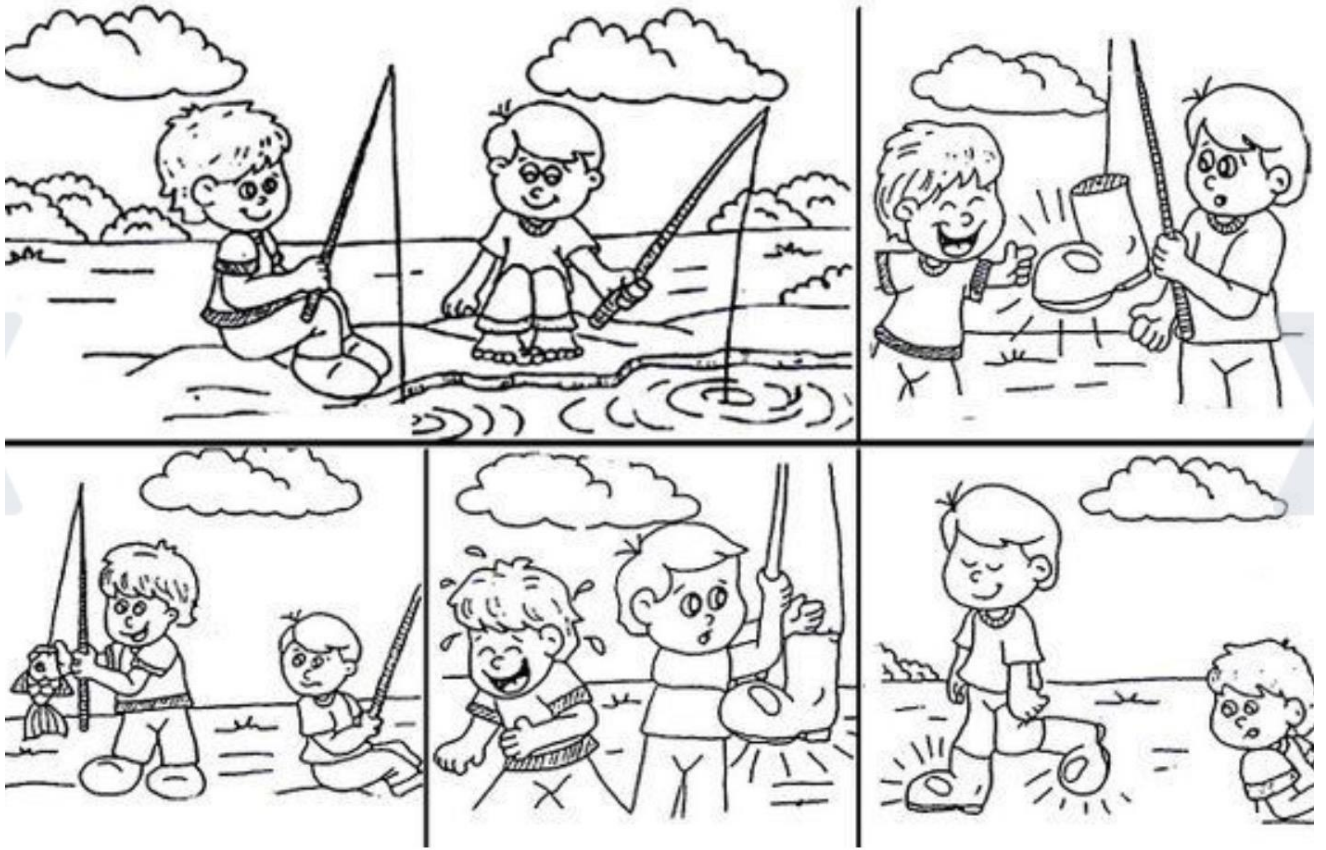
Who was invited?

Who prepared for the party?

What happened during the party?

OR

2. The Fishing Trip



Who went fishing?

When did they go fishing?

What happened while they were fishing?

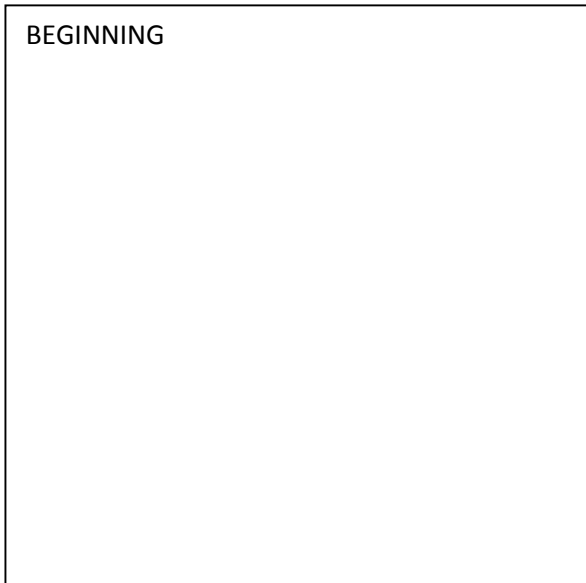
FIRST PLAN THE STORY YOU CHOSE IN THE SPACE BELOW

(2 marks)

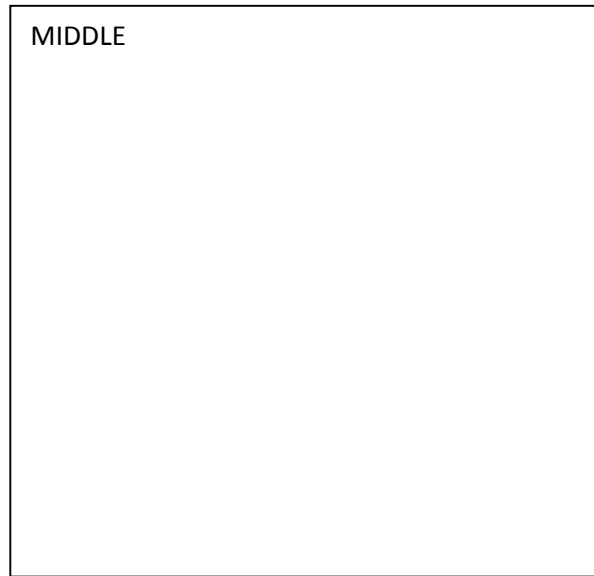
STORY _____ (Write 1 or 2)

Title _____

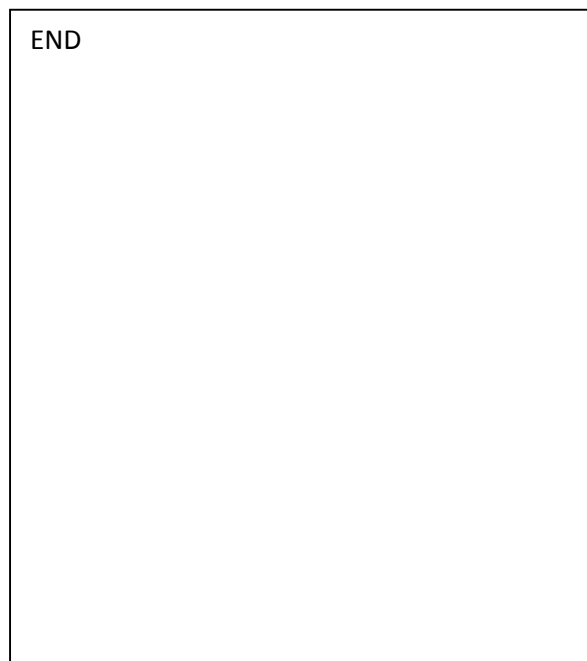
BEGINNING



MIDDLE



END



Now use your plan to write the story that you chose (15 marks)

The story should have paragraphs and must be around 100 words.

Fehem mis-Smigh-Fejn qeghdin?

Marjo kien tifel imqarqac u qatt ma habbel rasu għall-iskola. Waqt il-lezzjoni, erħilu jilgħab b'xi haġa minn taħt il-bank jew jitkellem bilmod ma' ta' hdejh. Is-Sur Borg sikwit kien iwiddbu biex joqgħod attent, iżda Marjo qatt ma ta widen għat-twiddib tiegħu. Flok 'il quddiem kien sejjer lura bħall-granċ.

Jum wieħed is-Sur Borg kien qiegħed jisma' t-tfal jaqraw il-lezzjoni tal-Malti. Bħas-soltu Marjo xejn ma kien attent. Il-ktieb tal-Malti kien miftuħ quddiemu, iżda hu lanqas biss kien qed iħares lej. Minflok, kien qiegħed jitkellem minn taħt mat-tifel ta' maġenbu. 'Ilbieraħ iz-ziju Pawl tani żewġt ifniek tal-Indi,' qallu. 'Ir-ragel abjad kollu u l-mara bajda bl-iswed. Tgħidx kemm huma sbieħ. Xi darba ejja għandna u nurihomlok.'

Is-Sur Borg rah jitkellem u xtaq jara jekk kienx jaf fejn waslu fil-qari tal-lezzjoni. Għalhekk waqqaf lit-tifel li kien qed jaqra u staqsa lil Marjo, 'Fejn qeghdin Marjo?'

Marjo qam bilwieqfa u bla ma ħasibha xejn wiegħbu: 'Fil-gallinar ta' missieri, sir.'

It-tifel kien moħħu biss fil-fniek tal-Indi u f'dak il-waqt ħaseb li s-Sur Borg kien qed jistaqsih għalihom.

M'hemmx għalfejn ngħidu, din it-twegiba qasmet lil kulħadd bid-daħk. Iżda Marjo ma daħakx. Malli ntebaħ bil-ħmerija li kien qal, u ra lil kulħadd jidħak bih, xtaq l-art tibilgħu bil-mistħija. Sar aħmar nar, baxxa rasu u ntelaq bilqegħda jaħbi wiċċu bejn idejh.

Imma kull deni ħudu b'għid. Dak il-ħin stess Marjo waħħalha f'rasu li jrabbi l-għaqal u jibda joqgħod attent fil-klassi.



Theresa Nuzzo School
Kindergarten & Primary

L-Eżamijiet ta' nofs is-sena 2016

Ir-raba' sena

Il-Malti
(Fehem mis-smiġh)

¶in: 30 minuta

Il-Karta tal-Istudenti

L-isem u l-kunjom: _____ Il-klassi: _____

Il-Marki

20 marka

Kull twegiba tiswa' marka.

Taħriġ A

Immarka t-twegiba t-tajba billi timmarka VERU jew FALZ

		Veru	Falz
1.	Marjo kien dejjem jisma' mill-għalliem.		
2.	It-tifel kien moħħu biss fil-fniek tal-Indi.		
3.	It-tfal kien qed jagħmlu l-lezzjoni tal-Malti.		
4.	Is-Sur Borg ried ikun jaf fejn waslu mingħand Marjo.		
5.	Marjo ta twegiba tajba lis-Sur Borg.		

Taħriġ B

Immarka t-twegiba t-tajba billi tagħmel linja taħtha, skont dak li smajt fis-silta.

1. Marjo kien tifel
 - a) imqarqaç
 - b) bil-għaqal
 - c) attent
 - d) iħobb jistudja

2. Waqt il-lezzjoni Marjo kien
- a) qed isegwi mill-ktieb
 - b) jaqra mat-tfal
 - c) jitkellem ma' ta' maġenbu
 - d) jiekol min-taħt
3. Marjo ħaseb li s-Sur Borg kien qed ikellmu
- a) dwar il-Malti
 - b) dwar il-qari
 - c) dwar il-fniek tal-Indi
 - d) dwar iz-ziju
4. Il-fniek ta' Marjo kienu
- a) it-tnejn suwed
 - b) it-tnejn bojod
 - c) bit-tikek
 - d) ir-raġel abjad kollu u l-mara bajda bl-iswed
5. Il-fniek kien tahomlu
- a) in-nannu Fred
 - b) iz-ziju Pawl
 - c) ommu u missieru
 - d) is-Sur Borg

Taħriġ Ċ

Imla l-vojt b'kelma waħda skont is-sens tas-silta.

1. Il-ktieb ta' Marjo kien qiegħed _____ quddiemu, iżda hu lanqas kien qed _____ lejh.
2. Is-Sur Borg rah _____ u xtaq jara jekk kienx jaf fejn _____ fil-qari tal-_____.

Taħriġ D

Ikteb it-tifsira t-tajba skont is-sens tas-silta.

1. Sar aħmar nar tfisser _____
2. Hmerija hija _____
3. Kull deni ħudu b'ġid tfisser _____
4. Waħħalha f'rasu tfisser _____
5. Qatt ma ħabbell rasu tfisser _____

-Tmiem-

A.Fehem mill-qari- Aqra din l-istorja (20 marka)

Il-Ħarruba fil-ġenb tal-Wied

Jien jisimni Rina u jiena ħarruba fil-ġenb ta' wied kbir. Minn posti nista' nara ħafna postijiet sbieħ. Taħti nara bajja sabiħa u kull filgħodu nara s-sajjieda deħlin bil-kaxxi tal-ħut li jkunu qabdu. Izda l-aktar ħin li nieħu pjaċir huwa filgħaxija x'ħin tkun niezla x-xemx. Ix-xemx tkun ħamra u ma tkunx qawwija ħafna, għalhekk inkun nista' nħares lejha u bilmod il-mod naraha tmiss mal-baħar. **(Par.1)**

Fejni sikwit jiġu jippassiġġaw in-nies. Biex ngħidilkom kollox, id-darba l-oħra, eżattament fl-1 t'April ġew żewġt irġiel puliti bl-ingravata t-tnejn. Wieħed minnhom kellu karta f'idu u l-ieħor beda jfehmu x'kien hemm fuqha. Jien qabditni kurżita' kbira x'qegħdin jgħidu izda minn posti ma stajtx nismagħhom għax, kif tafu intom, jien ma nistax niċċaqlaq. Għalhekk qajjimt lil Renzo. Renzo huwa għasfur iswed li dejjem ikun rieqed ġol-friegħi kbar tiegħi. Hu qam jiġri u qagħad jissemmgħalhom. Ngħidilkom is-sewwa b'li qalli werwirni. Hu qal li semagħhom jgħidu li fuq ir-riħ tiegħi se jibnu lukanda. Qalli wkoll li l-ewwel se jibdew b'lukanda u aktar 'il quddiem iwaqqgħuha u jibnu flettijiet lussużi minflokha. L-unika problema li kellhom kont jiena għaliex beżgħu li jekk l-awtoritajiet jaraw lili, iwaqqfulhom il-permessi.**(Par. 2)**

Semagħhom jgħidu wkoll li se jqabdbu wieħed mil-ħaddiema tagħhom biex jiġi jisserrani. X'ħin smajt dal-kliem kwazi ħassni ħazin. Malajr, malajr sejjaħt 'l annimali kollha u l-insetti li jsibu kenn fija u huma ġabu lil ħbiebhom ukoll! **(Par.3)**

Taf x'sorpiża ser nagħtuh lil dak il-ħaddiem li se jipprova jisserrani! **(Par.4)**



Theresa Nuzzo School
Kindergarten & Primary

L-Eżamijiet ta' nofs is-sena għall-Iskejjel Primarji 2016

Ir-raba' sena	Il-Malti (Il-Fehem mill-qari u l-kitba)	Il-Ħin: Siegħa u kwart
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Isem: _____ **Klassi:** _____

Il-Marki	
Il-Fehem mill-Qari	Il-Kitba
_____	_____
30 marka	30 marka

Aqra sew dan li ġej:

- Ikteb ismek, kunjomok u l-klassi.
- Qabel tikteb it-twegiba, ifhem sewwa l-mistoqsija.
- Jekk ma tkunx taf tagħti xi twegiba, ħalliha vojta u kompli l-oħrajn. Imbagħad erġa' ppruvaha fl-aħħar.
- Jekk tiegħu żball, ingassah pulit u erġa' ikteb.
- Qis li ma tħalli barra xejn.

A. Wieġeb il-mistoqsijiet fuq l-istorja li qrajt. Ikteb pulit u tajjeb.

1. Aghzel it-twegiba t-tajba (2 marki)

- a. F'din is-silta qegħda tkellimna (fjura, ħawħa, ħarruba)
- b. Din jisimha (Renzo, Rina, Rose)

2. Komplidawn is-sentenzi (2 marki)

- a. Renzo huwa _____.
- b. Lill-ħaddiem li se jipprova jisserraha se jagħtuh _____.

3. Wieġeb dawn il-mistoqsijiet

- a. X'postijiet setgħet tara Rina minn postha? (2 marki)

- b. Kif kienet tkun ix-xemx hi u niezla? (2 marki)

c. Meta ġew eżattament iż-żewġt irġiel? (2 marki)

d. X'kien l-iżvilupp li kienu qed jippjanaw? (2 marki)

e. Liema kienet l-unika problema għal dan l-iżvilupp? (2 marki)

4. **Sib żewġ *aggettivi* biex jiddeskrivu lil dawn li ġejjin (6 marki)**

a. Lil Rina l-ħarruba _____

b. Lil Renzo l-għasfur _____

c. Liż-żewġt irġiel _____

B. Aqra l-istedina ta' dan il-poster li twaħħal fl-iskola

Ġurnata tħawwil ta' sigar



Ejjew ħawlu sigra flimkien mal-familja jew il-ħbieb tagħkom. Tistgħu anke ġġibu lill-annimali li jghixu fid-dar magħkom.

Meta: Il-Ħadd 9 ta' Frar 2016

Ħin: Mill-10 ta' filgħodu 'l quddiem

Post: Fil-Wied tal-Mosta

Se jkun hemm żrieragh għall-bejgħ u attivitajiet għall-familja kollha speċjalment għat-tfal. Ma jonqsux ukoll ikel u xorb. Narawkom!!!

1. Ikteb veru jew Falz dwar dak li qrajt (4 marki)

		Veru	Falz
a.	Din il-ġurnata hija ddedikata lis-siġar.		
b.	In-nies huma mheggin li jmorru bil-malja.		
c.	Annimali mhumiex aċċettati f'din l-attivita'.		
d.	Se jkun hemm hafna attivitajiet speċjalment għat-tfal.		

2. Agħzel l-aħjar risposta u agħmel sing taħtha (4 marki)

Din l-attivita' se ssir

- a. Il-Ħadd
- b. It-Tnejn
- c. It-Tlieta

Se jkun hemm

- a. Thawwil ta' siġar
- b. Għawm
- c. Żfin

L-attivita' se ssir

- a. Fuq il-bajja tal-Ghadira
- b. Fil-Wied tal-Mosta
- c. L-iskola tagħna

In-nies jistgħu jibdew iħawlu s-siġar

- a. F' nofsinhar
- b. Fil-11 ta' filgħaxija
- c. Fl-10 ta' filgħodu

3. Għaliex taħseb li hemm bżonn isiru attivitajiet bħal dawn fejn jithawlu iktar siġar? (2 marki)

IL-KITBA

A. IL-GRAMMATIKA U L-ORTOGRAFIJA

1. Aqta' sinjal taħt in-nomi proprji (3 marki)

- a. Missieri xtara karozza ġdida jisimha Ferrari.
- b. Il-belt kapitali tal-Italja hija Ruma.

2. Ikteb il-verb mill-mamma tal-parentesi (4 marki)

- a. Il-kelba tiegħi tgħidx kemm _____ x'hin tarani. (ferah)
- b. Dawk in-nies se _____ issa fuq il-vapur. (rikeb)
- c. Ilbieraħ inti _____ il-ktieb. (bidel)
- d. Aħna _____ fil-fond wisq il-lejl li għadda. (raqad)

3. Erga' ikteb is-sentenzi u rranġa l-kelma b'sinjal taħtha (3 marki)

- a. Il-vit ħiereċ l-ilma minnu.

_____.

- b. Dawk iċ-ċrief vera żbieħ.

_____.

B. IL-KITBA TA' RIKLAM (3 marki)

Fil-gazzetta "Kuljum" deher ir-ritratt t'hawn taht. Ikteb RIKLAM dwar dan il-prodott għall-bejgħ fil-linji taht ir-ritratt.

Taqbiżx il-ħmistax-il kelma. Ikteb sabiħ u tajjeb.



Ċ. IL-KITBA TA' STORJA QASIRA

Agħzel waħda minn dawn l-istejjer u ikteb bejn 70 u 100 kelma fuqha.



1. Ħolma li ferrħitni

Dik il-lejla dħalt norqod kmieni. Barra kienet niezla ħafna xita. Marru għajnejja bija u ħlomt ħolma tal-ġenn!

Xi ħlomt? X'kont inti? X'għara fil-ħolma?

JEW



2. Meta ntilef ħija ż-żgħir

Dakinhar jien u ħija ż-żgħir konna qed nilagħbu bil-ballun, sakemm f'daqqa waħda ma rajtux iżjed!

X'kien għara? Fejn mar? Min kien hemm magħkom? X'għamilt? Kif ħassejtek?

Ċ.i. Aghmel il-pjan tal-istorja li għazilt fl-ispazju t'hawn taht.

(2 marki)

Storja _____ (Ikteb 1 jew 2)

Fejn għrat l-istorja?

X'għara?

Titlu:

X'għamilt inti fl-istorja?

Kif ħassejtek?

Ċ.ii. Uża l-pjan tiegħek biex tikteb l-istorja li għażilt. (15-il marka)

L-istorja għandha tkun bil-paragrafi bejn 70 u 100 kelma.

Ikteb sabiħ u tajjeb.



Theresa Nuzzo Primary School Marsa
Half Year Examinations 2015/2016

Mathematics Mental Paper

Year 4

Time: 15 minutes

Teacher's Paper

Guidelines for the conduct of the Mathematics Examination – Mental Paper

1. Words written in **bold** should be **emphasised**.
2. Read, **loudly and clearly**, each question **twice in succession**, and then allow 5, to 10, to 20 seconds as the test progresses through the three sections.
3. Access to rough paper for working out answers is **not allowed**. Any working on the answer sheet, however, will not be penalised.

4. The questions should be read out in **English** and **no code switching/mixing is allowed**. Code-switching is permitted **only** for giving pupils instructions.

5. Before starting the test, read out the following instructions, **using exactly these words**:

• I will read out each question twice. Listen carefully both times. You will then have time to work your answer.

Se naqralek kull mistoqsija darbtejn wara xulxin. Ismagħni sew. Wara jkollok il-ħin biex twegibha.

• If you make a mistake, cross out the wrong answer and write the correct answer next to it.

Jekk tieħu żball f'xi risposta, aqtagħha u ikteb ir-risposta t-tajba ħdejha.

• You will not be allowed to ask any questions once the test has started.

Ma tistax tistaqsi mistoqsijiet hekk kif jibda t-test.

6. At the end of the test, read out the following instructions, **using exactly these words**:

• The test is finished; put down your pens.

It-test spiċċa; poġġi l-bajrow fuq il-mejda.

'For this group of questions, you will have 5 seconds to work out each answer and write it down.'

'Għal dawn il-mistoqsijiet li ġejjin, għandek 5 sekondi biex taħseb u tikteb kull risposta.'

1. **Multiply** 6 by 3
2. How many **vertices** does a cone have?
3. Write two **hundred** and five in **figures**
4. How many **centimetres** are there in 1**metre**?
5. What is ten **more** than two hundred?

'For the next group of questions, you will have 10 seconds to work out each answer and write it down.'

'Għal dawn il-mistoqsijiet li ġejjin, għandek 10 sekondi biex taħseb u tikteb kull risposta.'

6. What is the **total** of seventy five and twenty five?
7. Milk is measured in **litres, kilometres, or kilograms**?
8. What is **double** twenty two?
9. The width of our finger is around 1m, 1cm or 1Km?
10. What is **twenty less** than hundred?
11. 2,4,6,8,10 are called _____ numbers
12. How many **ten euro cents** are there in **two** euro?
13. **Half** of a number is 9. What is the number?
14. I face South . Then I turn **one right angle clockwise**. Which direction am I facing now?
15. How many faces are there in a cube and a cuboid **altogether**?

'For this group of questions, you will have 20 seconds to work out each answer and write it down.'

'Għal dawn il-mistoqsijiet li ġejjin, għandek 20 sekonda biex taħseb u tikteb kull risposta.'

16. What is **one third** of 27?
17. What do I need to **add** to ninety two to make one hundred?
18. 60, 55, 50 what is the next number?
19. If you **share** twenty two stickers between two children, how many stickers will each child get?
20. If I add four to twenty three and subtract five what do I get?



THERESA NUZZO PRIMARY SCHOOL MARSA

HALF YEARLY EXAMINATIONS

2015/2016

MATHEMATICS

WRITTEN PAPER

Name and Surname: _____

Year: 4

Time: 1 hr 15 mins

1. Complete:
(10 marks)

a) $63 - \square = 21$

b) Double 41 is \square

c) Circle the value of 3 in 138: 3 30 300

d) A cube has \square edges

e) 115, 125, \square \square 155

f) $38\text{ml} - 13\text{ml} = \square \text{ ml}$

g) $110\text{cm} = \square \text{ m } \square \text{ cm}$



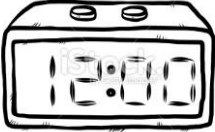

h) $8 \times 6 = \square$

i) How many lines of symmetry does a square have? _____

j) What must be added to 31 to make 50? _____

2. Look at these shapes. (4 marks)

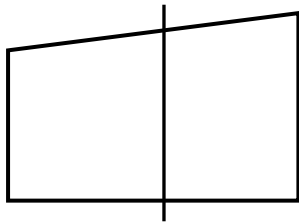
a) Write the names of shape A and shape C

A	B	C	D
			
_____	Cylinder	_____	Sphere

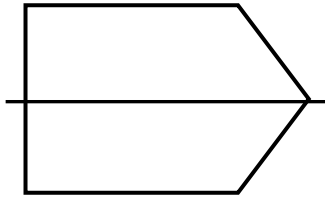
b) Are the edges of the cylinder curved or straight?

c) How many faces does a sphere have? _____

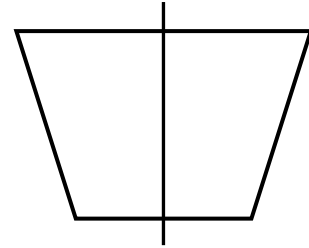
3. a) Look carefully at each shape. If the line on the shape is the line of symmetry write yes. Write no if it is not the line of symmetry. (6 marks)



A



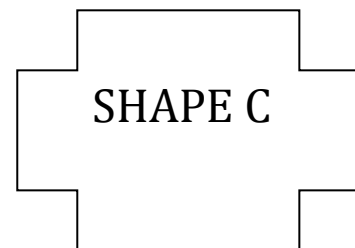
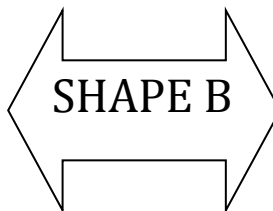
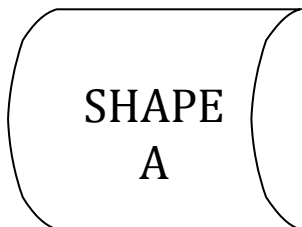
B



C



b) Draw the lines of symmetry in these shapes. Some shapes can have more than one line of symmetry.



Complete the table below:

Shape	Number of Lines of symmetry
A	
B	
C	

4. Fill in the blanks with the missing numbers (4 marks)

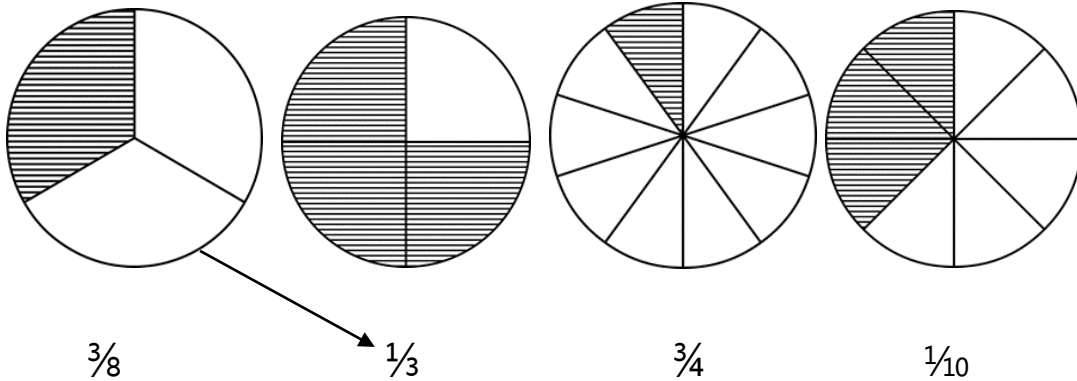
a) $700 + \underline{\hspace{2cm}} + 2 = 762$

b) $600 + 23 = \underline{\hspace{2cm}}$

c) $\underline{\hspace{2cm}} + 80 = 100$

d) $85 + \underline{\hspace{2cm}} = 100$

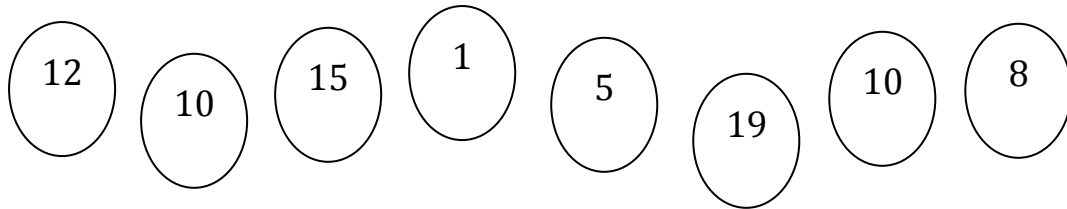
5. a) Match the following shaded shapes with their fraction. The first one is an example. (4 marks)



b) Shade $\frac{1}{2}$



6. Choose number cards that make total of 20. Use each card only once. (4 marks)



<input type="text"/> + <input type="text"/> = 20	<input type="text"/> + <input type="text"/> = 20
<input type="text"/> + <input type="text"/> = 20	<input type="text"/> + <input type="text"/> = 20

7 a) What is $\frac{1}{3}$ of 24? _____

b) What is $\frac{3}{4}$ of 40? _____

c) There are 30 apples in the box. $\frac{1}{5}$ of them are green. The others are red. What fraction of the apples are green?
Show your working.



d) What fraction of the apples are red? _____

(8 marks)

8. Write down the number that is 100 more (4 marks)

436, 536,

Write down the number that is 10 more

89, 99,

Write down the number that is 100 less

236, 136,

Write down the number that is 10 less

54, 44,

9. Fill in with symbols below to make 20 (4 marks)

+ - ÷ ×

100 4 = 20

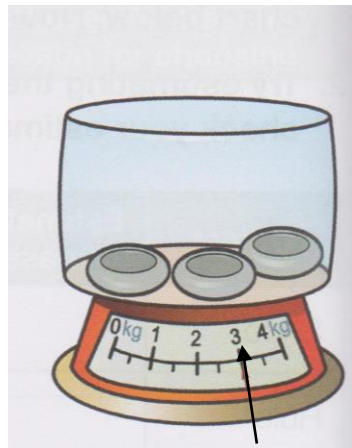
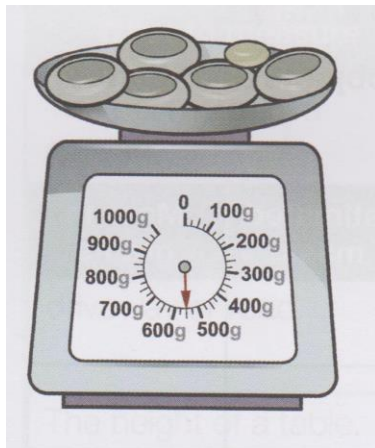
72 52 = 20

5 4 = 20

11 9 = 20

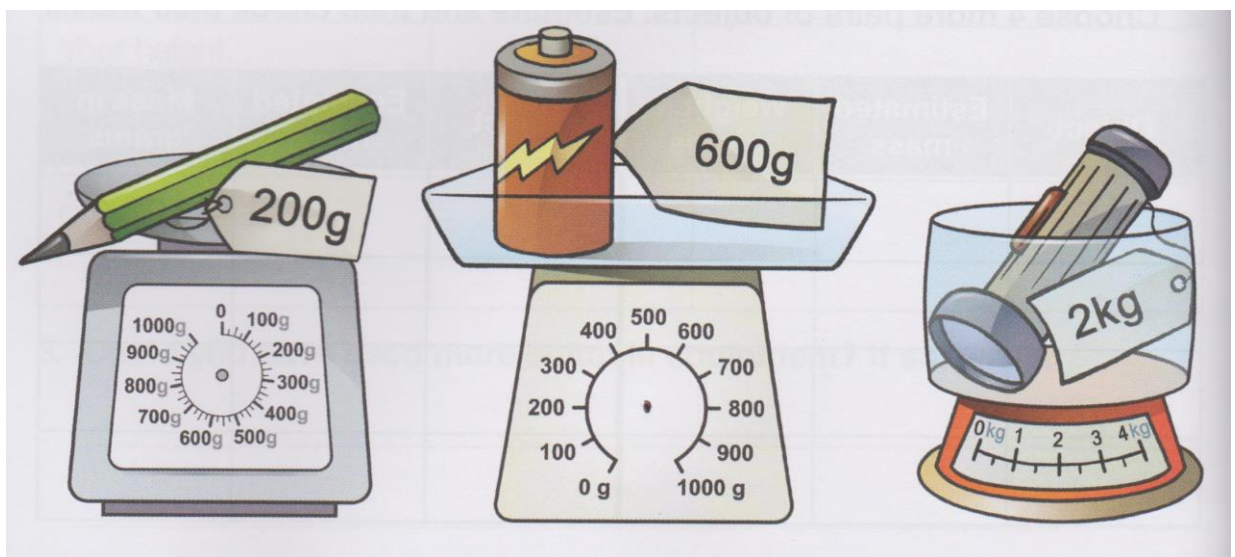
10. Look carefully at each of these scales (7 marks)

a) Write down the weight of the items on each weighing scale in the box.



b) Now draw an arrow to show the correct weight on each of the scales.

c) What is the weight of the torch in grams? _____



11. Give the name of a flat 2D shape that matches the clues
(6 marks)

a. "I have six sides and six corners. I am a _____"

b. "I have one side and my side is curved. I have no corners.

I am a _____ "

c. "I am made up of four right angles and all my sides are equal.





I am a _____ "


d. " I have three sides, they are all straight, and I have three
corners. I am a _____ "


e. "I have four sides, my opposite sides are equal and I have four
vertices. I am a _____ "

f. "I have eight sides and eight corners. I am an _____ "

12. Look carefully at the following pictograph. Then answer the questions. (5 marks)

SPORT	STUDENT COUNT
Basketball	
Baseball	
Soccer	
Other	

 = 2 students

 = 1 student

This pictograph shows the sports played by Mrs Hall's class

- How many students play baseball? _____
- How many students play basketball? _____
- How many more students play basketball than baseball?

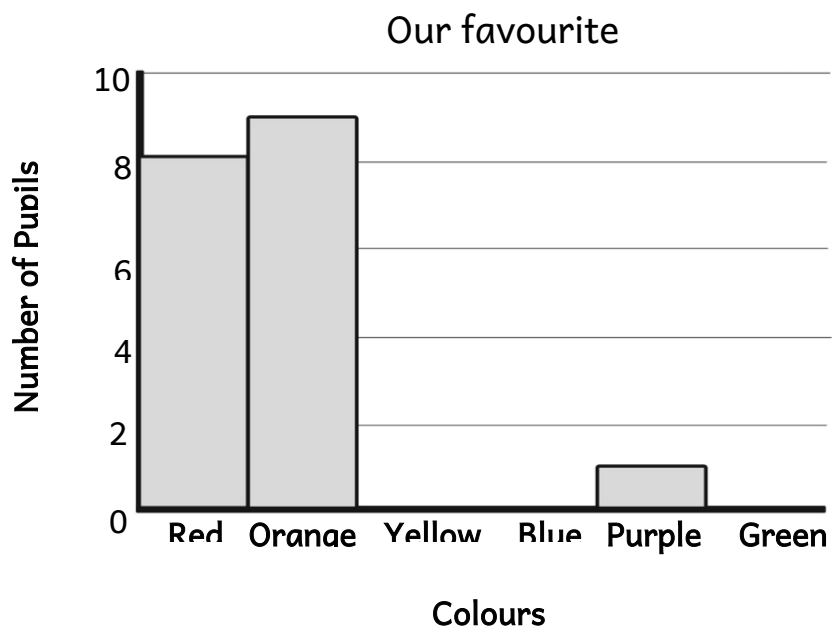
- What was the favourite sport played by Mrs. Hall's students?

- How many students are there in Mrs. Hall's class? _____

13) A group of children who attend Art lessons were asked to mention their favourite colour. (6 marks)

Colour	Number of pupils
red	8
orange	9
yellow	5
blue	2
purple	1
green	7

a) Use the **table** to complete the **bar graph**.









a) b) Which **two colours** have a difference of **1 vote**?

_____ and _____

b) Which is the most favourite colour? _____

c) What is the least popular colour? _____

14. A green grocer sells the following items. (8 marks)

	apple 50c		banana 25c		pineapple €1.25c
	cabbage 75c		pepper 40c		cauliflower €2

d) Lisa buys a banana and a pineapple. How much does she spend altogether?

Working Space:

e) Marthese spends €2.75. She buys a _____ and a _____.

f) Nicholas buys a pineapple and an apple. How much do they cost altogether?

g) Draw the fewest coins possible for Nicholas to make this amount of money

h) Jamie buys a pepper and an apple. He gives €2 to the shopkeeper. How much change does he get?

END OF PAPER

Name: _____



**THERESA NUZZO PRIMARY SCHOOL MARSA
ANNUAL EXAMINATIONS 2015**

MATHEMATICS MENTAL PAPER

YEAR 4

TIME: 15 minutes

1.	
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2.	vertices
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3.	
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4.	mm
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5.	
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6.	
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7.	
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8.	lots
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9.	
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Name: _____

10.	
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11.	numbers
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12.	
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13.	
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14.	
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15.	faces
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16.	
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17.	
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18.	
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19.	stickers
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20.	
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END OF PAPER