



TOPICAL TEST 3A:

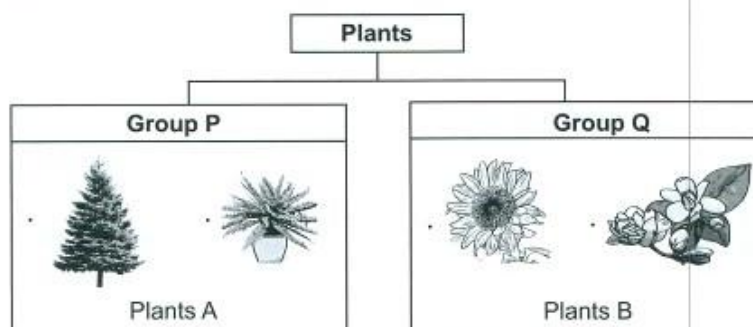










Section A (10 x 2 marks)

For each question from 1 to 10, four options are given. One of them is the correct answer. Make your choice (1, 2, 3 or 4) and write the answers in the brackets provided.

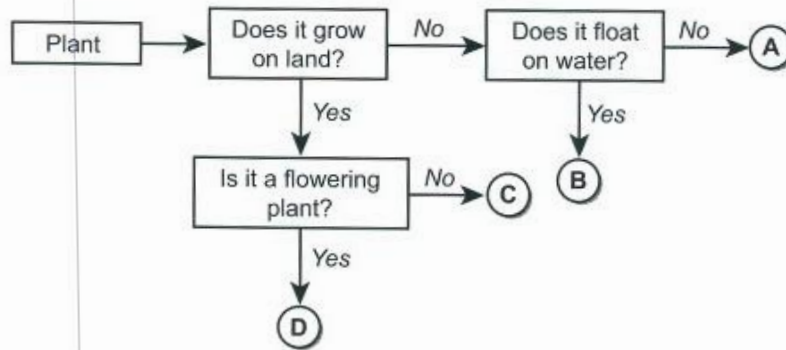
1. Study the classification chart below.

Based on the information provided in the classification chart, which of the following best represents Plant A and Plant B?



| | Plant A | Plant B |
|-----|---|--|
| (1) |  Mimosa |  Mushroom |
| (2) |  Grass |  Dandelion |
| (3) |  Moss |  Allamanda |
| (4) |  Money plant |  Staghorn fern |

2. Study the flowchart below.



Based on the information above, which plants, A, B, C or D, best represent water lettuce and sunflower plant?

| | Water lettuce | Sunflower plant |
|-----|---------------|-----------------|
| (1) | A | D |
| (2) | B | D |
| (3) | C | D |
| (4) | A | B |

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3. In the table below, which similarity and difference between a fern and a fungi is correctly shown?

| | Similarities | Differences |
|-----|----------------------------------|--|
| (1) | Both cannot make their own food. | Non-flowering plants reproduce by spores but fungi reproduce by seeds. |
| (2) | Both can make their own food. | Non-flowering plants do not bear fruits but fungi bear fruits. |
| (3) | Both reproduce by spores. | Fungi cannot make its own food but a fern can make its own food. |
| (4) | Both bear flowers. | Non-flowering plants have leaves but fungi do not have leaves. |

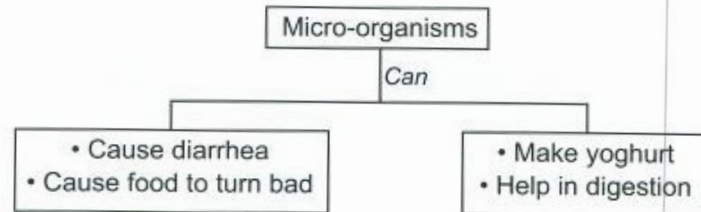
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4. Which of the following statement(s) is/are true about bacteria?

- A: All bacteria are harmful.
- B: Bacteria can reproduce.
- C: Bacteria is a group of living things.
- D: Bacteria can be seen using a magnifying glass.

- (1) A only
- (2) A and C only
- (3) B and C only
- (4) B, C and D only ()

5. The classification chart below shows how some micro-organisms can be classified.



Based on the information above, how are the micro-organisms classified?

- (1) According to their size
- (2) If they are useful to man.
- (3) If they need food to grow.
- (4) If they reproduce by spores. ()

3. The diagram below shows part of a lady's finger plant.



Identify the parts labelled A and B.

Which of the following best represents parts A and B?

| | Part A | Part B |
|-----|--------|--------|
| (1) | Root | Leaf |
| (2) | Flower | Fruit |
| (3) | Stem | Fruit |
| (4) | Fruit | Leaf |

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Susan has two similar pieces of bread. She sprinkled 5 ml of water onto Bread P and 10 ml of water onto Bread Q. She then put them into two separate Ziploc bags and sealed them. After 1 week, some bread mould were observed growing on both slices of bread.

Which of the following is most likely the aim of her experiment?

- (1) To find out if the amount of water affects the amount of bread mould growing on the bread.
- (2) To find out if the type of bread affects the amount of bread mould growing on the bread.
- (3) To find out if the amount of air affects the amount of bread mould growing on the bread.
- (4) To find out if the amount of light affects the amount of bread mould growing on the bread.

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8. The table below shows the characteristics of four plants, P, Q, R and S. A tick (✓) represents that the plant has that characteristic.

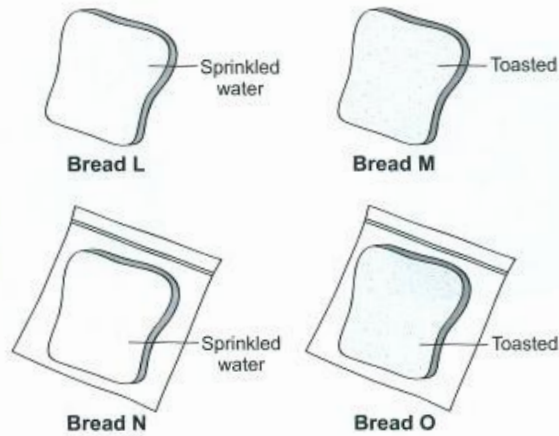
| Characteristic | Plant | | | |
|----------------------|-------|---|---|---|
| | P | Q | R | S |
| Bears flowers | ✓ | | ✓ | |
| Reproduces by spores | | ✓ | | ✓ |
| Grows on land | ✓ | ✓ | | ✓ |

Based on the information in the table above, which of the following best represents P, Q, R and S?

| | P | Q | R | S |
|-----|------------|------------|------------|------------|
| (1) | Moss | Water lily | Fern | Jasmine |
| (2) | Water lily | Fern | Jasmine | Moss |
| (3) | Fern | Jasmine | Moss | Water lily |
| (4) | Jasmine | Moss | Water lily | Fern |

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7. Daniel did an experiment on bread slices as shown below. He placed 4 similar slices of bread on a table and sprinkled some water onto 2 of the slices. He toasted the remaining two slices and left them to cool down. He then placed 2 of the bread slices in Ziploc bags.



The table below shows the number of days taken for the slices of bread to turn mouldy.

| Bread | L | M | N | O |
|----------------|---|---|---|---|
| Number of days | 3 | 6 | 4 | 9 |

What can be concluded from the results of Daniel's experiment?

- (1) Mould grows best when there is air.
 - (2) Mould grows best in the presence of water.
 - (3) Mould grows best when the bread has less water.
 - (4) Mould grows best when the bread is sealed in a bag. ()
8. Which of the following statements about plants is correct?
- (1) All plants can be eaten.
 - (2) All plants grow from seeds.
 - (3) All plants grow and reproduce.
 - (4) All plant produce flowers and fruits. ()

Section B (10 marks)

Read each question carefully and write the answers in the space provide

11. The diagrams below show a bird's nest fern and bracket fungus.



Bird's nest fern

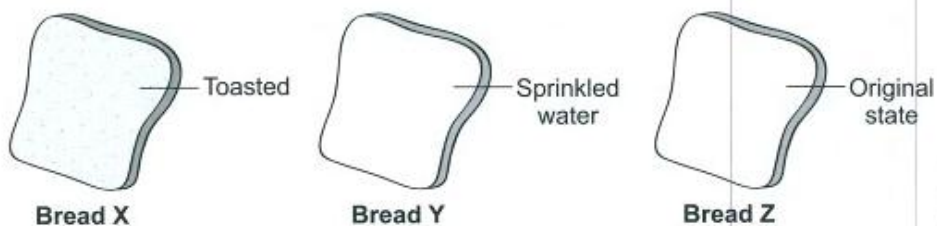


Bracket fungus

- (a) State one similarity between the characteristic of the bird's nest fern and the bracket fungus. (1m)

- (b) State how they differ in the way they obtain their food. (1m)

12. Joseph has 3 identical slices of bread, X, Y and Z. He toasted Bread X sprinkled some water on Bread Y and left Bread Z in the original state. He then put Breads X, Y and Z in a warm dark corner for 4 days



He recorded his observations over a period of 4 days in the table below.

| Day | Bread X | Bread Y | Bread Z |
|-----|-----------|--------------------------------|--------------------------------|
| 1 | No change | No change | No change |
| 2 | No change | No change | No change |
| 3 | No change | A few dark spots were observed | No change |
| 4 | No change | A few dark spots were observed | A few dark spots were observed |

(a) What were the dark spots observed on the bread? (1m)

(b) Based on Joseph's observations, what condition would help to increase the growth of the dark spots? (1m)

13. Yan Rong had two similar pots of plants, A and B. She wanted to find out how the amount of water affects the growth of a plant.

She watered the plants with different amounts of water. The pots were of the same size and contained the same amount of soil. Plant A was placed in a dark room while Plant B was in the garden, under the sun.



Plant A
(In the dark room)
200 ml of water



Plant B
(Under the sun)
100 ml of water

- (a) Based on the diagram, which plant, A or B, is most likely to grow better? (1m)

- (b) Give a reason for your answer in part (a). (1m)

- (c) Yan Rong's teacher told her that her experiment was not a fair test. State one change that Yan Rong should make to make her experiment a fair test. (1m)

4. Joanne placed a bowl of cooked rice on the dining table. Two days later, she noticed that the rice had turned sour. Joanne's mother told her that bacteria causes the rice to turn bad.



- (a) Where do you think the bacteria came from? (1m)

- (b) Where should Joanne place the bowl of rice to prevent it from turning bad? Explain your answer. (1m)

- (c) Joanne's mother also told her that some bacteria are useful. Name one useful function of such bacteria in our daily lives. (1m)



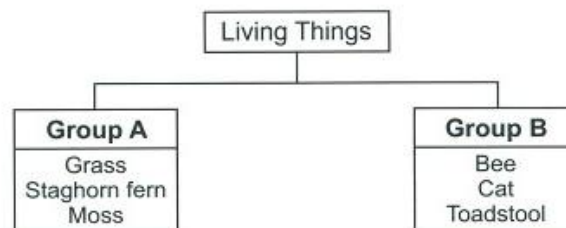
TOPICAL TEST 3B:



Section A (10 x 2 marks)

For each question from 1 to 10, four options are given. One of them is the correct answer. Make your choice (1, 2, 3 or 4) and write the answers in the brackets provided.

1. Some living things are classified into two groups as shown.

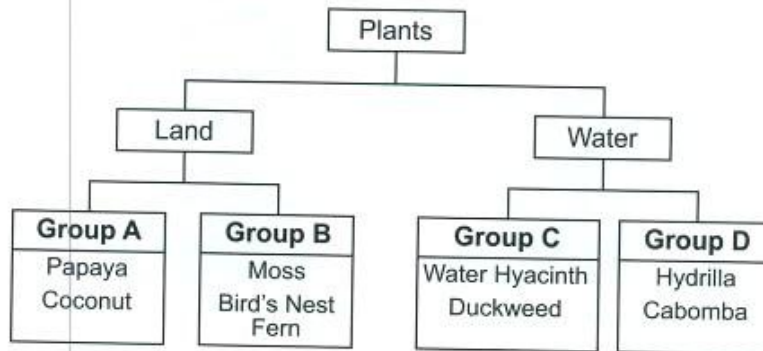


Which of the following are suitable headings for Groups A and B?

| | Group A | Group B |
|-----|-------------------------|---------------------------------|
| (1) | Plants | Animals |
| (2) | Plants | Fungi |
| (3) | Moves freely on its own | Does not move freely on its own |
| (4) | Make their own food | Depend on others for food |

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2. Study the chart below.



Which of the following headings are best for Groups A, B, C and D?

| | A | B | C | D |
|-----|---------------|-------------------|-----------------|-----------------|
| (1) | Living things | Non-living things | Flowering | Non-flowering |
| (2) | Non-flowering | Flowering | Fully submerged | Floating |
| (3) | Flowering | Non-flowering | Floating | Fully submerged |
| (4) | Floating | Non-living things | Fully submerged | Living things |

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3. The diagram shows a papaya tree and a money plant.



Papaya tree



Money plant

How are the papaya tree and the money plant different?

| | Papaya tree | Money plant |
|-----|------------------|-------------------|
| (1) | Has strong stem. | Has weak stem. |
| (2) | Has weak stem. | Has strong stem. |
| (3) | Has branches. | Has no branch. |
| (4) | Can make food. | Cannot make food. |

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4. Yu En bought a potted plant and left it in the garden by the wall. A few months later, she noticed that the plant had started to grow on her wall.

Based on the above information, Yu En has bought a plant _____.

- (1) with a weak stem
 (2) with a strong stem
 (3) that needs a wall to make food
 (4) that needs a wall to take in water

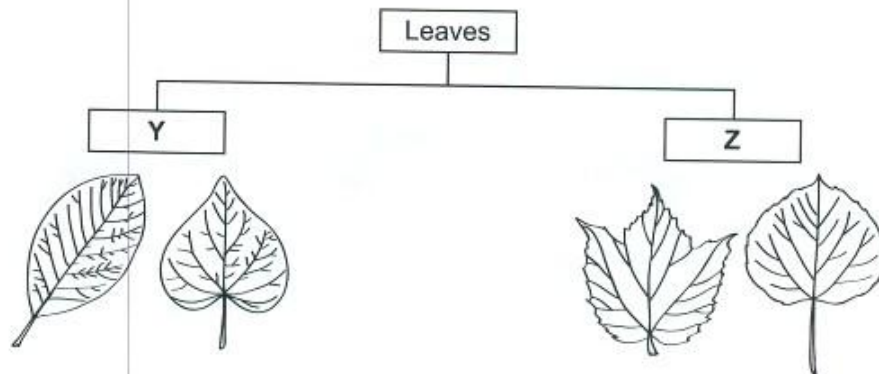
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5. The table below shows some food items and the plant parts they actually are. Which of the following is correct?

| | Food item | Plant part |
|-----|-----------|------------|
| (1) | Onion | Root |
| (2) | Turnip | Stem |
| (3) | Lettuce | Flower |
| (4) | Cucumber | Fruit |

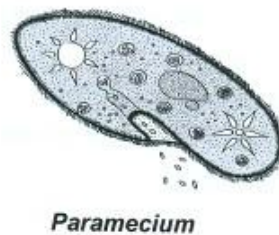
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6. Tasha classified some leaves as shown below.







Which of the following best describes Group Z?

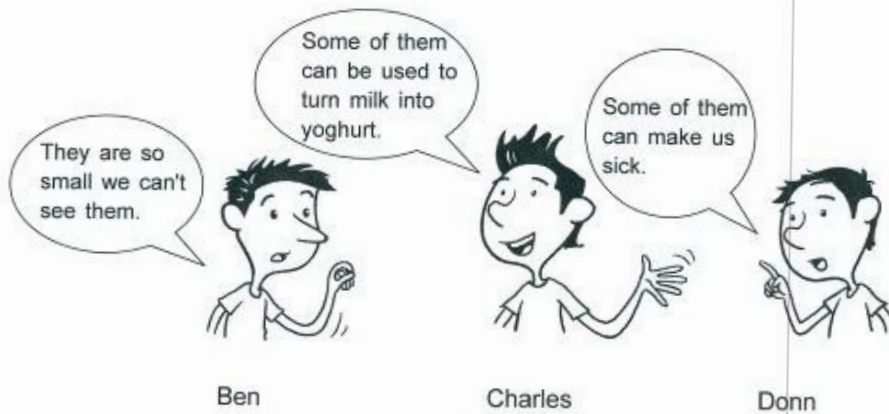
- | | | |
|--------------------|------------------|----------|
| (1) Oval-shaped | (2) Jagged-edged | |
| (3) Smoothed-edged | (4) Lobbed-edged | () |
7. The diagram below shows a micro-organism.



Which of the following is needed to observe the micro-organism shown above?

- | | | |
|---|--|----------|
| (1)  | (2)  | |
| (3)  | (4)  | () |

8. Three boys, Ben, Charles, Donn, were talking about Organism X.



What could Organism X be?

- | | | |
|-----------|--------------|-----|
| (1) Ant | (2) Moss | |
| (3) Mould | (4) Bacteria | () |


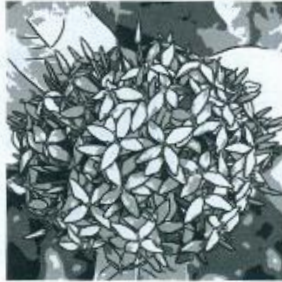
9. Ben, Calvin and Daniel wrote about what they had learnt about fungi.

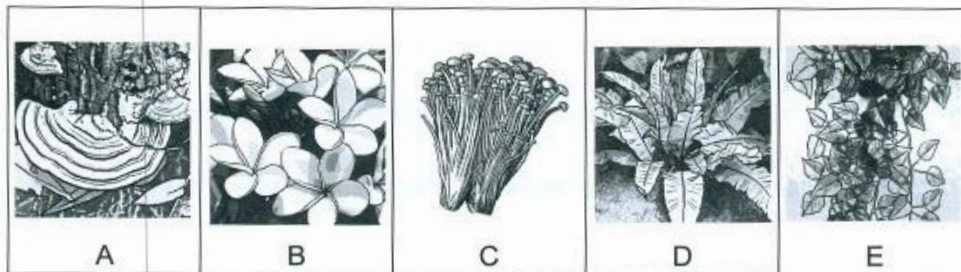
Ben : All fungi reproduce by spores.
 Calvin : Fungi feed on animals and plants.
 Daniel : Some fungi are edible.

Which boy's/ boys' statement(s) is / are correct?

- | | | |
|----------------------------|----------------------------|-----|
| (1) Ben only | (2) Daniel only | |
| (3) Calvin and Daniel only | (4) Ben, Calvin and Daniel | () |

10. Organisms X and Y are grouped under Group 1 and Group 2.

| Group 1 | Group 2 |
|---|--|
|  |  |
| X | Y |



Muthu wants A, B, C, D and E to be placed in either Group 1 or Group 2. Which of the following correctly shows how he should group them?

| | Group 1 | Group 2 |
|-----|------------|------------|
| (1) | A, C and D | B and E |
| (2) | B, C and E | A and D |
| (3) | A and C | B, D and E |
| (4) | B and E | A, C and D |

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Section B (10 marks)

Read each question carefully and write the answers in the space provided.

11. Observe the plants in the diagram below.



Plant X



Plant Y

(a) State one similarity between Plant X and Plant Y. (1m)

(b) State one difference between Plant X and Plant Y. (1m)

12. The diagram below shows a rambutan and a kiwifruit.



Rambutan



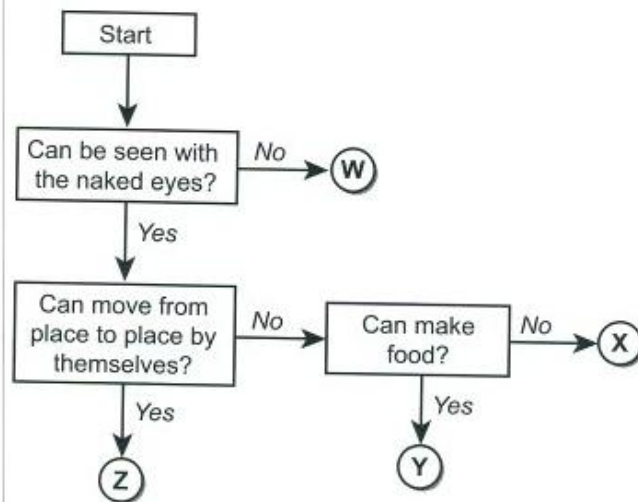
Kiwifruit

(a) State one similarity and one difference between the two fruits shown above. (2m)

Similarity:

(b) Difference:

13. The flowchart below is used to show the similarities and differences between four living things.

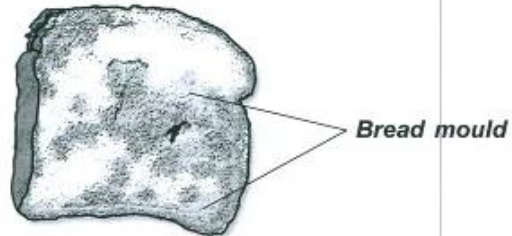


- (a) Which of the living things, W, X, Y or Z, best represents 'toadstool'? (1m)

- (b) State one similarity between Y and Z. (1m)

- (c) State one difference between X and Y. (1m)

14. A piece of bread was left on the kitchen table. After a week, dark patches of mould started to appear on the bread.



- (a) How does bread mould obtain its food? (1m)

- (b) Name the micro-organism that is used to make bread fluffy. (1m)

- (c) Name the equipment that is needed to enable us to see the micro-organism mentioned in (b). (1m)
