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SECONDARY 4

Express Exam Paper

ENGLISH

(Paper 1 & 2)

1	Assumption English	SA1
2	Bukit Merah	SA1
3	Bukit Panjang Govt	SA1
4	Christ Church	SA1
5	Compassvale	SA1
6	Convent of The Holy	SA1
7	Kent Ridge	SA1
8	St Margaret	SA1
9	Tanglin	SA1
10	Woodlands Ring	SA1
11	Yuan Ching	SA1
12	Zhenghua	SA1

Name: () Class:

**ASSUMPTION ENGLISH SCHOOL
MID-YEAR EXAMINATION 2019**

**ENGLISH LANGUAGE (1128/01)
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LEVEL: Secondary 4 Express &
5 Normal (Academic)

DATE: 6 May 2019

CLASS(ES): Secondary 4/1, 4/2, 4/4 (OOS)
and 5/1

DURATION: 1 hour 50 min

Additional Materials provided: NIL

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

This Insert contains the text for Section B.

This Insert consists of 4 printed pages including this page.

[Turn over]

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REWILD Our Planet

- We're losing nature at an unprecedented rate. Nature is vital to our very existence and our future. Our homes, our health, the food we eat, the air we breathe, the water we drink — our lives and all the things we care about — simply can't exist in a world without nature.
- This exhibition highlights the most pressing challenges facing nature today and shows you how we can work together to build a better future for our planet.
- *REWILD Our Planet* puts you at the heart of the natural world and shows you how to play an active role in conservation.

Remember Singapore: Campaigning through the Years



- In the seventies and eighties, Singapore launched over 200 campaigns to move a young and growing nation to achieve certain political, social or commercial objectives.
- Many of these campaigns had positive long-lasting effects, such as the iconic National Courtesy Campaign. Others had less desirable outcomes, like the "Stop At Two" population control campaign.
- In this exhibition, let the various campaigns take you through Singapore's history and gain critical insights into the planning and reasoning behind our historical movements.

Wonderland



- Fall down the rabbit hole into *Wonderland*, a playful and interactive exhibition for all ages, celebrating the timeless tale of Alice's adventures.
- This one-of-a-kind exhibition follows Alice's journey through popular culture and an enchanted world. Using theatrical sets, bold, interactive environments, over 300 eye-catching movie props and amazing audio-visual artworks, *Wonderland* spectacularly conjures up the surprising and magical world of Alice and her adventures!
- Die-hard fans of Alice will particularly enjoy character designs, set drawings and film clips from the 1930s to the 1980s.
- Enter this exhibition through the looking glass with your friends to create fun and unique learning experiences involving an integration of art, drama and technology.

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Name: () Class:

**ASSUMPTION ENGLISH SCHOOL
MID-YEAR EXAMINATION 2019**

ENGLISH LANGUAGE (1128/01)



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LEVEL: Secondary 4 Express and **DATE:** 6 May 2019
5 Normal (Academic)

CLASS(ES): Secondary 4/1, 4/2, 4/4 (OOS) **DURATION:** 1 hour 50 min
and 5/1

Additional Materials provided: A 2-Page Insert

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your name, index number and class at the top of this page.
Write in dark blue or black pen on both sides of the paper.
Do not use staples, paper clips, glue, or correction fluid and tape.

Answer **Section A**, **Section B** and one question from **Section C**.
Write your answers in the spaces provided in the Question Booklet.
The Insert contains the text for **Section B**.

The number of marks is given in brackets [] at the head of each section.

For Examiner's use:	
Section A	/ 10
Section B	/ 30
Section C	/ 30
Total	/ 70

This Question Paper consists of 12 printed pages including this page.

[Turn over]

Section B [30 marks]

You are advised to write between 250 and 350 words for this section.

Question 2

You should look at the printout of a webpage in the Insert, study the information carefully and plan your answer before beginning to write.

Your school is planning post-examination activities for students. Three exhibitions happening at the National Museum of Singapore have been shortlisted. The Year Head has requested for students who would like to express their preferences to write an email to explain their views.

Write the email to the Year Head to explain your views. In it you should explain:

- which exhibition you would like your class to attend and why
- two ways in which this exhibition would benefit you and your class
- why the school should organise more of such learning journeys.

You may add any other details you think will be helpful.

Write your email to the Year Head in clear, accurate English. Your tone should be polite and persuasive, showing your enthusiasm to attend one of the exhibitions.

You should use your own words as much as possible.

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Name: () Class:

**ASSUMPTION ENGLISH SCHOOL
MID-YEAR EXAMINATION 2019**

**SECONDARY 4 EXPRESS & 5 NORMAL (ACADEMIC)
ENGLISH LANGUAGE (1128/02)**



INSERT

This Insert consists of 6 printed pages including this page.

[Turn over]

Section A

Text 1

Study the webpage below and answer Questions 1 – 4 in the Answer Booklet.

English | 中文 | Melayu |

WISHES ▾ EVENTS & NEWS ▾ SUPPORT US ▾ ABOUT US ▾ DONATE MONTHLY

WORLD WISH MONTH 2019

**Where There's A Wish,
There's A Way**

This April, join us each #WishWednesday as we help celebrate the hundreds of thousands of life-changing wishes that have been granted and the thousands still to come. Because for children battling a critical illness, a wish is not just a dream. A wish-come-true can be a turning point that allows children with critical illnesses to focus on the possibilities of tomorrow and not the challenges of today. Let's show the world what Make-A-Wish children, families, and our communities already know: Where there's a wish, there's a way.

DONATE HERE >

ACT NOW WITH A ONE-OFF DONATION

You can make their wishes come true

Children like Violette need your help

Little Violette was diagnosed with neuroblastoma at the tender age of 2. This type of cancer affects one's nerve tissue and it was an extremely trying time for her and her family. During her treatment, Violette sought solace from Disney's Princess Sofia, so when asked to make a wish, it was no surprise that her wish was to meet Princess Sofia.

Make-A-Wish brought Violette and her family on a trip to fulfil her wish. The whole experience brought Violette's family closer together and everyone was in awe of Violette's bravery, stamina and zest for life. It was a life-changing experience for Violette, imbuing her with newfound courage to continue fighting her illness.

Make-A-Wish wants to extend such experiences to more children and you can help make a difference to their lives.

Adapted from <https://www.makeawish.org.sg/en/>

Section B

Text 2

The text below is about a battle site in Vietnam. Read it carefully and answer Questions 5 – 15 in the Answer Booklet.

- 1 Travelling along the banks of the Ya Cong Poco river, on the northern flank of the B3 battlefield in the Central Highlands, the Missing In Action (MIA) Remains-Gathering Team awaits the dry season of 1975. Not until after dusk does the MIA truck finally reach the Jungle of Screaming Souls, where they park beside a wide creek clogged with rotting branches. The driver stays in the cab and goes straight to sleep. Kien climbs wearily into the rear of the truck to sleep alone in a hammock strung high from cab to tailgate. At midnight the rains start again, this time a smooth drizzle, falling silently. The old tarpaulin covering the truck is torn, full of holes, letting the water drip, drip, drip through onto the plastic sheets covering the remains of soldiers laid out in rows below Kien’s hammock. 5 10
- 2 The humid atmosphere condenses, its long moist, chilly fingers sliding in and around the hammock where Kien lies shivering, half-awake, half-asleep, as though drifting along on a stream. He is floating, sadly, endlessly, sometimes as if on a truck driving silently, robot-like, somnambulant through the lonely jungle tracks. Next to the truck, the stream moans, a desperate complaint mixing with distant faint jungle sounds, like an echo from another world. The eerie sounds come from somewhere in a remote past, arriving softly like featherweight leaves falling on the grass of times long, long ago. 15
- 3 Kien knows the area well. It was here, at the end of the dry season of 1969, that his 27th Battalion was surrounded and almost totally wiped out. Ten men survived from the Lost Battalion after fierce, horrible, barbarous fighting. 20
- 4 That was the dry season when the sun burned harshly, the wind blew fiercely, and the enemy sent napalm spraying through the jungle and a sea of fire enveloped them, spreading like the fires of hell. Troops in the fragmented companies tried to regroup, only to be blown out of their shelters again as they went mad, became disoriented, and threw themselves into nets of bullets, dying in the flaming inferno. Above them the helicopters flew at treetop height and shot them almost one by one, the blood spreading out, spraying from their backs, flowing like red mud. 25 30
- The diamond-shaped grass clearing was piled high with bodies killed by helicopter gunships. Broken bodies, bodies blown apart, bodies vaporized.
- No jungle grew again in this clearing. No grass. No plants.
- 5 “Better to die than surrender, my brothers! Better to die!” the battalion commander yelled insanely; waving his pistol in front of Kien he blew his own brains out through his ear. Kien released a silent scream at the sight, while all around him, the Americans attacked with submachine guns, sending bullets buzzing like deadly bees. Then Kien lowered his machine gun, grasped his 35

- side, and fell, rolling slowly down the bank of a shallow stream, hot blood trailing down the slope after him. 40
- 6 In the days that followed, crows and eagles darkened the sky. After the Americans withdrew, the rainy season came, flooding the jungle floor, turning the battlefield into a marsh whose surface water turned rust-coloured from the blood. Bloated human corpses, floating alongside the bodies of incinerated jungle animals, mixed with branches and trunks cut down by artillery, all drifting in a stinking marsh. When the flood receded everything dried in the heat of the sun into thick mud and stinking rotting meat. And down the bank and along the stream Kien dragged himself, bleeding from the mouth and from his body wound. The blood was cold and sticky, like blood from a corpse. Snakes and centipedes crawled over him, and he felt death's hand on him. After that battle no one mentioned the 27th Battalion any more, though numerous souls of ghosts and devils were born in that deadly defeat. They were still loose, wandering in every corner and bush in the jungle, drifting along the stream, refusing to depart for the Other World. 45 50
- 7 From then on it was called the Jungle of Screaming Souls. Just hearing the name whispered was enough to send chills down the spine. Perhaps the screaming souls gathered together on special festival days as members of the Lost Battalion, lining up in the little diamond-shaped clearing, checking their ranks and numbers. The sobbing whispers were heard deep in the jungle at night, the howls carried on the wind. Perhaps they really were the voices of the wandering souls of dead soldiers. 55 60
- 8 Here, when it is dark, trees and plants moan in awful harmony. When the ghostly music begins it unhinges the soul and the entire wood looks the same no matter where you are standing. Not a place for the timid. Living here one could go mad or be frightened to death. Which was why in the rainy season of 1974, when the regiment was sent back to this area, Kien and his scout squad established an altar and prayed before it in secret, honouring and recalling the wandering souls from the 27th Battalion still in the Jungle of Screaming Souls. 65
- Sparkling incense sticks glowed night and day at the altar from that day forward. 70

Adapted from 'The Sorrow of War' by Bao Ninh

Section C

Text 3

The text below is about rats. Read it carefully and answer Questions 16 – 22 in the Answer Booklet.

- 1 A rat is a rodent, the most common mammal in the world. *Rattus norvegicus* is one of the approximately four hundred different kinds of rodents, and it is known by many names, each of which describes a trait or sometimes a habitat: the migratory rat, the house rat, the sewer rat, the alley rat, the common rat, the brown rat... . The average brown rat is large and stocky; it grows to be approximately sixteen inches long from its nose to its tail — the size of a large adult human male’s foot — and weighs about a pound. 5
- 2 Rats are nocturnal and though they forage in darkness, the brown rat has poor eyesight. It makes up for this with an excellent sense of smell and taste, detecting the most minute amounts of poison, down to one part per million. The brown rat’s teeth are yellow, the front two incisors being especially long and sharp, like buckteeth. When the brown rat gnaws, its front two teeth spread apart and a flap of skin plugs the space behind its incisors. Hence, when the rat gnaws on indigestible materials — concrete or steel, for example — the shavings don’t go down the rat’s throat and kill it. These incisors grow at a rate of five inches per year. In terms of hardness, the brown rat’s teeth are on par with steel. With the alligator-like structure of their jaws, rats can exert a biting pressure of up to seven thousand pounds per square inch. 10
15
- 3 Rats seem to be attracted to wires — to utility wires, computer wires, wires in vehicles, in addition to gas and water pipes. One rat expert theorises that wires may be attractive to rats because of their resemblance to vines and the stalks of plants; cables are the vines of the city. By one estimate, 26 percent of all electric-cable breaks and 12 percent of all phone-cable disruptions are caused by rats. According to one study, as many as 25 percent of all fires of unknown origin are rat-caused. Sitting in a nest of tattered rags and newspapers, in the floorboards of an old tenement, a rat gnaws the head of a match — the lightning in the city forest. 20
25
- 4 When it is not gnawing or feeding on trash, the brown rat digs. Anywhere there is dirt in a city, brown rats are likely to be digging; they dig holes to enter buildings and to make nests. Rat nests can be in the floorboards of apartments, in the waste-stuffed corners of subway stations, in sewers, or beneath old furniture in basements – literally anywhere. “Cluttered and unkempt alleyways in cities provide ideal rat habitat, especially those alleyways associated with food-serving establishments,” states a pest control manual. “Alley rats can forage safely within the shadows created by the alleyway, as well as quickly retreat to the safety of cover in these narrow channels.” Often, rats burrow under concrete sidewalk slabs. Entrance to a typical under-the-sidewalk rat’s nest is gained through a two-inch-wide hole — their skeletons collapse and they can squeeze into a hole as small as three quarters of an inch wide, the average width of their skull. This tunnel 30
35
40

then travels about a foot down to where it widens into a nest or den. The den is lined with soft debris, often shredded plastic garbage or shopping bags; some rat nests have been found stuffed with the gnawed shavings of the wood-based, spring-loaded snap traps that are used in attempts to kill them. 45
 The back of the den then narrows into a long tunnel that opens up on another hole back on the street. This second hole is called a bolt hole; it is an emergency exit. A bolt hole is typically covered lightly with dirt or trash — camouflage. Sometimes there are networks of burrows, which can stretch beneath a few concrete squares on a sidewalk, or a number of backyards, or 50
 even an entire city block — when *Rattus norvegicus* first came to Selkirk, England, in 1776, there were so many burrows that people feared the town might sink.

- 5 Rats also inhabit subways, as most people in any city with a subway system are well aware. Every once in a while, there are reports of rats boarding 55
 trains, but for the most part rats stay on the tracks. People tend to think that the subways are filled with rats, but in fact rats are not everywhere in the system; they live in the subways according to the supply of discarded human food and sewer leaks. Sometimes, rats use the subway purely for nesting purposes; they find ways through the walls of the subway stations leading 60
 from the tracks to the restaurants and stores on the street — the vibrations of subway trains tend to create rat-size cracks and holes. Many subway rats tend to live near stations that are themselves near fast-food restaurants. At the various subway stations near Herald Square, for example, people come down from the streets and throw their unfinished food onto the tracks, along 65
 with newspapers, soda bottles and, I have noticed, thousands of no longer charged AA batteries, waiting to leak acid. The rats eat freely from the waste and sit at the side of the little streams of creamy brown sewer water that flows between the rails. They sip the water the way rats do, either with their front paws or by scooping it up with their incisors. 70

Adapted from 'Rats' by Robert Sullivan

----- End of Insert -----

Name:

Class:

ASSUMPTION ENGLISH SCHOOL MID-YEAR EXAMINATION 2019

ENGLISH LANGUAGE (1128/02)



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LEVEL: Secondary 4 Express and
5 Normal (Academic)

DATE: 6 May 2019

CLASS(ES): Secondary 4/1, 4/2, 4/4 (OOS)
and 5/1

DURATION: 1 hour 50 min

Additional Materials provided: A 6-Page Insert

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your name, index number and class at the top of this page.

Write in dark blue or black ink on both sides of the paper.

Do not use staples, paper clips, highlighters, glue or correction fluid and tape.

Answer **all** questions.

Write your answers in the spaces provided in the Answer Booklet.

The Insert contains the texts for all the sections.

The Insert and Answer Booklet will be collected separately.

The number of marks is given in brackets [] at the end of each question or part question.

For Examiner's use:	
Section A	/ 5
Section B	/ 20
Section C	/ 25
Total	/ 50

This Answer Booklet consists of 8 printed pages including this page.

[Turn over]

Section A [5 marks]

Refer to the webpage (Text 1) on page 2 of the Insert for Questions 1 – 4.

1 Why is the use of alliteration in the tagline “Where There’s A Wish, There’s A Way” effective?

.....
..... [1]

2 What effect are the photographs meant to have on the reader?

.....
..... [1]

3 Pick a word which summarises the effect that this foundation has on its beneficiaries.

..... [1]

4 Identify **two** outcomes of a ‘wish-come-true’ for children with critical illnesses.

(i)
..... [1]

(ii)
..... [1]

Section B [20 marks]

Refer to Text 2 on pages 3 – 4 of the Insert for Questions 5 – 15.

- 5** In Paragraph 1, we are introduced to ‘the Missing In Action (MIA) Remains-Gathering Team’. **In your own words**, explain what this tells you about the purpose of the team.

..... [1]

- 6** In Paragraph 1, we are told that ‘The old tarpaulin covering the truck is torn, full of holes, letting the water drip, drip, drip through...’

What effect does the writer create with the repetition of the word ‘drip’?

..... [1]

- 7** In Paragraph 2, Kien sleeps uneasily. Explain how the language used in this paragraph suggests that the environment contributed to Kien’s uneasiness.

Support your explanations with **three** details from Paragraph 2.

..... [3]

- 8** Which words or phrases from Paragraph 4 describe the scene of war?

Descriptions of the scene of war	Words or phrases from the passage
(i) state of confusion	
(ii) engulfed in flames	
(iii) relentless ammunition	

[3]

9 'No jungle grew again in this clearing. No grass. No plants.' (line 33)

What is the effect of the use of short sentences here?

..... [1]

10 What is unusual and effective about the phrase 'silent scream' (line 36)?

.....
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.....
.....
..... [2]

11 In Paragraph 6, we are told that 'The blood was cold and sticky, like blood from a corpse.'

What does this suggest about Kien's physical state?

..... [1]

12 Why is the 'Jungle of Screaming Souls' aptly named?

.....
..... [1]

13 (a) What does 'ghostly music' (line 63) refer to?

..... [1]

(b) Explain **in your own words** the effect that the 'ghostly music' can have on a person.

..... [1]

14 Give **one** reason to explain why Kien and his scout squad established an altar.

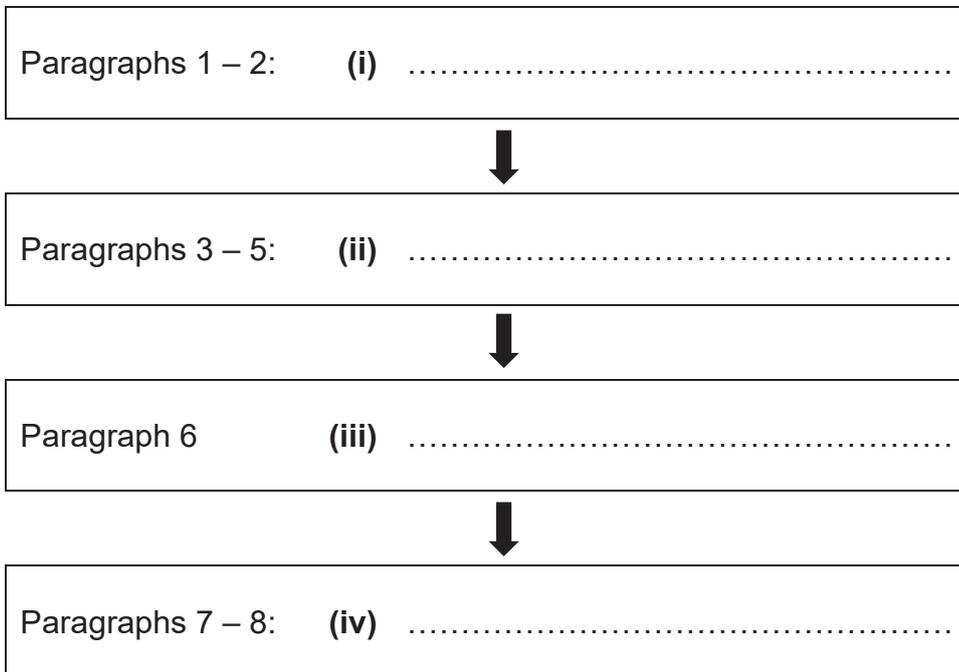
.....
..... [1]

- 15 Complete the flow chart by choosing one phrase from the box that best describes the following scenes in the text. There are some extra phrases you do not need to use.

Descriptions

a delightful reunion	a sense of gloom
a state of desolation	a state of tranquillity
a brutal reality	a sinister atmosphere
a familiar place	

Scenes in the text



[4]

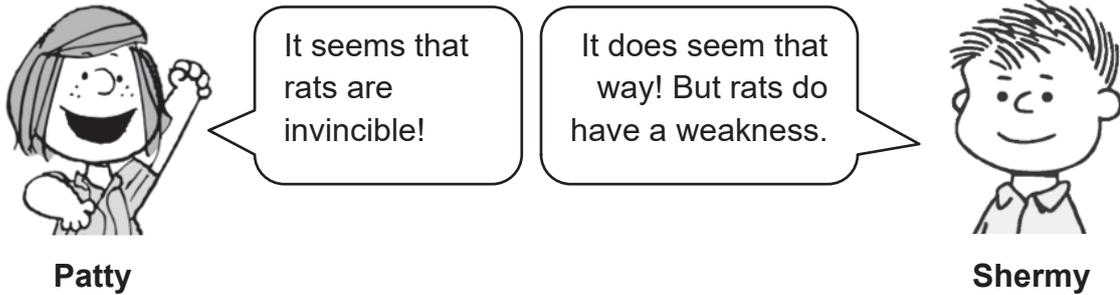
Section C [25 marks]

Refer to Text 3 on pages 5 – 6 of the Insert for Questions 16 – 22.

16 How does the writer show that the *Rattus norvegicus* has many names?

..... [1]

17 Here is part of a conversation between two students.



(a) From Paragraph 2, identify **two** physical attributes of rats and explain how these attributes support Patty’s view.

(i) [1]

(ii) [1]

(b) With reference to the same paragraph, how would Shermey explain his position?

..... [1]

18 In Paragraph 2, the rat’s incisors are compared with other items.

What are these items and what is the property that is being compared with each item?

Item	Property
(i)
(ii)

[2]

19 (a) In Paragraph 3, the writer says that ‘cables are the vines of the city’. What does this expression suggest about the rat’s presence in a city?
..... [1]

(b) Pick a piece of evidence from the same paragraph which supports your answer.
..... [1]

20 In Paragraph 3, we are told that ‘a rat gnaws the head of a match — the lightning in the city forest.’ What is effective about this comparison?
..... [1]

21 In Paragraph 4, we are told that ‘some rat nests have been found stuffed with the gnawed shavings of the wood-based, spring-loaded snap traps that are used in attempts to kill them.’
What does this suggest about rats?
..... [1]

22 **Using your own words as far as possible**, summarise the ways in which rats have been able to evade human beings, and how human beings have ironically supported their existence.

Use only information from Paragraphs 4 and 5.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin).

Rats have evaded human beings by

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**ASSUMPTION ENGLISH SCHOOL
MID-YEAR EXAMINATION 2019
ENGLISH LANGUAGE (1128/01)
SECONDARY 4 EXPRESS AND 5 NORMAL (ACADEMIC) ANSWER SCHEME**

Section A [10 marks]

Question 1

Carefully read the text below, consisting of 12 lines, about modern inventions. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is NO error in a line, put a tick (✓) in the space provided.

If the line is incorrect, circle the incorrect word and write the correct word in the space provided. The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived (to) my destination at 2 pm.at.....
 My mother always wears sensible clothes.✓.....

History has taught us that humans <u>(are)</u> the most curious and smartest		
living <u>(organism)</u> on the planet and as a result of this we invent new	1	organisms (plural)
things. Despite the fact that we have hardly spent fifteen years in the	2	✓
new millennium, our century <u>(was)</u> already full of great and not-so-great	3	is (tense)
inventions which remind us that no matter how <u>(advancing)</u> society might	4	advanced (WF)
be, human curiosity never <u>(fail)</u> to seek out new advancements and	5	fails (SVA)
technologies. For example, scientists have created a bio-artificial liver	6	✓
device <u>(who)</u> gives hope to all those suffering from acute liver failure. In	7	which/that (pronoun)
<u>(comparing)</u> a Dutch artist has been making indoor clouds since 2010.	8	comparison (WF)
They only last for <u>(the)</u> moment and will definitely help anyone who is	9	a (article)
trying to impress others <u>(on)</u> surrealistic photos, but one wonders what	10	with (preposition)
other use or contribution to society this bizarre invention could have.		

Adapted from <https://list25.com/25-spectacular-inventions-of-the-21st-century/>

----- **End of Answer Scheme** -----

1128/4E5NA/MYE/19

**ASSUMPTION ENGLISH SCHOOL
MID-YEAR EXAMINATION 2019
ENGLISH LANGUAGE (1128/02)
SECONDARY 4 EXPRESS / 5 NORMAL (ACADEMIC) ANSWER SCHEME**

Section A [5 marks]

Refer to the webpage (Text 1) on page 2 of the Insert for Questions 1 – 4.

- 1 Why is the use of alliteration in the tagline “Where There’s A Wish, There’s A Way” effective?

**Makes the tagline easy to remember. OR
Draws reader’s focus to the words “wish” and “way”, emphasising the main message of helping children fulfil their wishes. OR
The ‘w’ sound creates a hopeful mood for children and their families waiting to have their wishes fulfilled.**

[1]

- 2 What effect are the photographs meant to have on the reader?

**Encourage the reader to help more children fulfil their wishes. OR
Evoke sympathy from the reader so that the reader will help more children fulfil their wishes.**

[1]

- 3 Pick a word which summarises the effect that this foundation has on its beneficiaries.

The word is “life-changing”.

[1]

- 4 Identify **two** outcomes of a ‘wish-come-true’ for children with critical illnesses.

(i) **It allows them to focus on the possibilities of tomorrow (and not the challenges of today).**

[1]

(ii) **It imbues them with newfound courage to continue fighting their illness.**

[1]

Section B [20 marks]

Refer to Text 2 on pages 3 – 4 of the Insert for Questions 5 – 16.

- 5 In Paragraph 1, we are introduced to ‘the Missing In Action (MIA) Remains-Gathering Team’. **In your own words**, explain what this tells you about the purpose of the team.

The team’s purpose is to gather the dead bodies of soldiers (from the war).

[1]

- 6 In Paragraph 1, we are told that ‘The old tarpaulin covering the truck is torn, full of holes, letting the water drip, drip, drip through...’

What effect does the writer create with the repetition of the word ‘drip’?

He shows how the rain water drips non-stop on the plastic sheets. OR He creates the image and sound effect of the rain water dripping on the plastic sheets.

[1]

- 7 In Paragraph 2, Kien sleeps uneasily. Explain how the language used in this paragraph suggests that the environment contributed to Kien’s uneasiness.

Support your explanations with **three** details from Paragraph 2.

“long moist, chill fingers sliding in and around the hammock” suggests that the humidity seemed to creep around/ reach out and grab Kien.

[1]

“the stream moans, (a desperate complaint)” suggests that the stream produced noise which seemed to be grumbling/protesting/groaning which would create a negative atmosphere/ disturb Kien’s sleep.

[1]

“eerie sounds” suggests that the sounds surrounding Kien were frightening.

[1]

- 8 Which words or phrases from Paragraph 4 describe the scene of war?

Descriptions of the scene of war	Words or phrases from the passage
(i) state of confusion	(became) disoriented
(ii) engulfed in flames	a sea of fire enveloped them
(iii) relentless ammunition	nets of bullets

[3]

- 9 'No jungle grew again in this clearing. No grass. No plants.' (line 33)

What is the effect of the use of short sentences here?

It emphasises how nothing could grow in the clearing. [1]

- 10 What is unusual and effective about the phrase 'silent scream' (line 36)?

It is unusual as silent means having no sound while scream refers to a loud/piercing cry, thus contradicting each other. [1]

It is effective as it describes/emphasises Kien's horror at the sight of his commander blowing his own brains out, such that no sound came out from his scream. [1]

- 11 In Paragraph 6, we are told that 'The blood was cold and sticky, like blood from a corpse.'

What does this suggest about Kien's physical state?

He was seriously injured/ almost dead/ on the verge of dying. [1]

- 12 Why is the 'Jungle of Screaming Souls' aptly named?

So many soldiers died in the battle and it is said their souls wander the jungle. OR
The sounds of the jungle seem like the voices of the wandering souls of dead soldiers. [1]

- 13 (a) What does 'ghostly music' (line 63) refer to?

It refers to the trees and plants moaning in awful harmony. [1]

- (b) Explain in your own words the effect that the 'ghostly music' can have on a person.

It can make a person feel uneasy / disturbed. [1]

- 14 Give one reason to explain why Kien and his scout squad established an altar.

To honour and recall the wandering souls from the 27th Battalion. OR
To pray for their own safety from the ghosts in the jungle. [1]

- 15 Complete the flow chart by choosing one phrase from the box that best describes the following scenes in the text. There are some extra phrases you do not need to use.

Descriptions

a delightful reunion	a sense of gloom
a state of desolation	a state of tranquillity
a brutal reality	a sinister atmosphere
a familiar place	

Scenes in the text

Paragraphs 1 – 2: (i) a sense of gloom



Paragraphs 3 – 5: (ii) a brutal reality



Paragraph 6: (iii) a state of desolation



Paragraphs 7 – 8: (iv) a sinister atmosphere

[4]

Section C [25 marks]

Refer to Text 3 on pages 5 – 6 of the Insert for Questions 16 – 22.

- 16 How does the writer show that the *Rattus norvegicus* has many names?

The writer uses ‘...’ to show that the list of rat names can go on OR
The writer lists many rat names.

[1]

- 17 Here is part of a conversation between two students.



Patty

It seems that
rats are
invincible!

It does seem that
way! But rats do
have a weakness.



Shermy

- (a) From Paragraph 2, identify **two** physical attributes of rats and explain how these attributes support Patty's view.

(i) Rats have an excellent sense of smell and taste which allow them to detect the most minute of poison.

[1]

(ii) The flap of skin between their incisors prevents indigestible materials from going down the rat's throat.

[1]

- (b) With reference to the same paragraph, how would Shermey explain his position?

Rats have poor eyesight (despite being nocturnal animals).

[1]

- 18 In Paragraph 2, the rat's incisors are compared with other items.

What are these items and what is the property that is being compared with each item?

Item	Property
(i) <u>Steel</u>	<u>Hardness</u>
(ii) <u>Alligator's jaws / jaws</u>	<u>Biting pressure</u>

[2]

- 19 (a) In Paragraph 3, the writer says that ‘cables are the vines of the city’. What does this expression suggest about the rat’s presence in a city?

It suggests that rats are everywhere since cables can be found all over a city.

[1]

- (b) Pick a piece of evidence from the same paragraph which supports your answer.

26 percent of all electric-cable breaks are caused by rats. OR As many as 25 percent of all fires of unknown-origin are caused by rats.

[1]

- 20 In Paragraph 3, we are told that ‘a rat gnaws the head of a match — the lightning in the city forest.’ What is effective about this comparison?

It shows how quickly/ easily a rat (gnawing the head of a match) can start a fire.

[1]

- 21 In Paragraph 4, we are told that ‘some rat nests have been found stuffed with the gnawed shavings of the wood-based, spring-loaded snap traps that are used in attempts to kill them.’

What does this suggest about rats?

They are cunning/ sly/ too clever to be caught.

[1]

- 22 **Using your own words as far as possible**, summarise the ways in which rats have been able to evade human beings, and how human beings have ironically supported their existence.

Use only information from Paragraphs 4 and 5.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin).

Rats have evaded human beings by ...

No.	Lifted from the passage	Rephrased
Ways in which rats have evaded human beings		
1	They dig holes to enter buildings and to make nests.	digging holes to enter buildings and making nests
2	Rat nests can be ... literally anywhere.	which can actually be anywhere.
3	Alley rats can forage safely within the shadows created by the alleyway,	Rats can forage safely within the darkness of the alleyway

4	as well as quickly retreat to the safety of cover in these narrow channels.	and quickly retreat to the darkness if necessary.
5	Their skeletons collapse and they can squeeze into a hole as small as three quarters of an inch wide.	Rats skeletons can collapse, allowing them to squeeze into small holes.
6	The back of the den then narrows into a long tunnel that opens up on another hole back on the street. This second hole is called a bolt hole; it is an emergency exit.	In their dens, rats have bolt holes for emergency use,
7	A bolt hole is typically covered lightly with dirt or trash – camouflage.	and these are camouflaged with dirt or trash.
8	Sometimes there are networks of burrows, which can stretch ... even an entire city block.	Rats create networks of burrows making them harder to catch.
How human beings support their existence		
9	Cluttered and unkempt alleyways in cities provide ideal rat habitat, especially those alleyways associated with food-serving establishments./ Many subway rats tend to live near stations that are themselves near fast-food restaurants.	Human beings support their existence with cluttered alleyways in cities, which are perfect habitats for rats.
10	They live in the subways according to the supply of discarded human food and sewer leaks./ People come down from the streets and throw their unfinished food onto the tracks... The rats eat freely from the waste.	Rats often survive on discarded human food.

Rats have evaded human beings by digging holes to enter buildings and making nests which can actually be anywhere. Rats can forage safely within the darkness of the alleyway and quickly retreat to the darkness if necessary. Rats skeletons can collapse, allowing them to squeeze into small holes. In their dens, rats have bolt holes for emergency use, and these are camouflaged with dirt or trash. Rats create networks of burrows making them harder to catch. Human beings support their existence with cluttered alleyways in cities, which are perfect habitats for rats. Rats often survive on discarded human food.

[15]

(93 words for 10 points)

----- End of Answer Scheme -----

Class	Index Number	Name
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BUKIT MERAH SECONDARY SCHOOL



MID-YEAR EXAMINATION 2019 SECONDARY 4 EXPRESS / 5 NORMAL (ACADEMIC)

ENGLISH LANGUAGE

1128/01

Paper 1 Writing

6 May 2019

INSERT

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

This insert contains **Section A** and the visual stimulus for **Section B**.

Write your answers in the spaces provided.

Hand in the completed **Section A** Insert separately.

Section A [10 marks]

Question 1

Carefully read the text below, consisting of 12 lines, about the food we eat. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is NO error in a line, put a tick (✓) in the space provided.

If the line is incorrect, circle the incorrect word and write the correct word in the space provided.

The correct word you provide must not change the original meaning of the sentence.

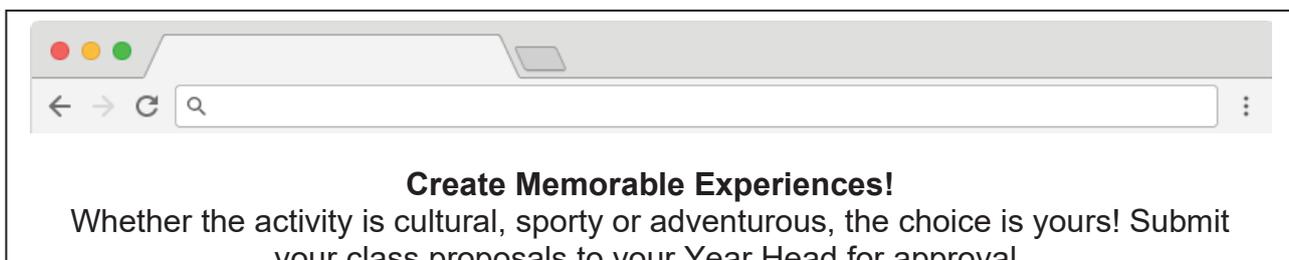
Examples:

I arrived to my destination at 2pm.at.....

My mother always wears sensible clothes.✓.....

For most people across the world, life is getting better but diets are getting worse. This is the bittersweet dilemma of eating this days. Unhealthy food,	1
ate in a hurry, seems to be the price we pay for living in liberated modern	2
societies. Our free and comfortable lifestyles are undermine by the fact that	3
our food is killing us, not through lack of it but through its abundance – the	4
hollow kind of abundance. What we eat now is a great cause of disease and	5
death in the world than either tobacco or alcohol. In 2015, 12 million deaths	6
could be attributed with “dietary risks” such as diets low in vegetables, nuts	7
and seafood or diets high in processed meats and sugary drinks. This is	8
paradoxical and sad, however good food used to be the test by which we	9
judge the quality of life. Hence it should be logically impossible to have a good	10
life without good food.	

Adapted from <https://www.theguardian.com/books/2019/mar/16/snack-attacks-the-toxic-truth-about-the-way-we-eat>



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ArtScience Museum

- Lewis Carroll's *Alice in Wonderland* books come alive in this interactive exhibition 'Wonderland'.
- Visitors can expect props, theatrical sets and audiovisual artwork.
- At the Mad Hatter's Tea Party, visitors can participate in an "audiovisual feast" as the room transforms in real time.
- Each visitor will choose one of four characters to uncover unique stories.

Bounce Trampoline Park

- Trampolining is a low-impact activity that simultaneously improves co-ordination and boosts cardio fitness.
- A fun and challenging activity for participants of any skill level.
- The programme ensures maximum group and individual participation.
- The team of highly-skilled instructors will ensure safety



Forest Adventure

- Participants will discover the thrill of height and the joy of physical outdoor activity.
- Activities ensure personal achievement
- All challenges end with a giant zip line to bring participants back to ground.
- The facility is right on the edge of the beautiful Bedok Reservoir.

Class	Index Number	Name
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BUKIT MERAH SECONDARY SCHOOL



MID-YEAR EXAMINATION 2019 SECONDARY 4 EXPRESS / 5 NORMAL (ACADEMIC)

ENGLISH LANGUAGE

Paper 1 Writing

Additional materials: 1 Insert

1128/01

6 May 2019

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

Write your name, class and register number in the spaces provided on the work you hand in.

Write in dark blue or black pen on both sides of the paper.

Do not use staples, paper clips, glue or correction fluid.

Answer **Section A**, **Section B** and one question from **Section C**.

The Insert contains **Section A** and the visual stimulus for **Section B**.

For **Section A** write your answers in the spaces provided on the Insert.

For **Section B** and **Section C** write your answers in the spaces provided in the Question Booklets.

At the end of the examination, hand in **Section A**, **Section B** and **Section C** separately.

The number of marks is given in brackets [] at the head of each section.

This document consists of **8** printed pages and **1** insert.

Setter: Ms Adeline Kong

[Turn over

Class	Index Number	Name
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BUKIT MERAH SECONDARY SCHOOL



**MID-YEAR EXAMINATION 2019
SECONDARY 4 EXPRESS/ 5 NORMAL (ACADEMIC)**

ENGLISH LANGUAGE

Paper 2 Comprehension

1128/02

7 May 2019

1 hour 50 minutes

INSERT

READ THESE INSTRUCTIONS FIRST

This Insert contains Text 1, Text 2 and Text 3.

This document consists of **6** printed pages.

Setter: Leow Ser Leng

[Turn over

Section A

Text 1

Study the webpage below and answer Questions 1-4 in the Question Booklet.

TECHSPO Singapore 2019 - Tech x +

→ https://techsposingapore.sg

TECHSPO SINGAPORE 2019 SINGAPORE SEPTEMBER 18 - 19, 2019

HOME VISIT EXHIBIT TRAVEL CONTACT **BUY TICKETS** Q

Where Business, Technology and Innovation Collide in Singapore!

TECHSPO SINGAPORE 2019 is a 2-day large scale technology exhibition taking place from September 18 to 19 2019 at the luxurious Marina Bay Sands Expo and Conference Centre in Singapore. It brings together, technology designers, providers and innovators looking to set the pace in our advanced world of technology.

Seize this golden opportunity to enjoy these experiences:

<div data-bbox="239 739 494 772"> <p>Exhibition Booths</p> </div> <div data-bbox="159 772 598 1097">  </div> <div data-bbox="159 1120 598 1534"> <p>Check out our exhibition booths which showcase a myriad of next-generation technological advancements and innovation. This includes Internet and mobile technologies. Learn about how these evolving technologies will impact your business for greater growth and be inspired and amazed by the power of technology and innovation! Get ready to soak in the vibrant atmosphere!</p> </div>	<div data-bbox="718 739 957 772"> <p>Training Sessions</p> </div> <div data-bbox="630 772 1061 1097">  </div> <div data-bbox="630 1120 1061 1534"> <p>Discover the best innovations and case studies in the Technology Training Theatre, TECHSPO Hall. 3 presentation session recordings ranging from 30 to 45 minutes will be played to kick-start your training which will enable you to gain more in-depth understanding of the latest technologies. This is where theory and application come together to make learning relevant and meaningful. Get your thinking caps ready!</p> </div>	<div data-bbox="1212 739 1356 772"> <p>Networking</p> </div> <div data-bbox="1093 772 1508 1097">  </div> <div data-bbox="1093 1120 1508 1534"> <p>Interact with fellow technology enthusiasts attending the event to exchange views and ideas over Networking Luncheon. Better yet, download Bizzabo, our official event networking mobile app. Supported on iPhone and Android, it's a breeze to join the community to stay connected with others, be it for business or social purposes. Experience the power of a strong support network!</p> </div>
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AS FEATURED IN:

CNN FOX NEWS NBC CBS abc CW Daily Herald Mashable DIGITAL JOURNAL boston.com

Adapted from <https://techsposingapore.sg/>

Section B

Text 2

The account below describes the writer's experience of being lost in the Borneo jungle. Read the text carefully and answer Questions 5-15 in the Question Booklet.

- 1 My destination was a secluded beach at the end of an 18 kilometre path winding through equatorial rainforest. The plan was to arrive at the beach around sundown, camp out and return the next morning to catch a rowboat back to the nearest city. I visualised myself arriving at the beach after a leisurely five or six hours.
- 2 However, the gruelling path was uphill, requiring me to clamber all the way and, at times, crawl on all fours. After two intense and energy sapping hours, a fourth of my 4-litre water store had been guzzled down but I had only hiked about two kilometres. The Borneo jungle loomed all around, more threatening now. When I was wearily resting next to a waterfall, some Germans passed by. When I told them my naïve plan, they smiled wryly but, impassively, said nothing. A few hours later, I was parched but out of water and starting to panic. I was resolute about continuing, although sweat was pouring out of me like a garden hose left on to tinkle into the grass. The path got rougher with everything being sharp, jagged or piercing, shredding my arms and legs. 5 10
- 3 Soon, the sun was getting lower in the sky, making me ponder on my predicament. If I turned back, I would be tromping through the deep dark jungle at night, with jealous monkeys for company, and I would never make it safely. I would step on a snake, stumble into one of the numerous deep crevices along the path or I would sink and be overwhelmed in quicksand. I had to press on, exit the jungle and get onto a pure tropical beach. 15
- 4 It was envisaging the beach, lovely, open and safe, that kept one foot moving in front of the other. Inevitably, the sun went down before I was anywhere near my destination. 'Went down' is just a euphemism though because, in reality, it plummeted. From the time it cast its first orange hues until complete darkness required only ten minutes. I pulled out my headlamp, happy with myself, reckoning that while I demonstratively had little sense for being in this situation to begin with, I had enough to bring a light. 20 25
- 5 The jungle at night was terrifying with the sounds of nightmares—things that howled from above and things that chortled from behind trees, long slippery things that squirmed and danced against your skin and when you pawed at them disappeared into thin air. Feeling compelled to do something, I darted around, at first making blind plunges in random directions. I apprehended the danger straight away and, so, attempted to be rational and figure out a path. However, cane, in every dark direction, was blocking me in: tall, thick and unassailable. 30
- 6 For some unfathomable reason, I decided to take a picture of myself, wanting to see what I looked like when petrified. Then I yelled for help, as deafeningly as possible, in the empty and echoing blackness. Nothing. I wandered aimlessly for another hour in the black sauna of the night. As I plodded on, one old adage kept popping up in my head: *when you get lost in the wilderness, the thing to do is to head down*. If you follow a downward slope, eventually you will come to a stream or river that flows to the sea. Follow that enough and you will find people. 35
- 7 Thus, I searched for the nearest downward slope, and let myself start sliding down it, the weight of my tent-filled backpack propelling me forward. While I was sliding down, loose gravel and dirt caved under me. I shone my light ahead and, in a flash of approaching death, noticed that there was no ground. Suddenly, I was on a precipice. About one metre in front of me was a 30-metre drop, a cliff that led down to an angry sea crashing 40

against jagged rocks. In panic, I started to scramble back up, but the backpack, and my position, made it impossible. I was being edged forward to die. 45

Adapted from 'Lost in the Borneo jungle: A survival story' by Seth Pevey

Section C

Text 3

The text is an article about teak, a tropical hardwood tree species. Read it carefully and answer Questions 16-21 in the Question Booklet.

- 1 Often nicknamed as “The King of Hardwood”, teak is one of the best wood you can find in the world for furniture. It is highly prized for its grains and hue and its resistance to cracking, warping, rotting and corrosion when in contact with steel. Other than its beauty and durability, it possesses some natural properties that other woods do not have. Unfortunately, natural teak forests are declining worldwide and the quality of naturally grown teak wood is deteriorating. 5
- 2 The tree that teak comes from, *Tectona grandis*, is native to the tropics, particularly in Southeast Asian nations such as Thailand, Myanmar, Indonesia and Malaysia. The Indonesian government considers teak such a valuable natural resource that it has a corporation, PT Perum Perhutani, in place dedicated to managing its official teak plantations in Java and Madura. On such plantations in Java, only a predetermined number of trees can be felled each year and each tree is replaced with a new one that is planted on the plantation. Teak’s reputation made its way out of Asia around the 7th century, when the Dutch colonized Indonesia. Since then, teak has been used to outfit and adorn the residences of the wealthy and powerful. The strength and durability of teak wood is definitely world-renowned. For example, in caves in Western India, even objects made from teak more than 2,000 years ago have been found intact. This is untreated and uncared-for wood. 10
15
- 3 There is an abundance of natural oils and rubber locked right into the tight grain of the wood to keep back water and keep it from becoming misshapened or breaking. All woods contain oils that protect the tree – think of tea tree oil. Teak, however, can retain these oils and its rubber even after being felled and processed. Due to this, teak has greater naturally weather-resistant properties than just about any other type of wood. It has been used to construct ships for many centuries because it can stand up to elements such as rain for many years. When dried to a proper moisture level – around 10 percent of its original content – the oils and rubber weatherproof the wood. The oils also protect the wood from dry rot, which is a common problem in older wooden furniture. Furthermore, the oils and rubber protect the heart of the wood from invaders like fungi and parasites that can destroy other woods. 20
25
- 4 As the demand for teak increases, “Plantation Teak” has been developed in countries such as Indonesia and Costa Rica. In this method, the tropical hardwood tree from which teak is obtained is exclusively planted for either commercial or ecological purposes. Most teak comes from countries where native forests are clear-cut, thousands of acres at a time. Non-teak “waste trees” are often burnt to further clear the land, which may be used for abusive agricultural practices or left vulnerable to erosion. Consequently, plantation teak is an improvement over clear-cutting natural forests. It is, however, a long way from being sustainable because most plantations comprise no other tree species, just row upon row of teak trees. These monocultures do little to provide needed animal habitat. In addition, because the trees were planted at the same time, they are harvested at the same time. It is clear-cutting under a different name. Furthermore, plantation teak is rapidly grown and harvested, resulting in grains that are further apart and less defined. This affects the beauty of the furniture that will be made from the wood. It also results in poorer quality wood that is more likely to crack or warp. The soil in these plantations is said to be inferior, causing some teak to be less lustrous and have a lighter colour. 30
35
40
- 5 While the teak industry can have environmental impacts, teak planting serves local communities as a savings account, as the time until trees reach harvestable dimensions is comparatively long. It can take between 20 and 80 years before a teak tree planted 45

today is harvested for wood. In the long run, this helps smallholders improve their livelihoods and the livelihoods of their children.

Adapted from <https://home.howstuffworks.com/home-decor/decorating-styles-techniques/teak-wood-furniture.htm> and <https://greyandsanders.com/blog/post/all-about-teak/>

Class	Index Number	Name
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BUKIT MERAH SECONDARY SCHOOL



MID-YEAR EXAMINATION 2019 SECONDARY 4 EXPRESS/ 5 NORMAL (ACADEMIC)

ENGLISH LANGUAGE

Paper 2 Comprehension

1128/02

7 May 2019

1 hour 50 minutes

Candidates answer in the Question Booklet.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your name, class and register number in the spaces provided on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, glue, correction fluid or correction tape.

Answer **all** questions.

Write your answers in the spaces provided in the Question Booklet.

The Insert contains the texts for all the sections.

The number of marks is given in brackets [] at the end of each question or part question.

For Examiner's Use	
Section A	/5
Section B	/20
Section C	/10
Summary	/15
Total	/50

This document consists of **8** printed pages and **1** Insert.

Setter: Leow Ser Leng

[Turn over

Section A [5 marks]

Text 1

Refer to the webpage (Text 1) on page 2 of the Insert for Questions 1-4.

1 The webpage begins with the tagline 'Where Business, Technology and Innovation Collide in Singapore!' What does 'Collide' suggest about the impact of the event on participants?

.....
..... [1]

2 Refer to the section under 'Networking'.

(i) How does the photograph support the information presented in this section?

.....
.....[1]

(ii) Identify a phrase that encourages the reader to be involved in networking.

.....
..... [1]

3 Who is the target audience of this webpage?

.....[1]

4 How does the webpage persuade its target audience to participate in the event?

.....
..... [1]

Section B [20 marks]

Text 2

Refer to Text 2 on page 3-4 of the Insert for Questions 5-15.

5 (i) Which **word** in Paragraph 1 suggests that the writer anticipated his trek to be an easy one?

..... [1]

(ii) What does this word suggest about the writer’s assessment of the situation?

..... [1]

6 Paragraph 2 describes the challenges faced by the writer. Explain how the language used in the paragraph emphasises how the writer found the experience to be physically demanding. Support your answer with **three** details from the paragraph.

(i) [1]

(ii) [1]

(iii)..... [1]

7 ‘Soon, the sun was getting lower in the sky, making me ponder on my predicament.’ (line 14).

(i) Explain why the writer had to ponder on his predicament.

..... [1]

(ii) What was his final decision?

..... [1]

8 “ ‘Went down’ is just a euphemism though because, in reality, it plummeted.” (line 22).

How is the word ‘plummeted’ used effectively here?

.....
..... [1]

9 What tone is the writer conveying in the last sentence of Paragraph 4?

.....[1]

10 The writer says that he ‘attempted to be rational’ (line 30).

Which **two** of his actions show that he was not rational?

.....
..... [1]

11 In Paragraph 6, the writer describes taking a photograph of himself. Why do you think his action was ‘unfathomable’ (line 33)?

.....
.....
..... [2]

12 The writer describes the night as ‘the black sauna’ (lines 35-36). What does this suggest about the environment he was in?

.....
..... [1]

13 Explain why it was a bad decision for the writer to slide down the nearest slope.

.....
..... [1]

14 From Paragraph 7, identify **four** elements in nature that threatened the writer’s safety.

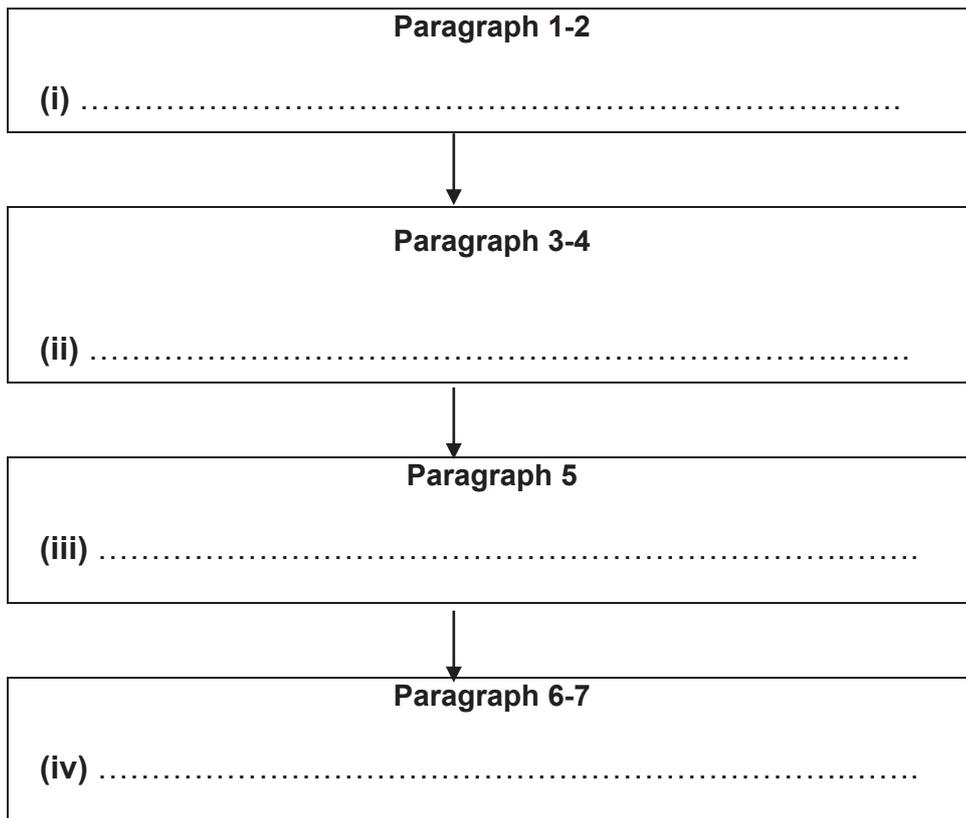
.....
..... [2]

15 The structure of the text reflects the writer’s experience at different stages of the trek. Complete the flow chart by choosing one phrase to summarise the main experience at each stage. There are some extra phrases in the box that you do not need to use.

Stages of the trek

visualising scenery	considering options	initial plans	recognising peril
blind faith	seeking guidance	final plans	

Flow Chart



[4]

[Turn over

Section C [25 marks]

Text 3

Refer to Text 3 on pages 5-6 of the Insert for Questions 16-21.

16 Write down the characteristics of teak which lead to its 'beauty' (line 3) and 'durability' (line 4).

<i>Description</i>	<i>Characteristics</i>
Beauty	
Durability	

[2]

17 With reference to Paragraph 1, what are the current problems faced by the teak industry?
Answer in your own words.

.....

.....

.....

..... [2]

18 The writer says that 'in caves in Western India, even objects made from teak more than 2,000 years ago have been found intact' (lines 16-17).

Why does the writer include the above example?

.....

..... [1]

19 Here is a part of a conversation between two students, Victor and Lily, who have read the article



Victor

Plantation teak is a definite improvement from clear cutting forests.

However, plantation teak is not a completely sustainable method of farming.



Lily

(a) Give **two** pieces of evidence from Paragraph 4 to support Victor's view.

(i)
..... [1]

(ii)
..... [1]

(b) With reference to Paragraph 4, how would Lily explain her position?

.....
..... [1]

20 Explain fully how teak planting serves the local communities as 'a savings account' (lines 45-46).

.....
.....
..... [2]

[Turn over

Answer Key

Question	Erroneous word	Answer	Type of error
1	this	These	Demonstrative Pronoun
2	ate	eaten	Verb Form
3	undermine	undermined	Verb Form
4	the	a	Article
5	great	greater	Comparative
6	-	-	No Error
7	with	to	Preposition
8	-	-	No Error
9	however	because	Conjunction
10	judge	judged	Tense

ANSWERS

BUKIT MERAH SECONDARY SCHOOL



**MID-YEAR EXAMINATION 2019
SECONDARY 4 EXPRESS/ 5 NORMAL (ACADEMIC)**

ENGLISH LANGUAGE

Paper 2 Comprehension

1128/02

7 May 2019

1 hour 50 minutes

Candidates answer in the Question Booklet.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your name, class and register number in the spaces provided on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, glue, correction fluid or correction tape.

Answer **all** questions.

Write your answers in the spaces provided in the Question Booklet.

The Insert contains the texts for all the sections.

The number of marks is given in brackets [] at the end of each question or part question.

Setter: Leow Ser Leng

[Turn over

Section A [5 marks]

Text 1

Refer to the webpage (Text 1) on page 2 of the Insert for Questions 1-4.

- 1 The webpage begins with the tagline 'Where Business, Technology and Innovation Collide in Singapore!' What does 'Collide' suggest about the impact of the event on participants?

It suggests that it has a significant/ powerful/ strong impact on participants. [1]

- 2 Refer to the section under 'Networking'.

- (i) How does the photograph support the information presented in this section?

The photograph shows various participants engaged in/ engrossed in conversations. This supports the idea that participants can interact with/ connect with other like-minded people/ participants during the event. [1]

- (ii) Identify a phrase that encourages the reader to be involved in networking.

'a breeze (to join)' [1]

Accepted: 'Experience the power (of a strong support network!)

Not accepted: 'the power (of a strong support network!)

~~Who is the target audience of this webpage?~~

- 3 **Business owners/ leaders who are interested in using technology to improve their operations. [1]**

Accepted:

Employees of companies who are interested in technology.

4

How does the webpage persuade its target audience to participate in the event?

Through the use of imperatives 'seize this golden opportunity', 'Register today', 'Click Here' to prompt the reader to register for this event. Through highlighting various mass media platforms that have featured/ promoted this event. [Any 1 for 1m]

Section B [20 marks]

Text 2

Refer to Text 2 on page 3-4 of the Insert for Questions 5-15.

- 5 (i) Which **word** in Paragraph 1 suggests that the writer anticipated his trek to be an easy one?

'leisurely' [1]

- (ii) What does this word suggest about the writer's assessment of the situation?

He underestimated the challenges involved. [1]

- 6 Paragraph 2 describes the challenges faced by the writer. Explain how the language used in the paragraph emphasises how the writer found the experience to be physically demanding. Support your answer with **two** details from the paragraph.

'gruelling path (was uphill)' suggests/ shows/ indicates that the path was an extremely tiring and demanding one/ an arduous/ strenuous/ taxing/ one.

'clamber all the way / crawl on all fours' suggests/ shows/ indicates that the writer had to move in an awkward and laborious way using both hands and legs.

'intense and energy sapping hours' suggests/shows/ indicates that it was an extremely/ exceptionally/ extraordinarily exhausting time

'wearily resting' suggest that the writer was exhausted/ drained/ extremely tired/ fatigued.

[Any 2 for 1m each=2m]

Not accepted:

'(was) parched but out of water' suggests/ shows/ indicates that the writer was dehydrated but had no more water to drink (related to hot weather)

'sweat was pouring out of me' (related to hot weather rather than the trek)

,'(rougher with) everything being jagged or piercing, shredding my arms and legs' (dangerous rather than physically demanding)

- 7 'Soon, the sun was getting lower in the sky, making me ponder on my predicament.' (line 14).

- (i) Explain why the writer had to ponder on his predicament.

As it was getting dark, he had to consider safety issues carefully. [1]

- (ii) What was his final decision?

To continue moving towards the beach [1]

8 “ ‘Went down’ is just a euphemism though because, in reality, it plummeted.” (line 22).

How is the word ‘plummeted’ used effectively here?

It emphasises how suddenly/ quickly the sun set.

Not Accepted:

9 **It emphasises how suddenly/ quickly the sky darkened
(‘plummeted’ is about the sun, not the sky)**

What tone is the writer conveying in the last sentence of this paragraph?

10 **Humorous / self-mocking/ self-deprecating/ He was making fun of himself. [1]**

The writer says that he ‘attempted to be rational’ (line 30).

Which **two** of his actions show that he was not rational?

11 **He darted around/ made blind plunges in random directions/ plunged in random directions (Any two, not more than two for 1m)**

In Paragraph 6, the writer describes taking a photograph of himself. Why do you think his action was ‘unfathomable’ (line 33)?

12 **He should be focusing on getting himself out of danger [1] instead of trying to see how he looked like when frightened [1]**

The writer describes the night as ‘the black sauna’ (lines 35-36). What does this suggest about the environment he was in?

The expression captures fully how the narrator was experiencing total darkness and feeling very hot and sweaty [1].

OR

The expression captures fully how the night was totally dark and very hot [1].

13 **(Both parts need to be present for 1m)**

Explain why it was a bad decision for the writer to slide down the nearest slope.

The weight of his tent-filled backpack would push him downward too quickly. He was not in control of his descent and thus put himself in greater danger. He could not see what was ahead.

14 **[Any one for 1m]**

From Paragraph 7, identify **four** elements in nature that threatened the writer’s safety.

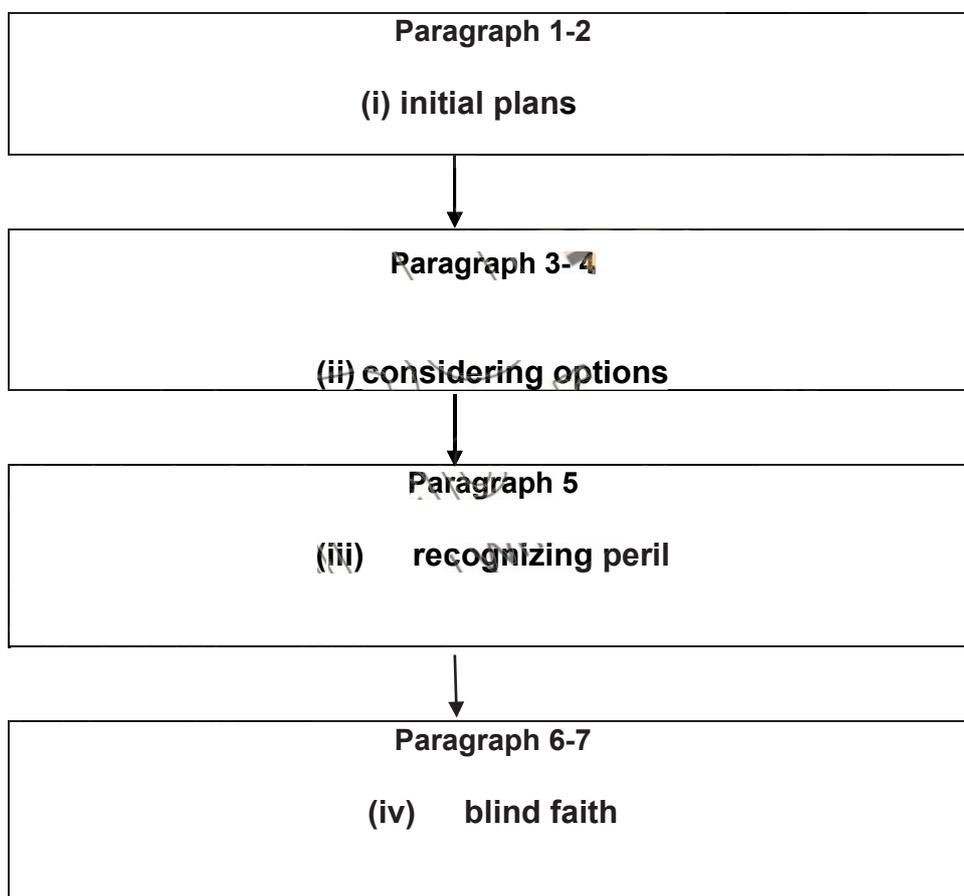
**loose gravel and dirt
precipice/ slope ending abruptly/
30-metre cliff
angry sea**

jagged rocks**[Any 2 for 1m/ pair. Total 2m]**

- 15** The structure of the text reflects the writer's experience at different stages of the trek. Complete the flow chart by choosing one phrase to summarise the main experience at each stage. There are some extra phrases in the box that you do not need to use.

Stages of the trek

visualising scenery	considering options	initial plans	recognising peril
blind faith	seeking guidance	final plans	

Flow Chart

[4]

[Turn over

Section C [25 marks]

Text 3

Refer to Text 3 on pages 5-6 of the Insert for Questions 16-21.

- 16 Identify the characteristics of teak which lead to its 'beauty' (line 3) and 'durability' (line 4).

<i>Description</i>	<i>Characteristics</i>
Beauty	Grains and hue [1]
Durability	Resistance to cracking, warping, rotting and corrosion (when in contact with steel) [1]

[2]

- 17 With reference to Paragraph 1, what are current problems faced by the teak industry? **Answer in your own words.**

The number of teak forests is decreasing / The teak forests are being reduced in size [1].

Natural teak has more inferior traits / characteristics / The standard of teak produced is now less superior [1].

- 18 The writer says that 'in caves in Western India, even objects made from teak more than 2,000 years ago have been found intact' (lines 16-17).

Why does the writer include the above example?

To convey his astonishment that teak objects can last so long./ To emphasise the durability of teak. [1]

- 19 Here is a part of a conversation between two students, Victor and Lily, who have read the article



Victor

Plantation teak is a definite improvement from clear cutting forests.

However, plantation teak is not a completely sustainable method of farming.



Lily

- (a) Give **two** pieces of evidence from Paragraph 4 to support Victor's view.

The trees from which teak is obtained are exclusively planted for either commercial or ecological purposes [1].

There are no non-teak waste trees to burn / remove / clear cut [1].

- (b) With reference to Paragraph 4, how would Lily explain her position?

The plantations are monocultures / consist of only one tree species and are planted and harvested at the same [1]. OR

Consequently, they provide little needed animal habitat [1].

- 20 Explain fully how teak planting serves the local communities as 'a savings account' (lines 45-46).

The time until trees reach harvestable dimensions is comparatively long / It can take between 20 and 80 years before a tree planted today is harvested for wood [1].

This means that the income / money that can be earned from the teak planting can only be reaped in / is saved until the future / for future generations [1].

[Turn over

21 Using your own words as far as possible, summarise the qualities and uses of teak. **Use only the information from Paragraphs 2 and 3**

Teak is a valuable natural resource which

	From the text	Own words
1	<i>has been used to outfit and adorn the residences of the wealthy and powerful</i>	has been used to <u>furnish and decorate</u> the houses of <u>affluent/ rich and important people</u>
2	<i>strength and durability of teak wood is definitely world-renowned</i>	<u>Famous/ recognised worldwide/ globally</u> for its <u>hardiness/ toughness/ sturdiness/ robustness</u> and <u>long-lasting/ hard-wearing quality</u> .
3	<i>abundance of natural oils and rubber locked right into the tight grain of the wood to keep back water</i>	Teak's tight grain <u>allows it to retain plenty of</u> natural oils and rubber even after being <u>cut down</u> and processed.
4	<i>and keep it from becoming misshapened or breaking</i>	This enables it to keep its shape and prevents breakage
5	<i>retain these oils and its rubber even after being felled and processes</i>	
6	<i>greater naturally weather-resistant properties than just about any other type of wood.</i>	Its natural water-resistance is <u>excellent/ outstanding/ impressive</u>
7	<i>It has been used to construct ships for many centuries</i>	It has been <u>utilised</u> in ship construction.
8	<i>dried to a proper moisture level -- around 10 percent of its original content -- the oils and rubber weatherproof the wood.</i>	Additionally, it can become waterproof after drying to an appropriate/ suitable moisture level
9	<i>The oils also protect the wood from dry rot</i>	The oils also protect it from dry rot,
10	<i>-Furthermore, the oils and rubber protect the heart of the wood from invaders like fungi and parasites.</i>	and fungus and parasite <u>attacks</u> .

Teak is a valuable natural resource which has been used to furnish and decorate the houses of affluent and important people. Famous globally for its sturdiness and long-lasting quality, teak's tight grain allows it to retain plenty of natural oils and rubber even after being cut down and processed. This enables it to keep its shape and prevents breakage. Its natural water resistance is outstanding. It has been utilised in ship construction. Additionally, it can become waterproof after drying to an appropriate moisture level. The oils also protect it from dry rot, and fungus and parasite attacks. [89 words for 10 points]

Text 1	Questions/ Marks
Question Type	9
Effect of specific feature of the text	
Use of picture/ graphic to communicate/ reinforce idea	3(i) [1]
Global Under-standing of the text	1 [1]
Literal - understanding of details in the text	
Inferential - understanding of details not directly given/ identify sentence	2 [1] 3(ii) [1]

Text 2	Questions/ Marks
Question Type	
Literal	6i[1] 7 ii [1] 10[1] 14 [2]
Vocab (Quote)	5i [1]
Vocab (explain meaning of word/ phrase)	11 [2]
Paraphrasing	
Language Impact (how lang is used to create specific impact/reference to style and tone)	8 [1] 9 [1]
Language Impact (use in unusual way/ effect of use)	
Inferential (include vocab and justification using evidence)	5ii [1] 6 [3] 7(i) [1] 12 [1] 13 [1]
Evaluative (structure of text)	15 [4]

Text 3	Questions/ Marks
Question Type	10
Literal (Direct)	16 [2]
Literal (Talking Heads)	19 [3]
Vocab (Quote)	
Vocab (Explain meaning of word/phrase)	20 [2]
Paraphrasing	17 [2]
Language Impact (style/tone)	18 [1]
Inferential	
Evaluative (selection of ideas)	

Name of Candidate: _____ ()

Class: _____



BUKIT PANJANG GOVERNMENT HIGH SCHOOL

Mid-Year Examination 2019

SECONDARY 4 EXPRESS / 4 & 5 NORMAL (ACADEMIC)

English Language

Syllabus 1128

Paper 1

Date: 7 May 2019

Duration: 1 hr 50 min

Time: 0745h – 0935h

Instructions to Candidates:

1. Write your name, class and register number at the top of this page and on all the work you hand in.
2. Write in dark blue or black pen.
3. Do not use staples, paper clips, glue or correction fluid / tape.
4. Answer Section A, Section B and **one** question from Section C.
5. For **Section A**, write your answers in the spaces provided on the question paper.
6. Answers to **Sections B and C** should be written on the writing paper provided. Begin each section on a fresh sheet of paper.
7. The total mark for this paper is 70.

Setters: Mrs Lim Ee Ling / Ms Grace Chong

[Turn over]

This paper consists of 5 printed pages.

Section A [10 marks]

Question 1

Carefully read the text below, consisting of 12 lines, about the abuse of animals. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is NO error in a line, put a (✓) in the space provided.

If the line is incorrect, circle the incorrect word and write the correct word in the space provided. The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived to my destination at 2 pm.

at

My mother always wears sensible clothes.

✓

Animals are savagely used and subjected to a considerable amount of unnecessary suffering in the name at necessity, or under the title of progress and civilization. But does progress have to involves the needless suffering of animals? Do we, in the name of technological advance, have to destroy the animal kingdoms? There is no doubt that humanity is inflicting massive suffering on animals who is totally at our mercy. Animals and birds are blinded with acids, subjected to repeated shocks, being poisoned, injected with diseases, frozen, starved and amputated and this are all carried out in the name of “human progress”. Every day of the year, millions of animals are slowly blinded, tortured, frozen to be revived and re-frozen, starve or left to die of thirst, often only after various glands have been entirely or partially destroyed. The victims’ reactions are recorded. There suffering may last for weeks, months or years, before death (the only relief) comes at them. Often, they are brought back to life and then subjected to other tortures.

1) _____
2) _____
3) _____
4) _____
5) _____
6) _____
7) _____
8) _____
9) _____
10) _____

Section B [30 marks]

You are advised to write between 250 and 350 words for this section.

Question 2

You should look at the print-out of some suggested workshops on page 4. Study the information carefully and plan your answer before beginning to write.

Your class has indicated their interest to work with children for their Student-Initiated Activity (SIA) in semester two and the suggested workshops will be of great relevance to the class.

Your Year Head (Upper Secondary) would like you to discuss with your classmates which two workshops to attend in preparation for the SIA as you are the Values-in-Action ambassador.

Write an email to your Year Head, stating clearly which two of the three suggested workshops your classmates and you have chosen to attend in order to prepare well for the upcoming SIA.

In your email, state clearly the reasons for your choices and also recommend one **other** activity that can be conducted with the children.

Write your email in clear accurate English and in a polite tone to convince your Year Head that your choices meet the objectives of the SIA.

You should use your own words as much as possible.



Balloon Sculpting Workshop

At this workshop you will learn:

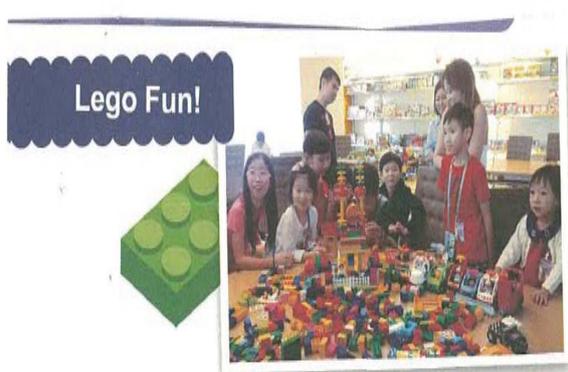
- how to shape balloon hearts, balloon swords and flowers using techniques such as pinch twist, loop twist and lock twist
- the know-hows and methods which will definitely help you create the balloon shapes to the delight of your beneficiary



Soap-making Workshop

At this workshop you will learn:

- the soap-making process
- the preparation of moulds
- the methods to melt the soap, add colour and shape the soap to create designs



Lego Fun Workshop

This practical and interactive workshop will:

- strengthen your imagination to create various shapes and intricate designs using Lego bricks
- promote teamwork and fine motor skills

Section C [30 marks]

You are advised to write between 350 and 500 words on one of the following topics.

Questions 3-6

At the head of your composition, write the number of the topic you have chosen.

- 3 Describe a person who made a deep first impression on you. What did you learn from this person?
- 4 Is academic excellence the only means to success in one's life? What are your views?
- 5 "Adults know best." What are the problems you discuss with adults? Do you always take their advice and suggestions?
- 6 "Your online life is an open one." Write about some of the occasions when you have found this to be true.

****End of Paper****

Name of Candidate: _____ () Class: _____



BUKIT PANJANG GOVERNMENT HIGH SCHOOL
Mid-Year Examination 2019
SECONDARY 4 EXPRESS / 4 & 5 NORMAL (ACADEMIC)

ENGLISH LANGUAGE

Paper 2

Syllabus 1128

Date: 7 May, 2019

Duration: 1 hr 50 min

Time: 1045h – 1235h

INSERT

Text 1

Study the advertisement below and answer Questions 1 – 4 on the Question Paper.

Adopt a healthier outlook. ADOPT



Studies show that owning a pet can lessen anxiety, depression and help you deal more positively with stress, even when you're not with your pet. Dogs especially are great at encouraging owners to exercise, and this can be beneficial for those who feel depressed. Stroking, sitting next to or playing with a pet can give owners a chance to relax and calm their minds.

Adopt a neglected or abandoned pet.

It's good for you, and good for them.

ASPCA
Visit aspca.org/adoption

Section B

Text 2

Read the text below carefully and answer Questions 5 to 10 on the Question Paper.

Set in 1825, the text below describes the life of a Boston aristocrat who has been captured by a Native American tribe. He is treated like an animal and gives himself the name, Horse.

- 1 The man squared his shoulders and walked boldly over to watch three small boys shooting arrows at a target. He said in English, "Show me how to do that, will you?" They frowned, but he held out his hand as if there could be no doubt. One of them gave him a bow and one arrow, and they snickered when he missed. The people were easily amused, except when they were angry. They were amused at him, playing with the little boys. A few days later, he asked the hag, with gestures, for a bow that her son had just discarded, a man-sized bow of horn. He scavenged for old arrows. The old woman cackled at his marksmanship and called her neighbours to enjoy the fun. 5
- 2 When he could not understand words, he could identify these people by their names. The old woman was Greasy Hand, and her daughter was Pretty Calf. The other young woman's name was not clear to him, for the words were not in his vocabulary. The man who had captured him was Yellow Robe. Once he could understand, he could begin to talk a little, and then he was less lonely. Nobody had been able to see any reason for talking to him, since he would not understand anyway. He asked the old woman, "What is my name?" Until he knew it he felt incomplete. She shrugged to let him know he had none. He told her in the Crow language, "My name is Horse." He repeated it, and she nodded. After that they called him Horse when they called him anything. Nobody cared except the white man himself. 10 15
- 3 They trusted him enough to let him stray out of camp, so that he might have got away and, by unimaginable good luck, reached a trading post or a fort, but winter was too close. He did not dare leave without a horse; he needed clothing and a better hunting weapon than he had, and more certain skill in using it. He did not dare steal, for then they would surely have pursued him, and just as certainly they would have caught him. Remembering the warmth of the home that was waiting in Boston, he settled down for the winter. 20
- 4 On a cold night, he crept into the *tepee after the others had gone to bed. Even a horse might try to find shelter from the wind. The old woman grumbled, but without conviction. She did not put him out. They tolerated him, back in the shadows, so long as he did not get in the way. 25
- 5 He began to understand how the family that owned him differed from the others. Fate had been cruel to them. In short, sharp argument among the old women, one of them derided Greasy Hand by sneering, "You have no relatives!" and Greasy Hand raved for minutes about the deeds of her father and uncles and brothers. And she had had four sons, she reminded her detractor – who answered with scorn, "Where are they?" 30
- 6 Later, the white man found her moaning and whimpering to herself, rocking back and forth on her haunches, staring at her mutilated hands. By that time he understood. A mourner often chopped off a finger joint. Old Greasy Hand had mourned often. For the first time, he felt a twinge of pity, but he put it aside as another emotion, like anger, that he could not afford. He thought: what tales I will tell when I get home. 35
- 7 He wrinkled his nose in disdain. The camp stank of animals and meat and rancid grease. He looked down at his naked, shivering legs and was startled, remembering that he was still only a horse.
- 8 He could not trust the old woman. She fed him only because a starved slave would die and not be worth boasting about. Just how fitful her temper was he saw on the day when she got tired of stumbling over one of the hundred dogs that infested the camp. This was one of her own dogs, a large, strong one that pulled a baggage travois when the tribe moved camp. 40
- 9 Countless times he had seen her kick at the beast as it lay sleeping in front of the *tepee, in her way. The dog always moved, with a yelp, but it always got in the way again. One day she gave the dog its usual kick and then stood scolding at it while the animal rolled its eyes sleepily. The old woman suddenly picked up her axe and cut the dog's head off with one blow. Looking well satisfied with herself, she beckoned her slave to remove the body. It could have been me, he thought, if I were a dog. But I'm a horse. 45

Adapted from "A Man Called Horse" by Dorothy M Johnson

*tepee = a portable tent made of skins, cloth or canvas on a frame of poles

Section C

Text 3

The article below is about the global plastic waste crisis. Read the text carefully and answer Questions 11-17 on the Question Paper.

- 1 No one knows how much unrecycled plastic waste ends up in the ocean. In 2015, Jenna Jambeck, a University of Georgia engineering professor, caught everyone's attention with a rough estimate: between 5.3 million and 14 million tons each year just from coastal regions. Most of it isn't thrown off ships, she and her colleagues say, but is dumped carelessly on land or in rivers, mostly in Asia. It's then blown or washed into the sea. Imagine five plastic grocery bags stuffed with plastic trash, Jambeck says, sitting on every foot of coastline around the world — that would correspond to about 8.8 million tons, her middle-of-the-road estimate of what the ocean gets from us annually. It's unclear how long it will take for that plastic to completely biodegrade into its constituent molecules. Estimates range from 450 years to never. 5
- 2 Meanwhile, ocean plastic is estimated to kill millions of marine animals every year. Nearly 700 species, including endangered ones, are known to have been affected by it. Some are harmed visibly — strangled by abandoned fishing nets or discarded six-pack rings. Many more are probably harmed invisibly. Marine species of all sizes, from zooplankton to whales, now eat microplastics, the bits smaller than one-fifth of an inch across. Consumption of microplastics leads to chronic hunger and death. It can also increase the chance of disease and suffering due to the toxic chemicals that are contained in microplastics. 15
- 3 On Hawaii's Big Island, on a beach that seemingly should have been pristine — no paved road leads to it — I walked ankle-deep through microplastics. They crunched like Rice Krispies under my feet. After that, I could understand why some people see ocean plastic as a looming catastrophe, worth mentioning in the same breath as climate change. At a global summit in Nairobi last December, the head of the United Nations Environment Programme spoke of an "ocean Armageddon." 20
- 4 And yet there's a key difference: ocean plastic is not as complicated as climate change. To do something about it, we don't have to remake our planet's entire energy system. "This isn't a problem where we don't know what the solution is," says Ted Siegler, a Vermont resource economist who has spent more than 25 years working with developing nations on garbage. "We know how to pick up garbage. We know how to dispose of it — landfilled, or burned. We know how to recycle." It's a matter of building the necessary institutions and systems, he says — ideally before the ocean turns, irretrievably and for centuries to come, into a thin soup of plastic. 25
- 5 Industry can also help. It can design new plastics and new plastic products that are either biodegradable or more recyclable. After all, plastics have transformed all our lives, mostly for the better. Think of lightweight cars and jumbo jets, saving fuel and pollution. Think of clingy light-as-air wraps that extend the life of fresh food. Think of clean drinking water being delivered in disposable bottles to poor people. 30
- 6 Some activists argue that waste pickers are part of the solution. They just need a living wage. In the Baseco waterfront slum in Manila, a tiny recycling shop operated by the Plastic Bank of Vancouver, British Columbia, pays a premium for bottles and hard plastic collected by waste pickers. It then sells that plastic at a higher price to multinationals, which market their recycled products as socially responsible. Siegler, the Vermont economist, has worked in enough countries and run enough numbers to be skeptical of such schemes. "There is not enough value in plastics to make that work," he says. "It's cheaper to fund a solid waste management system than to subsidise collecting plastic." 40
- 7 The most heartening thing about the plastic waste problem is the recent explosion of attention to it, and even of serious, if scattered, efforts to address it. France said it would ban plastic plates and cups by 2020. Coca-Cola and other multinationals have pledged to convert to 100 percent reusable, recyclable, or compostable packaging by 2025. All of these measures help at some level and are a step in the right direction. 45

Adapted from "We made it. We depend on it. We're drowning in it. Plastic" by Laura Parker

End of Insert



BUKIT PANJANG GOVERNMENT HIGH SCHOOL
Mid-Year Examination 2019
SECONDARY 4 EXPRESS / 4 & 5 NORMAL (ACADEMIC)

ENGLISH LANGUAGE

Paper 2

Syllabus 1128

Date: 7 May, 2019

Duration: 1 hr 50 min

Time: 1045h – 1235h

Instructions to Candidates:

Write in dark blue or black ink.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer all questions.

Write your answers in the spaces provided on the Question Paper.

The Insert contains the texts for all the sections.

The number of marks is given in brackets [] at the end of each question or part question.

Hand in Sections A & B separately from Section C.

Section A [5 marks]

Refer to Text 1 (the advertisement) in the Insert for Questions 1 – 4.

1 What is the purpose of this advertisement? [1]

2 (a) How do the images complement the claim that “owning a pet can lessen anxiety”? [1]

(b) What is the intended effect of these images on the reader? [1]

3 Other than improving mental health, what other aspect of health can be improved from having a pet according to the text? [1]

4 Which sentence gives the main message of the advertisement? [1]

Section B [20 marks]

Refer to Text 2 in the Insert for Questions 5 – 10.

5 In line 6, we are told that the white man ‘scavenged for old arrows’.

(a) Explain why he had to do this.

[1]

(b) How is the word ‘scavenged’ effectively used in this phrase?

[1]

(c) Pick out **one** word in the same paragraph that helps to explain what ‘scavenged’ means.

[1]

6 In paragraph 2, we are told that the white man could not speak the Crow language of the tribe. Explain how the language used in this paragraph shows he had difficulty communicating with them.

Support your ideas with **three** details from paragraph 2.

[3]

7 In Paragraph 3, the writer says, “They trusted him enough to let him stray out of camp, so that he might have got away and, by unimaginable good luck, reached a trading post or a fort, but winter was too close. He did not dare leave without a horse; he needed clothing and a better hunting weapon than he had, and more certain skill in using it.”

Identify words or phrases in the given sentences which suggest the pre-requisites the white man needed before he could make an attempt to leave the tribe.

[4]

Pre-requisites	Words / phrases from the passage
(i) freedom to move around	
(ii) transport	
(iii) warmth	
(iv) protection	

8 From paragraph 4 (line 23), the white man “crept into the tepee after the others had gone to bed”.

(a) Say why he did this despite the fact that he knew his status of an animal would result in his being thrown out. [1]

(b) In what way does the writer show that the white man’s owner was not that harsh after all? [1]

(c) Write **one** phrase that shows he was allowed to stay in the tepee. [1]

(d) Explain **in your own words** why he was allowed to do so. [1]

9 “Later, the white man found her moaning and whimpering to herself, rocking back and forth on her haunches, staring at her mutilated hands. By that time he understood.” (lines 31 – 32)

(a) Explain how the writer creates a contrast between these two sentences in paragraph 6. [1]

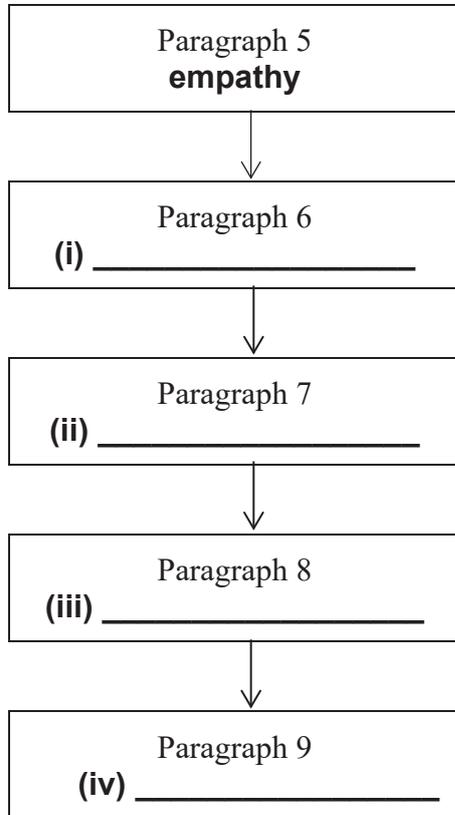
(b) What is the effect of this contrast? [1]

10 Horse underwent a series of emotions as he thought of the tales he would tell when he got home to Boston. Complete the flow chart by choosing one word from the box to describe the main feeling conveyed in each part of the text. There is one extra word in the box you do not need to use. [4]

FEELINGS

relief	wariness	alienation	resignation	sympathy
---------------	-----------------	-------------------	--------------------	-----------------

FLOW CHART



Section C [25 marks]

Refer to Text 3 in the Insert for Questions 11 – 17.

11 What problem about plastic waste, whether on land or in the ocean, is stated in the first paragraph? [1]

12 Which expression in paragraph 1 tells us that the approximate figure stated for ocean plastic is moderate? [1]

13 According to paragraph 3, what is surprising about the beach on Hawaii’s Big Island? Answer in your own words. [2]

14 “They crunched like Rice Krispies under my feet.” (lines 18-19)
(a) Explain what the writer is referring to by the above comparison. [1]

(b) Suggest the writer’s purpose in making this comparison. [1]

15 (a) What attitude to ocean plastic is suggested in the words “looming catastrophe” (lines 19-20)? [1]

(b) Quote two consecutive words from the same paragraph that reflect this same attitude. [1]

16 Here is part of a conversation between two students, Lynn and Liam, who have read the article and are discussing solutions to the crisis posed by global plastic waste.



(a) With reference to paragraph 6, how can Lynn explain her view? [1]

(b) What evidence from paragraph 6 can Liam use to support his view? [1]

Answers to Section A

Animals are savagely used and subjected to a considerable amount of unnecessary suffering in the name at necessity, or under the title of progress and civilization. But does progress 1) of have to involves the needless suffering of animals? Do we, in the name of technological 2) involve advance, have to destroy the animal kingdoms? There is no doubt that humanity is inflicting 3) kingdom massive suffering on animals who is totally at our mercy. Animals and birds are blinded 4) are with acids, subjected to repeated shocks, being poisoned, injected with diseases, frozen, 5) √ starved and amputated and this are all carried out in the name of “human progress”. Every 6) these day of the year, millions of animals are slowly blinded, tortured, frozen to be revived and 7) √ re-frozen, starve or left to die of thirst, often only after various glands have been entirely or 8) starved partially destroyed. The victims’ reactions are recorded. There suffering may last for 9) Their weeks, months or years, before death (the only relief) comes at them. Often, they are 10) to brought back to life and then subjected to other tortures.



BUKIT PANJANG GOVERNMENT HIGH SCHOOL

Mid-Year Examination 2019

SECONDARY 4 EXPRESS / 4 & 5 NORMAL (ACADEMIC)

ENGLISH LANGUAGE

Paper 2

Syllabus 1128

Date: 7 May, 2019

Duration: 1 hr 50 min

Time: 1045h – 1235h

ANSWERS

Section A [5 marks]

Text 1

Refer to the advertisement in the Insert for Questions 1 – 4.

- 1 What is the purpose of this advertisement? [1]
This aims to appeal to people to help neglected or abandoned pets from the shelter by adopting them as their own. / This encourages people to adopt an animal from the shelter.
- 2 (a) How do the images complement the claim that “owning a pet can lessen anxiety”? [1]
The images of two smiling ladies with their pets show the pet owners to be relaxed.
- (b) What is the intended effect of these images on the reader? [1]
The reader will think that they might benefit from adopting a pet. /
The reader will think they owning a pet will bring them joy.
- 3 Other than improving mental health, what other aspect of health can be improved from having a pet according to the text? [1]
It is physical health.
Do not accept: It is to exercise.
- 4 Which sentence gives the main message of the advertisement? [1]
“Adopt a neglected or abandoned pet.”

Section B [20 marks]

Refer to Text 2 in the Insert for Questions 5 – 10.

- 5 In line 6, we are told that the white man ‘scavenged for old arrows’.
- (a) Explain why he had to do this. [1]
- He wanted to practise to improve his marksmanship but did not have many arrows. / No one wanted to supply him with enough arrows.
- (b) How is the word ‘scavenged’ effectively used in this phrase? [1]
- It is effective in that it shows how desperately or determined the white man searched for and collected any usable arrows from those that were considered as unusable or too old to be used. / It is effective in that it shows how it was very difficult for him to find arrows he could use.
- (c) Pick out **one** word in the same paragraph that helps to explain what ‘scavenged’ means. [1]
- ‘discarded’

- 6 In paragraph 2, we are told that the white man could not speak the Crow language of the tribe. Explain how the language used in this paragraph shows he had difficulty communicating with them. [3]
- Support your ideas with **three** details from paragraph 2.

- “When he could not understand words, he could identify his people by their names.” shows his inability to know the meaning of words used by the tribe and so could only rely on their names.
- “for the words were not in his vocabulary” shows he did not understand what was being communicated.
- “Once he could understand, he could begin to talk a little” shows he had difficulty comprehending when he was spoken to and so spoke little.
- “Nobody had been able to see any reason for talking to him since he would not understand anyway.” shows that he was not spoken to because of his inability to comprehend what was said.

- 7 In Paragraph 3, the writer says, “They trusted him enough to let him stray out of camp, so that he might have got away and, by unimaginable good luck, reached a trading post or a fort, but winter was too close. He did not dare leave without a horse; he needed clothing and a better hunting weapon than he had, and more certain skill in using it.”

Identify words or phrases in the given sentences which suggest the pre-requisites the white man needed before he could make an attempt to leave the tribe. [4]

Pre-requisites	Words / phrases from the passage
(i) freedom to move around	“let him stray out of camp”
(ii) transport	“a horse”
(iii) warmth	“clothing”
(iv) protection	“a better hunting weapon & more certain skill in using it”

- 8 From paragraph 4 (line 23), the white man “crept into the tepee after the others have gone to bed”.
- (a) Say why he did this despite the fact that he knew his status of an animal would result in his being thrown out. [1]
- He was hoping that his owner would be compassionate enough to see that even an animal needed to get out of the cold (trying his luck) / to hide from the cold wind or he would freeze to death (he was too cold and could not bear it).
- (b) In what way does the writer show that the white man’s owner was not that harsh after all? [1]
- She used the phrase ‘grumbled, but without conviction’ to show that although the owner was not happy [‘grumbled’] with the white man for entering into the tepee without permission, she was not insistent [‘without conviction’] on chasing him out.
- (c) Write **one** phrase that shows he was allowed to stay in the tepee. [1]
- ‘did not put him out’
- (d) Explain **in your own words** why he was allowed to do so. [1]
- His presence did not disturb them in any way.
- [Text: “They tolerated him.....so long as he did not get in the way.”]

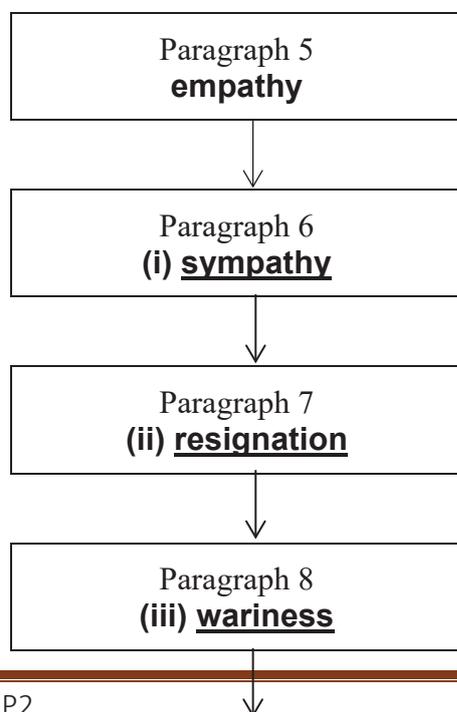
- 9 “Later, the white man found her moaning and whimpering to herself, rocking back and forth on her haunches, staring at her mutilated hands. By that time he understood.” (lines 31 – 32)
- (a) Explain how the writer creates a contrast between these two sentences in paragraph 6. [1]
- The first sentence is long and **descriptive** while the second sentence is short and unadorned/abrupt.
- (b) What is the effect of this contrast? [1]
- It emphasises his realization of the truth behind the owner’s mutilated hands.

- 10 Horse underwent a series of emotions as he thought of the tales he would tell when he got home to Boston. Complete the flow chart by choosing one word from the box to describe the main feeling conveyed in each part of the text. There is one extra word in the box you do not need to use. [4]

FEELINGS

relief	wariness	alienation	resignation	sympathy
---------------	----------------------------	-------------------	--------------------	-----------------

FLOW CHART



Paragraph 9
(iv) **relief**

Section C [25 marks]

Refer to Text 3 in the Insert for Questions 11 – 17.

- 11 What problem about plastic waste, whether on land or in the ocean, is stated in the first paragraph? [1]

[Literal]

Plastic waste will take a long time to or not at all to biodegrade.

- 12 Which expression in paragraph 1 tells us that the approximate figure stated for ocean plastic is moderate? [1]

[Quotation/Vocabulary]

“middle-of-the-road estimate”

- 13 According to paragraph 3, what is surprising about the beach on Hawaii’s Big Island? Answer in your own words. [2]

[Own words]

For a beach that is not accessible by road and therefore expected to be in its original unspoilt state (1), it is covered with microplastics (1).

Text: On Hawaii’s Big Island, on a beach that seemingly should have been pristine—no paved road leads to it—I walked ankle-deep through microplastics.

- 14 “They crunched like Rice Krispies under my feet.” (lines 18-19)
(a) Explain what the writer is referring to by the above comparison. [1]

[How language achieves impact]

The writer is referring to the sound of microplastics being crushed when walked on.

- (b) Suggest the writer’s purpose in making this comparison. [1]

[Evaluative]

She wants to convey/emphasise the extent of the beach being littered with microplastics or emphasise that the microplastics are everywhere on the ground.

- 15 (a) What attitude to ocean plastic is suggested in the words “looming catastrophe” (lines 19-20)? [1]

[Evaluative]

Pessimistic / resigned attitude

- (b) Quote two consecutive words from the same paragraph that reflect this same attitude. [1]

[Quotation/Vocabulary-Inferential]

“ocean Armageddon”

- 16 Here is part of a conversation between two students, Lynn and Liam, who have read the article and are discussing solutions to the crisis posed by global plastic waste.



[Evaluative]

- (a) With reference to paragraph 6, how can Lynn explain her view? [1]

Waste pickers collect plastic waste which they sell to recycling shops.

- (b) What evidence from paragraph 6 can Liam use to support his view? [1]

Establishing a solid waste management system is a cheaper option.

- 17 **Using your own words as far as possible**, summarise the negative effects of ocean plastic on marine life and ways to overcome these effects.

Use only information from paragraphs 2-5.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words, not counting the words given to help you begin. [15]

Ocean plastic is a menace to marine life ...

Pt.	From passage	Own words
Negative effects		
1	<u>kill millions</u> of marine animals every year	They <u>destroy/cause</u> the death of many <u>marine creatures</u> .
2	endangered ones, are known to have been affected by it	<u>some of which are at the risk/brink of extinction.</u>
3	<u>strangled by</u> abandoned fishing nets, or discarded six-pack rings	Some marine creatures are choked to death by <u>fishing nets or rings</u> . Allow: 'fishing nets' or 'rings'
4	eat microplastics...leads to chronic hunger and death.	Some consume microplastics and starve to death.
5	It can also increase the <u>chance of disease due to the toxic chemicals</u> that are contained in microplastics.	Others become sick from the poison in the microplastics.
Ways to overcome the effects		
6	<u>pick up</u> garbage	To <u>reduce/overcome</u> the menace to marine creatures, we can collect trash
7	<u>dispose of it - landfilled, or burned</u>	to dump into a landfill, incinerate
8	<u>recycle</u>	or reuse.
9	<u>building the necessary institutions and systems</u>	The government can establish a waste-disposal system.
10	Industry can... <u>design new plastics and new plastic products</u> that are either biodegradable or more recyclable.	Manufacturers can create decomposable or easy-to-reuse plastics and plastic items. Allow: biodegradable

**** The End ****



CHRIST CHURCH SECONDARY SCHOOL
2019 MID-YEAR EXAMINATION
SECONDARY FOUR EXPRESS / FIVE NORMAL (ACAD)

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ENGLISH LANGUAGE

1128/01

Paper 1 Writing

8 May 2019

1 hour 50 minutes

Additional Materials: Writing Paper

READ THESE INSTRUCTIONS FIRST

This insert contains **Section A**.

Write your answers in the spaces provided.

Fasten the completed **Section A** insert to your answer paper.

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about how people view themselves. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is NO error in a line, put a tick (✓) in the space provided.

If the line is incorrect, **circle** the incorrect word and write the correct word in the space provided. The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived **(to)** my destination at 2pm. at _____

My mother always wears sensible clothes. ✓ _____

It is a common belief among psychologists that people's perceptions of himself should be taken with a grain of salt, because they are often thought to be positive biased and less accurate than the judgments supplied by others. However, according to new research, people are actually best at judging their own personalities than scientists previously assumed. If anything, people tend to view themselves more negatively than others do. On average, people are unlikely to overhype their traits more than their family, friends or colleagues. This discrepancies in the ratings you supply for yourself versus those provided by others might has more to do with other people than with you. This is because it was difficult of people to understand and accurately judge another person's innermost self, which may lead to skewed results.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



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ENGLISH LANGUAGE

1128/01

Paper 1 Writing

8 May 2019

1 hour 50 minutes

Additional Materials: Writing Paper

READ THESE INSTRUCTIONS FIRST

Write your Centre number, index number and name in the spaces provided on the work you hand in.

Write in dark blue or black ink on both sides of the paper.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **Section A**, **Section B** and one question from **Section C**.

Section A is an Insert.

For **Section A** write your answers in the spaces provided on the Insert.

For **Sections B and C** write your answers on the separate Answer Paper provided.

At the end of the examination, fasten all your work securely.

Submit your Question Paper, Insert and answers for **Sections B and C** separately.

The number of marks is given in brackets [] at the head of each section.

Section B [30 marks]

Begin your answer on a **fresh piece of writing paper**.

You are advised to write between **250 to 350** words for this section.

You should use the information given on page 3, study the information carefully and plan your answer before beginning to write.

Your school's Education and Career Guidance (ECG) committee has launched a website called InternSG, which advertises the various internships and working attachments that are available for secondary school students during the June holidays. As someone seeking to gain on-the-job experience and skills in preparation for your future career, you would like to apply for one of the programmes offered on the website.

Write an email to the ECG teacher-in-charge. You must:

- state which of the internships you would like to apply for and explain why you are interested
- suggest ways on how you can contribute to the company you will be working at
- explain how you think you will benefit from your chosen internship

Write your email in clear, accurate English and in an enthusiastic tone, showing your keenness to be involved in one of the internships available.

You should use your own words as much as possible.



The One-Stop Internship Portal for CHR Students



Want to spend your June holidays more meaningfully?
Apply for one of the internships or attachments listed below!

	<p><i>Company:</i> W39 Bistro & Bakery <i>Designation:</i> Service Crew <i>Industry:</i> Food Services/ Food & Beverages</p> <p><i>Job description</i> All service crew will learn:</p> <ul style="list-style-type: none"> - basic operating procedures - how to interact with customers - skill of making artisanal drinks <p>A positive work attitude and the ability to learn quickly are essential for this internship.</p>
<p><i>Company:</i> Daniel Chia Photography <i>Designation:</i> Photography Intern <i>Industry:</i> Media/ Photography</p> <p><i>Job description</i> The intern will:</p> <ul style="list-style-type: none"> - assist a Senior Photographer in a photoshoot - do photo retouching in Adobe Photoshop - handle the operations of the studio <p>Applicants must be willing to learn, is a good team player and has an eye for detail.</p>	
	<p><i>Company:</i> Out of the Box Kids' Club <i>Designation:</i> Primary School Teaching Intern <i>Industry:</i> Education</p> <p><i>Job description</i> As a teaching intern, you will:</p> <ul style="list-style-type: none"> - support the main teachers in conducting classes - prepare teaching resources and materials - assist in the centre's operation and administrative duties <p>Animated, outgoing individuals who are patient with children should apply.</p>

Section C [30 marks]

You are advised to write between **350 to 500** words on **one** of the following topics.

At the head of your composition, write the number of the topic you have chosen.

1. Environmental damage is a worthwhile outcome of economic development. What are your views?
2. "I didn't expect my friend to react that way at all!" Write about a time when this happened.
3. Social media is a waste of time. Do you agree?
4. 'When there's a will, there's a way.' Is determination always necessary in order to achieve success?

***** END OF PAPER *****



CHRIST CHURCH SECONDARY SCHOOL
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SECONDARY FOUR EXPRESS/FIVE NORMAL (ACAD)

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ENGLISH LANGUAGE

Paper 2 Comprehension
INSERT

1128/02
8 May 2019

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

This Insert contains Text 1, Text 2 and Text 3.

Section A

This Insert consists of **6** printed pages.

[Turn over

Text 1

Study the poster below and answer Questions 1 – 4 in the Question Booklet.

SPOT THE DIFFERENCE
The difference is you

ADOPT A SPOT TO KEEP LITTER-FREE

Join the hundreds of other individuals and groups who have joined the Adopt-a-Spot Programme!

Adopt your favourite street, park, beach, bus stop or bushland to keep litter-free.

Free bags, gloves, tongs and insurance supplied.

REGISTER NOW
and help create cleaner and safer communities.

www.kabc.wa.gov.au
or call 6467 5122



YOUR LOGO
HERE

Source: <https://www.kabc.wa.gov.au>

[Turn over

Section B

Text 2

In the text below, the writer narrates her experience of a trek in the Andes. Read it carefully and answer Questions 5 – 15 in the Question Booklet.

- 1 The pain was worth it, I decided, as I heard my husband groan, roll out of bed, and stumble like a wooden soldier towards the bathroom. I knew that as long as I lay there, motionless, I would not suffer likewise. Our problem was that our muscles were unimaginably taut after one of the most stimulating experiences of our lives, for we had spent the last couple of days ‘on top of the world’ – trekking in the Andes. 5

- 2 We had left Puerto Cabello, Venezuela, three days before, and taken an 11-hour bus journey overnight to Mérida, a university town 1,500 metres above sea level in the lower region of that great mountain range. After a day to acclimatise in this lovely old city, we organised ourselves for the object of the exercise – to take the longest and highest cable car in the world to the top of the beautiful Venezuelan Andes. 10

- 3 With clear skies on a crisp January morning, we were transported gently onwards for 30 minutes in four stages to almost 5,000 metres. From the base of the *teleferico*, each stage had taken us approximately 1,000 metres higher. By stage three, we were beginning to feel the effects of the altitude, our pulse rates began to increase, heads started to throb and we were breathing more rapidly as our bodies demanded more oxygen than our usual breaths would provide. Although we could have stopped there, we had opted for the final cable car run, an extremely steep climb. We disembarked on top of Pico Espejo (Mirror Peak), only about 70 metres below the highest peak in Venezuela, Pico Bolivar, which then faced us. 15 20

- 4 What wonderful views greeted us at that altitude! We could almost touch the snow-clad Pico Bolivar, looking majestic, ancient and wise, lording everything beneath, over time and space. Below rushed the tiny meandering river, a moving silver thread woven into the dark fabric of the mountain. No superlative is capable of describing what we witnessed! It placed humankind firmly into insignificance as only minute specks on the landscape. 25

- 5 Where we were standing was sheltered, but the cold was very noticeable, even through our winter clothes. Moving into that freezing wind, with all its chill factor, brought home to us the reality and extremity of our location. When we had taken photos, we returned to the lower level. We then started out on our next objective – a trek across a mountain pass to the small village of Los Nevados (The Snowfalls). The time was 11am. We hoped to be able to spend the night at Los Nevados before returning to Mérida the following day. 30 35

- 6 The journey ahead was only 14.5 kilometres, normally well within a day’s walking distance. We set off in our stout walking boots, jeans, shirts and fleeces, carrying a pack with wind proofs, sun hats, bottles of water and basics for overnight. Although well-trodden, the route was far from 40

straightforward, with steep, snaking climbs that seemed to stretch to infinity and induced in us a feeling of being no bigger than ants and more vulnerable to the whims of the elements. The way was strewn with gravel, fine sand and boulders of varying sizes. Only occasionally did we find the luxury of a lush green cushion beneath our feet. It is not a journey to be undertaken by the faint-hearted or feeble-bodied! 45

- 7 Four hours had passed, and all we could see were barren mountains. The route was devoid of other travellers; the only sign of human habitation was a couple of tiny, isolated dwellings. By now I was looking hopefully for our destination, aware that fatigue was making itself felt, that I had not used sufficient protection from the UV light – sunglasses, lip balm and sun cream are a must – and that we should have taken a first aid kit with us to treat the blisters on our heels. But there was no village within sight, even distantly. We had no choice but to press on. 50

Adapted from 'Trek in the Andes' by Rosemarie Alecio

Section C

Text 3

In the article below, Cameron Kasky shared about how he coped after surviving a school shooting. Read it carefully and answer Questions 16 – 21 in the Question Booklet.

- 1 On 14 February 2018 a former student entered Marjory Stoneman Douglas High School in Parkland Florida armed with an AR-15 semi-automatic rifle. After 6 minutes and 20 seconds of carnage, three teachers and fourteen of Cameron Kasky's fellow students lay dead.
- 2 This was not the shooting with the most casualties in the history of the United States. However, it was the reaction of the teenage Parkland students immediately after the events of that day that made the response to this attack unique. An outraged determination set in among Kasky and a small group of his friends. Starting the night of the attack, Kasky and a handful of his classmates took to social media, demanding stricter gun control laws and the right to be able to go to school without the fear of being killed. As they typed and posted, the hashtag #NeverAgain went viral. 5 10
- 3 After a while, Kasky realised that he was doing broadcast interviews, writing online comment pieces and he took part in a televised town-hall event. Standing in front of a large crowd of his peers and neighbours, he confronted Florida Senator Marco Rubio over the money he had received from the National Rifle Association (NRA). The room exploded into cheers. He had just put one of the nation's most prominent politicians on the spot, live on national television. 15 20
- 4 In the month after the attack, Florida governor Rick Scott signed a bill that placed stricter age restrictions on gun purchases and provided funding for mental health services in the state. On a federal level, rifles that can be fired more rapidly have been banned, but their other demands have been resisted. 25
- 5 As the first anniversary of the Parkland massacre approaches, Kasky is, despite this, sanguine about the movement's achievements. Even though they have not gotten all the legislative victories they want with gun control, at the end of the day, there is victory in the sense that Parkland is not the city that one instantly thinks of people mourning and running away from a problem. He believes that when people hear of Parkland, they think of something larger and stronger than the shooter. That being said, he is critical of himself, and the decisions he made in the immediate aftermath of the attack. 30
- 6 Kasky feels that he was too confrontational. It showed that sometimes how people feel about things can get in the way of their objective thinking. There is one statement he particularly regrets, a remark to Marco Rubio in the town hall debate: "Senator Rubio, it's hard to look at you and not look down the barrel on an AR-15 and not look at..." and here he named the shooter - something that the young campaigners quickly decided they 35 40

would not do, to deny him the fame, or infamy, he may have sought.

- 7 In many ways his confrontation with Senator Rubio was very positive, in a sense that it reminded a lot of people his age that politicians are just like anybody else. However he did it in such a vitriolic way that he doesn't find it to have been very meaningful and productive. The activism that he and others threw themselves into in the days after the shooting was a way of dealing with the pain and the sense of helplessness. 45
- 8 Eventually, everything caught up with him - and it was compounded by the mistakes he felt he made along the way. He now struggles with depression and anxiety. 50
- 9 "I think the more you think about how right you are and how wrong everybody else is, the less you'll learn. A lot of people in this country get stuck in bubbles - especially because of social media," he reflected after the whole experience.

Adapted from 'Cameron Kasky: How being a student gun control activist took its toll' by Tom Gillett, BBC, February 13, 2019

-END OF PAPER-



CHRIST CHURCH SECONDARY SCHOOL
2019 MID-YEAR EXAMINATION
SECONDARY FOUR EXPRESS/FIVE NORMAL (ACAD)

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ENGLISH LANGUAGE

Paper 2 Comprehension

1128/02

8 May 2019

1 hour 50 minutes

Candidates answer on the spaces provided

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your Centre number, index number, name and class on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **all** questions in the spaces provided on the Question Booklet.

The Insert contains the texts for all the sections.

The number of marks is given in brackets [] at the end of each question or part question.

For Examiner's Use		
Section A		
Section B		
Section C	Comprehension	
	Summary	
Total		

Section A [5 marks]

Text 1

Refer to the poster (Text 1) on page 2 of the Insert for Questions 1 – 4.

1 What intended effect do the words ‘The difference is you’ have on the readers?

.....
..... [1]

2 Refer to the statement ‘Free bags, gloves, tongs and insurance supplied.’

What does this suggest about the organisers of the Adopt-a-Spot programme?

(i) ‘Free bags, gloves, tongs’ suggests
.....[1]

(ii) ‘insurance supplied’ suggests
.....[1]

3 How does the poster suggest the current popularity of the Adopt-a-Spot programme?

.....
..... [1]

4 What are the **two** ways readers can join the Adopt-a-Spot programme?

.....
..... [1]

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5 – 15.

5 In Paragraph 1, we are told that the writer heard her husband ‘stumble like a wooden soldier towards the bathroom.’

What do the words ‘stumble’ and ‘wooden’ tell you about her husband’s movement?

.....
..... [2]

6 ‘I knew that as long as I lay there, motionless, I would not *suffer* likewise.’ (lines 2-3)

What did the writer expect to ‘suffer’ from moving?

.....
..... [1]

7 In Paragraph 2, what word did the writer use to show that she and her husband needed time to adjust to the new conditions on the mountain range?

.....
..... [1]

8 **Using your own words**, identify **two** ‘effects of the altitude’. (line 16)

.....
.....
.....
..... [2]

9 In Paragraph 4, we are told that Pico Bolivar looked ‘majestic, ancient and wise, lording everything beneath, over time and space’.

What is the writer comparing Pico Bolivar with?

.....
 [1]

10 In Paragraph 4, what is unusual and effective about the phrase ‘below rushed the tiny meandering river’?

(i) It is unusual because
 [1]

(ii) It is effective because
 [1]

11 In Paragraph 4, we see the distinction which the writer makes between the mountain and the river. Which two separate phrases emphasise this contrast most clearly?

Objects of contrast	Phrases from the passage
Mountain	
River	

[1]

12 In Paragraph 6, the writer sets off to the village. Explain how the language used in paragraph 6 indicates that the route to the village was a difficult one.

Support your ideas with **three** details from the paragraph.

.....

.....

.....

.....

.....

.....

..... [3]

13 'Only occasionally did we find the luxury of a lush green cushion beneath our feet.'
(lines 44-45)

What does 'lush green cushion' refer to?

..... [1]

14 From Paragraph 7, give **two** ways in which the writer could have been better prepared for the trip.

.....

.....

.....

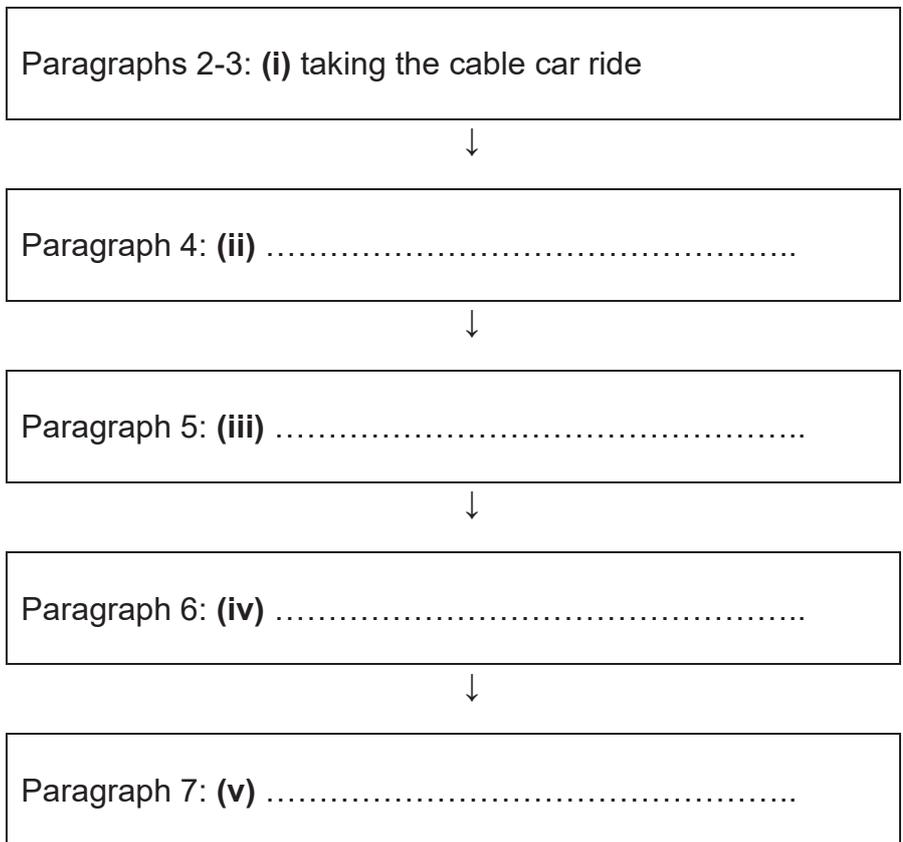
..... [2]

- 15 The structure of the text reflects the writer’s experience of her trek in the Andes. Complete the flow chart by choosing the correct phrase from the box to summarise her experience on the mountain range. There are extra phrases in the box you do not need to use.

Experiences on the Andes

taking the cable car ride	braving the extreme cold
enjoying the breathtaking views	trudging through tough terrains
feeling contemplative	getting lost in the mountains
persevering through the long journey	

Flow chart



[4]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 16 – 21.

16 (a) Which **one** word in Paragraph 1 tells us that many people died in the shooting?

..... [1]

(b) How is the use of the word effective in describing the shooting?

..... [1]

17 In Paragraph 2, the writer tells us that ‘it was the reaction of the teenage Parkland students immediately after the events of the day that made the response to this attack unique.’ (lines 6 - 8)

Explain **in your own words** what the teenage Parkland students did on social media.

.....
.....
.....
..... [2]

18 In Paragraph 3, the room ‘exploded in cheers’ during the televised town-hall event. Explain why the audience reacted this way.

.....
.....
.....
..... [2]

19 Here is a part of a conversation between two students, Rui Fang and Rahmat, who have read this article.



(a) Give **two** examples from paragraph 4 that Rui Fang can give to support her view.

(i)
..... [1]

(ii)
..... [1]

(b) Which phrase in Paragraph 4 can Rahmat use to support his view?

..... [1]

20 In Paragraph 9, the writer feels that 'A lot of people in this country get stuck in bubbles' (lines 52 - 53).

What do the 'bubbles' refer to?

.....
..... [1]

Answer Scheme

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about how people view themselves. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is NO error in a line, put a tick (✓) in the space provided.

If the line is incorrect, **circle** the incorrect word and write the correct word in the space provided. The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived **(to)** my destination at 2pm. at _____

My mother always wears sensible clothes. ✓ _____

It is a common belief among psychologists **that** people's perceptions of **himself** should be taken with a grain of salt, because they are often **1 themselves (pr)**
thought to be **positive** biased and less accurate than the judgments **2 positively (wf)**
supplied by others. However, according to new research, people are **3 ✓**
actually **best** at judging their own personalities than scientists previously **4 better (wf)**
assumed. If anything, people tend to view themselves more negatively **5 ✓**
then others do. On average, people are unlikely to overhype their traits **6 than (ww)**
more than their family, friends or colleagues. **This** discrepancies in the **7 These (plu)**
ratings you supply for yourself versus those provided by others might **has** **8 have (SVA)**
more to do with other people than with you. This is because it **was** **9 is (T)**
difficult **of** people to understand and accurately judge another person's **10 for (prep)**
innermost self, which may lead to skewed results.



CHRIST CHURCH SECONDARY SCHOOL
2019 MID-YEAR EXAMINATION
SECONDARY FOUR EXPRESS/FIVE NORMAL (ACAD)

CANDIDATE
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INDEX
NUMBER

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ENGLISH LANGUAGE

Paper 2 Comprehension

1128/02

8 May 2019

1 hour 50 minutes

SUGGESTED ANSWERS

Section A [5 marks]

Text 1

Refer to the poster (Text 1) on page 2 of the Insert for Questions 1-4.

1 What intended effect do the words 'The difference is you' have on the readers?

It is to cause the readers **to feel significant/important/ have the power to make a difference/ to want to play a part** in keeping places litter-free. [1]

X make a difference (don't beg the question) OR

It is to persuade the readers to join the programme by making them **feel a sense of ownership/ responsibility/ duty** over public places. [1]

X self-righteousness, guilt, get readers personally involved.

2 Refer to the statement 'Free bags, gloves, tongs and insurance supplied.'

What does this suggest about the organisers of the Adopt-a-Spot programme?

(i) 'free bags, gloves, tongs' suggests that the organisers provide a **fuss-free/ convenient programme** for its participants/ are **thoughtful/ kind/ considerate/ well prepared**. [1]

X provide tools for the activities (students should be describing a trait based on what the organisers do.)

(ii) 'insurance supplied' suggests that the organisers **are concerned about safety or well-being/ take care of the safety of its participants**. [1]

3 How does the poster suggest the current popularity of the Adopt-a-Spot programme?

It stated that **there is a large number ('hundreds') of existing participants**. [1]

4 What are the **two** ways readers can join the Adopt-a-Spot programme?

Readers can register **online** or through **calls**. [1]

[Turn over

Award mark only when both ways are mentioned.

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5 – 15.

- 5 In Paragraph 1, we are told that the writer heard her husband ‘stumble like a wooden soldier towards the bathroom.’

What do the words ‘stumble’ and ‘wooden’ tell you about her husband’s movement?

‘Stumble’ suggests that her husband’s movement was clumsy. [1]

‘Wooden’ suggests that the movement was stiff/ awkward/ limited. [1]

- 6 ‘I knew that as long as I lay there, motionless, I would ~~not~~ *suffer* likewise.’ (lines 2-3)

What did the writer expect to ‘suffer’ from moving?

Body aches/ muscle aches/ pain from taut muscles/ cramps [1]

- 7 In Paragraph 2, what word did the writer use to show that she and her husband needed time to adjust to the new conditions on the mountain range?

acclimatise [1]

- 8 Using your own words, identify two ‘effects of the altitude’. (line 16)

Original text: *‘our pulse rates began to increase’* (line 17)

IYOW: heart started to race/ beat faster/ accelerate/ palpitate [1]

Original text: *‘heads started to throb’* (line 17)

IYOW: headache/ migraine [1]

Original text: *‘we were breathing more rapidly as our bodies demanded more oxygen than our usual breaths would provide’* (lines 17 – 19)

IYOW: experience shortness of breath/ inhaled faster [1]

X Breathing difficulties

Award up to 2m for any of the points above.

- 9 In Paragraph 4, we are told that Pico Bolivar looked ‘majestic, ancient and wise, lording everything beneath, over time and space’.

What is the writer comparing Pico Bolivar with?

God/ Deity [1]

- 10 In Paragraph 4, what is unusual and effective about the phrase ‘below rushed the tiny meandering river’?

Literary device: Paradox

In reality, the water in the river is fast moving, however from the peak, it looks like it is meandering.

- (i) It is unusual because ‘meandering’ refers to **slow moving** waters, but ‘rushed’ describes **gushing** waters. [1]
- (ii) It is effective because it highlights how the river **seemed slow moving from high altitudes**. [1]
- 11 In paragraph 4, we see the distinction which the writer makes between the mountain and the river. Which two separate phrases emphasise this contrast most clearly?

Objects of contrast	Phrases from the passage
Mountain	<u>dark fabric</u>
River	<u>silver thread</u>

[1]

Apply ‘excess denied’ if students quoted more words than they should.

12 In Paragraph 6, the writer sets off to the village. Explain how the language used in paragraph 6 indicates that the route to the village was a difficult one? Support your ideas with **three** details from the paragraph.

- 'steep, snaking climbs' suggests that the route was **perilous/ precipitous/ dangerous and winding/ twisting**.
- '(seemed to) stretch to infinity' suggests that the path was **extremely long/ tedious to complete/ appeared endless/ never-ending**.
- 'vulnerable to the whims of the elements' suggests that the path was **exposed to weather elements**.
- 'strewn with gravel, fine sand and boulders of varying sizes' indicates that the road was **rocky/ uneven/ rugged/ rough** and ~~thus~~ not ~~easy~~/ challenging to walk or hike on.

Award up to 3m for any of the points above.

13 'Only occasionally did we find the luxury of a lush green cushion beneath our feet.' (lines 44-45)

What does 'lush green cushion' refer to?

Grass or **grass patches** [1]

14 From Paragraph 7, give **two** ways in which the writer could have been better prepared for the trip.

The writer could have **brought sunglasses, lip balm and sun cream** on the trip. [1]

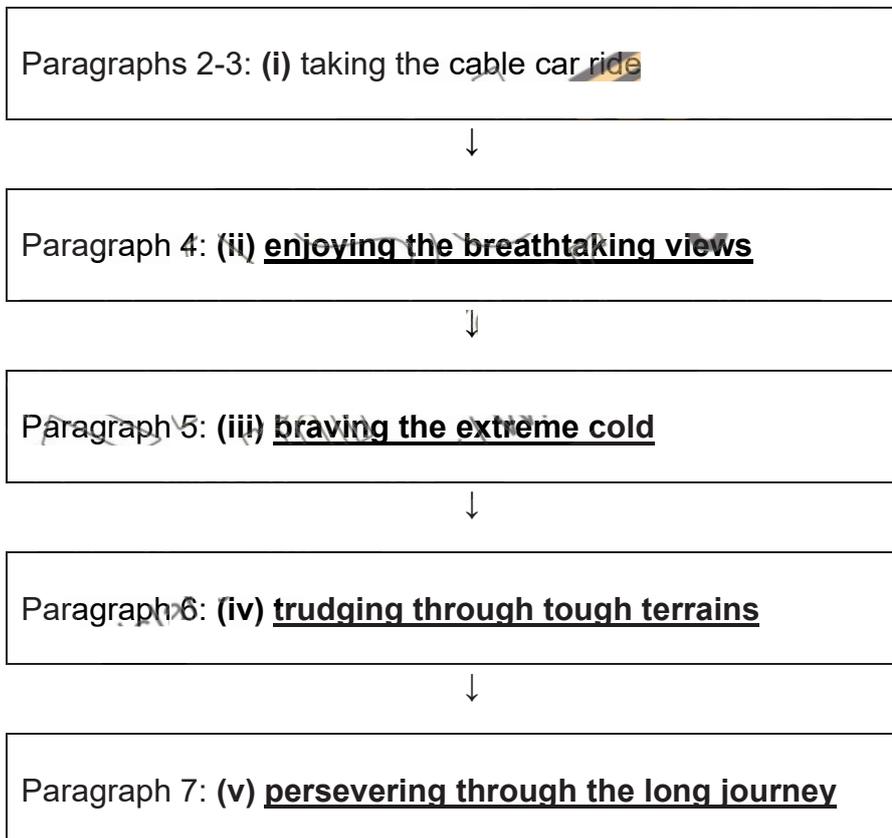
The writer could have **brought along the first aid kit**. [1]

- 15 The structure of the text reflects the writer's experience of her trek in the Andes. Complete the flow chart by choosing the correct phrase from the box to summarise her experience on the mountain range. There are extra phrases in the box you do not need to use.

Experiences on the Andes

taking the cable car ride	braving the extreme cold
enjoying the breathtaking views	trudging through tough terrains
feeling contemplative	getting lost in the mountains
persevering through the long journey	

Flow chart



[4]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the insert for Questions 16 – 21.

- 16 (a) Which **one** word in Paragraph 1 tells us that many people died in the shooting?

The word is 'carnage'. [1]

- (b) How is the use of the word effective in describing the shooting?

The word is effective in emphasising the violent/ brutal/ vicious/ barbaric nature of the killing/shooting. [1]

- 17 In paragraph 2, the writer tells us that 'it was the reaction of the teenage Parkland students immediately after the events of the day that made the response to this attack unique.' (lines 6 - 8)

Explain **in your own words** what the teenage Parkland students did on social media.

Original words from the passage: 'demanding stricter gun control laws' and 'the right to be able to go to school without the fear of being killed'

- They insisted on tighter management of firearms. [1]
- The students also asked to be given the assurance that they can attend lessons without their lives being threatened/without being afraid of losing their lives. [1]

- 18 In Paragraph 3, the room 'exploded in cheers' during the televised town-hall event.

Explain why the audience reacted this way.

- They exploded in cheers because Kasky confronted the senator over the money he had received from the NRA. [1]
- They also cheered because he just put one of the nation's most prominent politicians on the spot, live on national television. [1]

- 19 Here is a part of a conversation between two students, Rui Fang and Rahmat, who have read this article.



- (a) Give **two** examples from Paragraph 4 that Rui Fang can give to support her view.

- (i) Rick Scott signed a bill to have **stricter age restrictions on gun purchases**. [1]
- (ii) **Rifles that can be fired more rapidly have been banned**. [1]

- (b) Which phrase in Paragraph 4 can Rahmat use to support his view?

The phrase is **'their other demands have been resisted'**. [1]

- 20 In Paragraph 9, the writer feels that 'A lot of people in this country get stuck in bubbles' (lines 52 - 53).

What do the 'bubbles' refer to?

The bubbles refer to **the fixed mindset or narrow/specific way of thinking** that the people have. [1]

- 21 **Using your own words as far as possible**, summarise the achievements and the regrets of Cameron Kasky as he set out to advocate for gun control after the shooting.

Use only information from Paragraphs 5 to 7.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin).

No.	Type	From Passage	Paraphrased
-----	------	--------------	-------------

1	Regret	they have not gotten all the legislative victories they want with gun control (line 28)	Parkland did not succeed in getting all the gun control laws they wanted to be implemented.
2	Achievement	there is victory in the sense that Parkland is not the city that one instantly thinks of people mourning and running away from a problem (lines 29 – 31)	Parkland is not remembered/recognised as a city of sad and wimpy people
3	Achievement	when people hear of Parkland, they think of something larger and stronger than the shooter (lines 31 – 32)	They are known to be stronger than the assailant.
4	Regret	Kasky feels that he was too confrontational. (line 35)	He thought that he was too aggressive and
5	Regret	It showed that sometimes how people feel about things can get in the way of their objective thinking, (lines 35 – 36)	it revealed how emotions can mar the clarity of thoughts
6	Regret	There is one statement he particularly regrets, a remark to Marco Rubio in the town hall debate (lines 37 – 38)	He was remorseful about what he said to the senator
7	Regret	he named the shooter - something that the young campaigners quickly decided they would not do, to deny him the fame, or infamy, he may have sought (lines 39 – 41)	because he named the shooter, something that might give the shooter recognition
8	Achievement	it reminded a lot of people his age that politicians are just like anybody else (lines 43 – 44)	He helped other youths see that politicians are mere mortals,
9	Regret	he did it in such a vitriolic way that he doesn't find it to have been very meaningful and productive (lines 44 – 45)	but his bitter/vengeful/scathing method was not helpful.

Kasky believes that the movement succeeded because

Parkland is not remembered as a city of sad and wimpy people. They are known to be stronger than the assailant. However, Kasky thought that he was too aggressive and his reactions revealed that emotions can mar the clarity of thoughts. He was remorseful about what he said to the senator because by naming the shooter, he gave the shooter recognition. He helped other youths see that politicians are mere mortals, but his bitter method was not helpful.

No. of words: 78 words

Setter: Miss Angeline and Miss Sarah Oh



康 柏 中 学

**COMPASSVALE SECONDARY SCHOOL
2019 MID-YEAR EXAMINATION
ENGLISH LANGUAGE PAPER 1 [1128/01]
Secondary Four Express / Five Normal Academic**

Name: _____

Duration: 1 hour 50 minutes

Index No: _____

Date: 8 May 2019

Class: _____

READ THESE INSTRUCTIONS FIRST

This Insert contains **Section A**.

Write your answers in the spaces provided.



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**COMPASSVALE SECONDARY SCHOOL
2019 MID-YEAR EXAMINATION
ENGLISH LANGUAGE PAPER 1 [1128/01]
Secondary Four Express / Five Normal Academic**

Name: _____

Duration: 1 hour 50 minutes

Index No: _____

Date: 8 May 2019

Class: _____

Marks: _____ / 70

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number in the spaces provided on the writing paper.
Write in dark blue or black pen on both sides of the writing paper.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **Section A**, **Section B** and one question from **Section C**.

Section A is an Insert.

For **Section A** write your answers in the spaces provided on the Insert.

For **Section B** and **Section C** write your answers on the separate writing paper provided.

At the end of the examination, submit Section A, B and C separately.

The number of marks is given in brackets [] at the head of each section.

This paper consists of **4** printed pages including this page and **1** insert.

Setter: Ms Ritchell Choong

Section B [30 marks]

You are advised to write between 250 and 350 words for this section.

You should look at the printout of a poster on page 3, study the information carefully and plan your answer before beginning to write.

The local Residents' Committee in your neighbourhood is offering volunteer opportunities to teenagers over the holidays. They aim to expose youth to the needs of the community and allow them to develop skills that would be useful. You saw a poster of the opportunities available and you are interested to apply for a position.

Write a letter to the Chairman of the Rivervale Residents' Committee to apply for the role, explaining clearly:

- the role you would like to apply for
- the reasons for your choice
- the qualities or prior experiences you have which will enable you to contribute
- other ideas to improve the living environment of your neighbourhood.

Write your letter in clear, accurate English and in a polite and persuasive tone to convince the Chairman of the Rivervale Residents' Committee of your enthusiasm and to accept your application.

You should use your own words as much as possible.

Are you looking to spend your holidays meaningfully?

We have new volunteer opportunities for you! Work with community leaders and get a chance to make real change in the Rivervale Estate!

Residents' Scribe



Attend our weekly Meet-the-MP session, where residents would share their concerns personally with the Member of Parliament.

As a scribe, listen to the residents share about their daily needs and concerns in various languages. Ask meaningful questions and help to craft letters of appeal in standard English on their behalf.

If you like listening to others, have a good set of language skills and are looking to help in a very real way, sign up to be a Residents' Scribe today!

Youth Mentor



Take care of young children between the ages of 3 – 7 over the holidays while their parents are at work!

Work with the neighbourhood childcare centre and design fun and meaningful activities to engage the children for 2 hours a day.

If you like working with children, enjoy organising activities and have a few creative ideas, join us as a Youth Mentor today!

Community Gardener



Spruce up the green spaces in our neighbourhood by setting up a new community garden at Block 35!

Grow flowers, vegetables, fruit, herbs and other plants to brighten our environment and design activities for families and neighbours to enjoy together.

If you have green fingers, enjoy taking care of plants and have a few ideas on how to bond the community, sign up as a Community Gardener today!

Write in to us if you are interested in any of the volunteer opportunities and be sure to include other suggestions as to how we can make the Rivervale Estate a more wonderful neighbourhood to live in!

More details are available on our website @ <http://www.rivervaleestate.com>.

Section C [30 marks]

Begin your answer on a fresh page.

You are advised to write between 350 and 500 words on one of the following topics.

At the head of your composition, write the number of the topic you have chosen.

- 1** 'What matters most is that you have tried your best.' Write about a time when this was true. How did you realise this?

- 2** It is often said that it is more important to be healthy than wealthy. What is your opinion?

- 3** What are some major opportunities and challenges young people in your society face these days?

- 4** A meaningful friendship is one of the most valued relationships one can have. Write about the times you have found this to be true. Why were these friendships so important to you?

- END OF PAPER -



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**COMPASSVALE SECONDARY SCHOOL
2019 MID-YEAR EXAMINATION
ENGLISH LANGUAGE PAPER 2 [1128/02]
Secondary Four Express / Five Normal Academic**

Name: _____

Duration: 1 hour 50 minutes

Index No: _____

Date: 8 May 2019

Class: _____

Marks: _____ / 50

INSTRUCTIONS TO CANDIDATES

This Insert contains Text 1, Text 2 and Text 3.

Section A

Text 1

Study the poster below and answer Questions 1 – 4 in the Question Paper.



**Over 300 festivals affiliated worldwide!
Attracted over 1 Million performers yearly!
Now in Singapore!**

SPAF

**Singapore Performing Arts Festival
DRAMA**

**Open up the World of Speech & Communication to ALL
28 July to 3 August 2018**

Venue: LASALLE College of the Arts (Rehearsal Studio G401)

SPAF aims to inspire, so all performers leave with a sense of achievement! The world of performing arts will encourage students to develop communication and interpersonal skills.



Every skill gained in preparing for and giving a performance is a valuable life skill which will be used in job interviews, in the workplace, in leisure activities and in social and interpersonal relationships throughout life.

Featured Categories:

- ☆ Storytelling
- ☆ Creative Writing
- ☆ Public Speaking

and many other categories

Festival Adjudicators:



Mary Ann Tear
Performing Arts Specialist
& Examiner



Matt Grey
Lecturer and Adjudicator

Feedback and Recognition

During each class, participants will be evaluated on their performance on a report form. It will be followed by a mini master-class to comment on the overall performance of the class as a whole. Certificates will be awarded to all participants, and based on their performance, they may qualify for one of the three levels of awards: Gold/Silver/Bronze

**Wish to know more? Full Info at
www.msworks.sg or contact
us at spaf@msworks.sg**



It's Simple to Join!
Visit www.msworks.sg
to download the SPAF
Syllabus booklet
& forms

Section B

Text 2

The text below describes children playing their favourite hide-and-seek game. Read the text carefully and answer Questions 5 – 13 in the Question Paper.

- 1 It was still too hot to play outdoors. After a long day of confinement in the house, the children strained to get out. Their faces were red and bloated with the effort, but their mother would not open the door; everything was still curtained and shuttered in a way that stifled the children, made them feel that their lungs were stuffed with cotton wool and their noses with dust and if they didn't burst out into the light and see the sun and feel the air, they would choke. 5
- 2 "Please, ma, please," they begged. "We'll play in the veranda and porch—we won't go a step out of the porch."
"You will, I know you will, and then——"
"No—we won't, we won't," they wailed so horrendously that she actually let down the bolt of the front door and they burst out like seeds from a crackling, overripe pod into the veranda, with such wild, maniacal yells. 10
- 3 There was a tussle over who shall be the seeker in their favourite game of hide-and-seek. The shoves became harder. The motherly Mira intervened. She pulled the boys roughly apart. There was a tearing sound of cloth, but it was lost in the heavy panting and angry grumbling, and no one paid attention to the small sleeve hanging loosely off a shoulder. Raghu was the seeker. He started to protest, to cry "You cheated!", but it was too late, the others had all already streaked away. There was no one to hear when he called out, "Only in the veranda—the porch—Ma said—Ma said to stay in the porch!" No one had stopped to listen - all he saw were their legs flashing through the dusty shrubs, scrambling up brick walls, leaping over hedges, and then the porch stood empty in the purple shade of the bougainvillea, and the garden was as empty as before. 15 20
- 4 Raghu whistled spiritedly so that the hiders should hear and tremble. Vinod heard the whistling and felt himself too exposed, sitting on an upturned flowerpot behind the garage. He could run around the garage if he heard Raghu come but he hadn't much faith in his short legs when matched against Raghu's long, hefty, footballer legs.
- 5 Next to the garage was a shed with a big green door. Vinod always shunned entering such a dark and depressing mortuary of defunct household goods, but as Raghu's whistling grew angrier and sharper and his crashing and storming in the hedge wilder, Vinod suddenly slipped off the flowerpot and through the crack and was gone. He chuckled aloud with astonishment at his own temerity so that Raghu came out of the hedge, stood silent with his hands on his hips, listening, and finally shouted, "I heard you! I'm coming! Got you——" and came charging round the garage only to find the upturned flowerpot. Snarling, he bent to pick up a stick and went off, whacking it against the garage and shed walls as if to beat out his prey. 25 30
- 6 Vinod shook, then shivered with delight, with self-congratulation. Also with fear. It was dark, spooky in the shed. It had a muffled smell, as of graves. Except for the white-hot cracks along the door, there was no light. He leapt up as Raghu whacked the wall with his stick—then, quickly realising what it was, felt almost relieved to hear Raghu, hear his stick. It made him feel protected. But Raghu soon moved away. Vinod stood frozen inside the shed. He contemplated slipping out of the shed and wondered if it would not be better to be captured by Raghu and be returned to 35

the milling crowd as long as he could be in the sun, the light, the free spaces of the garden, and the familiarity of his brothers, sisters, and cousins. It would be evening soon. Vinod sat back, deciding to hold out a bit longer. What fun if they were all found and caught—he alone left unconquered! He had never known that sensation. To defeat Raghu—that hirsute, hoarse-voiced football champion—and to be the winner in a circle of older, bigger, luckier children—that would be thrilling beyond imagination. He hugged his knees together and smiled to himself almost shyly at the thought of so much triumph.

7 It grew darker in the shed. The lawn was shut off from his view. Could he hear the children's voices? It seemed to him that he could. It seemed to him that he could hear them chanting, singing, laughing. But what about the game? Could it be over? How could it when he was still not found? It then occurred to him that he could have slipped out long ago, dashed across the yard to the veranda, and touched the "den." It was necessary to do that to win. He had forgotten. He had only remembered the part of hiding and trying to elude the seeker. He had done that so successfully. His success had occupied him so wholly, that he had quite forgotten that success had to be clinched by that final dash to victory and the ringing cry of "Den!"

Adapted from Game at Twilight by Anita Desai

Section C

Text 3

In this text, the writer describes the dire state of the shark population being threatened due to fin harvesting. Read it carefully and answer Questions 14 – 18 in the Question Paper.

- 1** The world's largest shark fin industry lies in the heart of the Coral Triangle, a region of the Indian and Pacific Oceans home to the world's most diverse coral reefs. This idyllic-sounding environment sustains an industry responsible for the deaths of over 3 million sharks a year. Fishing pressure on threatened shark populations has increased dramatically in recent years and it is estimated that only 12% of shark fisheries are considered potentially sustainable, indicating that 25,000 tonnes of dried fins each year originate from other unsustainable, often illegal, fisheries. Distinguishing the species from which fins are sourced can be extremely difficult, as the mixing of catches is a common practice that hampers traceability efforts. 5
- 2** Both legal and illegal fisheries are driving the overfishing of sharks, driven overwhelmingly by the international trade to obtain their fins. Pressure is particularly high in Indonesia where annual catches exceed 100,000 tonnes of shark a year. Shark fins are tempting targets for fishermen from Indonesian island communities because they have high monetary value and shark fishing is one of the most lucrative livelihoods in these remote coastal regions. The finning industry presents the main livelihood for fishermen in this region and the enormous profits have transformed remote coastal villages to cash-based communities. India, Spain and Taiwan also play an important role in the catching of sharks and the gainful sale of their fins in international markets, particularly in Hong Kong, from where many are re-exported, particularly mainland China. 10 15
- 3** Shark finning and the mixing of catches tend to take place in the open seas or in remote ports, where there is little to no oversight. Moreover, authorities show little interest in controlling illegal wildlife trade, including that in shark fins. Even if they do, their enforcement capabilities are very limited because they cannot inspect and run DNA tests on every single fin that arrives at their customs to determine the area where the shark was caught, or even determine the species. 20
- 4** A large proportion of fins comes from sharks caught as bycatch: for example, sharks comprise over 25% of the total catch in tuna and swordfish fisheries in multiple countries. While there are ways to mitigate biologically unsustainable or environmentally harmful shark bycatch, there is very little evidence of fisheries management authorities or industry insisting on rapid adoption of such methods. Indeed, bycatch mitigation measures may well be resisted if bycatch consists of sharks for which fins can be sold. 25
- 5** The global shark fin industry is rife with criminal activity and cannot be trusted to police itself effectively. In the view of the researchers, waiting for multilateral organisations to develop and enforce rules regarding shark fishing and regulate the fin trade is not an option both because available enforcement and compliance systems are far too poorly applied for wildlife trade in most countries trading fins, including mainland China, and it would likely to take too long and that is a luxury not currently afforded to many shark species. While there is much scope for enforcement of existing laws controlling catching and international trade to improve, this will take time and is unlikely to improve in the near future. 30 35
- 6** Ensuring truly sustainable shark fisheries and shark fin trade remain a far-off dream. Simply put, around a quarter of all shark species are hurtling towards extinction. The only real way to protect sharks is to halt the consumption and trade in all shark fin. Consumers have to act fast and decide what is acceptable and what is not when it comes to vulnerable, uncontrolled species. Traditions change all the time according to new knowledge and shifting values. Thus while the appetite for shark fin soup is growing in places like Thailand and Macau it is slowly declining in Hong Kong 40

and mainland China, where young people are starting to see it as a cultural practice that is worth abandoning.

- 7 Extinction must not make the decision for us. We must act fast to take steps and stop activities that would seriously threaten their future on our planet. 45

Adapted from <https://www.sciencedaily.com>



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COMPASSVALE SECONDARY SCHOOL
2019 MID-YEAR EXAMINATION
ENGLISH LANGUAGE PAPER 2 [1128/02]
Secondary Four Express / Five Normal Academic

Name: _____

Duration: 1 hour 50 minutes

Index No: _____

Date: 8 May 2019

Class: _____

Marks: _____ / 50

READ THESE INSTRUCTIONS FIRST

Write your full name, class and index number on the work you hand in.
Write in dark blue or black pen on both sides of the paper.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **all** questions.
Write your answers in the spaces provided in the Question Paper.
The Insert contains the texts for all the sections.

Mistakes in spelling, punctuation and grammar may be penalised in any part of the paper.

The number of marks is given in brackets [] at the end of each question or part question.

Section A [5 marks]

Text 1

Refer to Text 1 on page 2 of the Insert for Questions 1 – 4.

1 How does the poster suggest the popularity of the Singapore Performing Arts Festival?

.....
..... [1]

2 Look at the photograph of a group of 4 people found at the bottom of the poster. With reference to the information presented below it, what idea does the photograph convey about joining the festival?

.....
..... [2]

3 Refer to the section headed **Feedback and Recognition**. Provide two ways individual participants will benefit from this class.

.....
..... [1]

4 Which sentence summarises the main benefit of the programme?

.....
..... [1]

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5 – 13.

5 At the beginning of the text, the children are kept indoors to avoid the heat. Explain how the language used in Paragraph 1 indicates their desire to be outdoors.

.....

.....

.....

.....

..... [3]

6 In Paragraph 2, explain how the expression ‘burst out like seeds from a crackling, overripe pod’ (line 10) is particularly effective in describing the children’s behaviour?

.....

..... [1]

7 (i) What does Raghu’s reply, “You cheated!” (line 16) suggest about his state of mind?

.....

..... [1]

(ii) Give another word in the paragraph which suggests a similar idea.

..... [1]

8 In Paragraph 4, provide two reasons to explain why Vinod was feeling insecure.

(i)

.....

(ii)

..... [2]

- 9 (i) In Paragraph 5, 'He chuckled aloud with astonishment at his own temerity' (lines 28-29). Suggest why Vinod did that.

.....

[1]

- (ii) 'came charging round the garage only to find the upturned flowerpot. Snarling, he bent to pick up a stick and went off, whacking it against the garage and shed walls as if to beat out his prey' (lines 30-32).

Which words or phrases in the given sentences describe the actions of Raghu?

Descriptions of Raghu's actions	Words or phrases from the passage
(i) rush forward to attack	
(ii) fuming	
(iii) hitting hard	

[3]

- 10 In Paragraph 6, explain why it was ironical that Vinod 'felt almost relieved to hear Raghu' (line 36).

.....

[2]

- 11 Vinod desires to defeat Raghu in the game. Identify two separate words in Paragraph 6 which convey this.

.....

[1]

- 12 In Paragraph 7, explain why Vinod feels that 'His success had occupied him so wholly?' (line 52).

.....

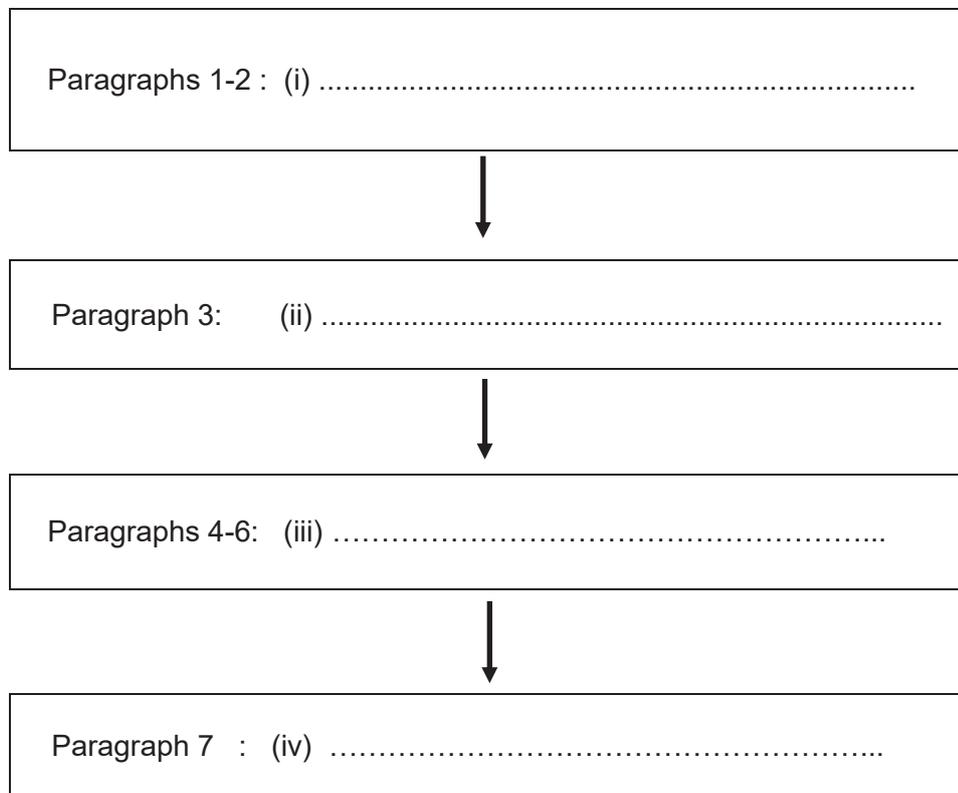
[1]

- 13 The structure of the text reflects the children's moods at different stages of their game. Complete the flowchart by choosing one word from the box to summarise the main moods presented in each part of the text. There are some extra words in the box you do not need to use.

The children's moods

regret eagerness irritation confusion dismay trepidation aggression

Flow chart



[4]

Section C [25 marks]

Refer to Text 3 on page 5 and 6 of the Insert for Questions 14 – 18.

- 14 (i) In Paragraph 1, the writer says ‘this idyllic-sounding environment sustains an industry responsible for the deaths of over 3 million sharks a year.’ What is the predicament presented here?

.....
.....
.....

[2]

- (ii) From the same paragraph, what is the challenge faced in protecting the shark fin industry? **Answer in your own words.**

.....
.....
.....

[2]

- 15 From Paragraph 2, identify a word that suggests that global trade is a major force behind overfishing.

.....

[1]

- 16 Here is a part of a conversation between two students, Jasmine and Damien, who have read the article.



Jasmine

Finning of sharks has led to significant growth and development in Indonesia.

I think we should not ignore other countries benefiting from this trade as well.

Damien



- (i) State one way Jasmine’s view may be supported, using information from paragraph 2. **Answer in your own words.**

.....
.....
.....

[2]



Compassvale Secondary School
English Language & Literature Department
2019 Mid-Year Examination
Paper 1 Table of Specifications (TOS)

Level: Secondary 4/5
Stream: 4 Express / 5 Normal Academic
Setter: Ritchell Choong

Section A (10 marks)

Editing

Over the weekend, 700 firefighters were deployed to battle a forest fire raging out	
of control in sparse populated Muli county in China's Sichuan province. The	1 sparsely (wf)
Chinese leadership had issued orders to respond immediately to the emergency,	2 ✓
before the blaze spiralled out of hand despite initial efforts to contain it. To make	3 after (conj)/ but (conj)
things worst , the harsh terrain in Muli county posed fresh challenges for	4 worse (wf)
emergency workers placed on the scene. Amid brave battles to put up the raging	5 out (prep)
fire who had destroyed 3,000 hectares of forest, firefighters had to endure high	6 that/which (relative pronoun)
altitudes at 4,000 metres above sea levels and steep trails. One wrong step and	7 ✓
they were doomed, but as true heroes, they refuse to walk away. For two days,	8 refused (t)
they worked hard to contain the forest fire and a sudden change in wind direction	9 but (conj) / when
ignited a huge fireball, killing 30 people in the maelstrom. The news were	10 was (sva)
devastating for their families. Many lives will forever be changed.	

[Option 1]

Section B (30 Marks)

Situational Writing

Task Fulfilment

For the 10 marks awarded for the 'Task Fulfilment', candidates need to demonstrate the following:

- Awareness of purpose, audience and context
- Relevance
- Development and organisation of ideas
- Appropriate use of given information and visual stimulus

Purpose: To apply for a volunteer position at the RC

Audience: Chairman of the Residents' Committee

>Tone Must be polite, persuasive and enthusiastic

Context

The local residents' committee in your neighbourhood is offering volunteer opportunities to teenagers over the holidays. They aim to expose youth to the needs of the community and allow them to develop skills that would be useful.

Candidates are applying to participate in some of these activities.

Format : Letter to an External Agency

541 Sengkang Ave 1
#04-561
Singapore 440541

3 May 2019

Chairman
Rivervale Residents' Committee
51 Rivervale Crescent
Singapore 440051

Dear Sir / Madam

Application for Volunteer Role

Yours sincerely
(Signature)
Name
(School)

Development and organisation of Ideas

The letter must reflect the following ideas (with sufficient amplification where relevant):

Introduction should include the following:

- Introduction of self
- Purpose of letter: to apply for position
- Expression of enthusiasm/excitement for the role.

Task Requirements

- RP1: The role you would like to apply for
- RP2: the reasons for your choice
 - (Refer to 2nd paragraph of each option; and explain the types of activities, questions and ideas you'll have for each option)
- RP3: the qualities or prior experiences you have which will enable you to contribute better
 - (Refer to 3rd paragraph of each option)
- RP4: Other ideas to improve the living environment of your neighbourhood.
 - (Own invention)

Option	RP2: the reasons for your choice	RP3: the qualities or prior experiences you have which will enable you to contribute better (Refer to 3 rd paragraph of each option)
Residents' Scribe	<ul style="list-style-type: none"> • Enjoy listening to people and helping them: listen to the residents share about their children's education, housing grants, application for HDB flats and request for healthcare subsidies • You can speak various languages like mandarin, cantonese, hokkien, malay, tamil and you want to help with these skills. • You know how difficult it is not to be able to express yourself, so you want to help them communicate • You have always been interested in how to help other people solve their problems. 	<p>Qualities:</p> <ul style="list-style-type: none"> • Good listener • Believe it is important to be empathetic towards others and understand their concerns • Approachable and friendly • Proficient in English, Chinese and Malay. • Good grades for EL <p>Prior experiences:</p> <ul style="list-style-type: none"> • Translator for visiting exchange students • Able to speak with family members, grandparents in dialects • Learnt lessons at language classes. • Leadership experiences where you helped to sort out problems amongst people you lead.

Youth Mentor	<ul style="list-style-type: none"> • Love working with young children. • They are creative, energetic, innocent and happy and you enjoy playing with them and giving them meaningful activities to do like: • Excursions to the nearby park / playground / activity centre • Plan a treasure hunt / sketching in nature activity for children • Create painting, arts and crafts and other activities to engage their psychomotor skills within the classroom • Sandwich making activity that allows children to make food for their working parents. • You are also good at art or planning events so you believe you can help to create those experiences. 	<p>Qualities</p> <ul style="list-style-type: none"> • Patient • Creative • Love arts and craft • Able to explain tasks well • Friendly, approachable <p>Prior experiences:</p> <ul style="list-style-type: none"> • Mom is a babysitter • Have younger siblings at home • Take care of younger cousins • Volunteered at other Childcare centres • Coach other younger children in church/community centres etc. • OSLP, VIA working with similar groups of people who need help.
Community Gardener	<ul style="list-style-type: none"> • Have green fingers, enjoy nature • Love gardening and how it brings about peace and relaxation. • Want to set up a fruit and vegetable garden for the community because it's more diverse than what you can do at home.: Create the space the gardening space. Plan the design of the garden and the types of seedlings to grow. • Want to meet more people of similar interests: Form a local gardening club to: grow and take care of local flowers, root vegetables, fruit and herbs for local harvesting. • It will brighten our environment. • Design: plant-a-tree, gdesign activities for families and neighbours to enjoy together. 	<p>Qualities</p> <ul style="list-style-type: none"> • Patient • Creative • Loves/ believes in the importance of beautifying the environment • Loves nature • Enjoys planting and gardening <p>Prior Experiences:</p> <ul style="list-style-type: none"> • Personal garden at home • Does gardening/planting of herbs, flowers at home / in school • Has done an internship at NParks before

RP4:	ANY ideas to develop <ul style="list-style-type: none">• community space,• community bonding and unity,• making transportation, goods and services all more accessible• youth involvement• elderly involvement• inclusion of people from all races, religions, nationalities, abilities or backgrounds
-------------	--

Candidates' own ideas are encouraged although given information and visual stimulus should also be used to support personal opinion.

For the language, mark out of a possible 20.

> Please refer to Band Descriptors in the new Syllabus Marking Guide

Section C (30 marks)

S/N	Topic	Setter's Remarks
1	<p>Text Type: <u>Descriptive and Personal Reflective</u></p> <p>'What matters most is that you have tried your best.' Write about a time when this was true. How did you realise this?</p>	<p>A candidate attempting this topic ought to have the following in his/her essay:</p> <ul style="list-style-type: none"> - Candidates should describe an occasion where a lot of effort was put in to do something. - Candidates should use descriptive language that evoke feelings and experiences of hard work – mainly utilising past tense and past perfect tense to narrate the events. - There should also be a clear evaluation of how 'trying one's best' is the most important thing that matters in that experience and how the events led up to that evaluation. - Candidates should use language of evaluation or reflection, and mainly using the simple present tense. - Vivid images of events should be rewarded highly <p>Candidates attempting this topic should have mastery over their language and content to sustain the readers' interest level.</p> <ul style="list-style-type: none"> - Students must demonstrate the ability to use the past and present tense where appropriate - Use of precise and wide vocabulary, and variety of sentence structures should separate the strong scripts from the weaker ones.
2	<p>Text type: <u>Discursive/ Argumentative</u></p> <p>It is often said that it is more important to be healthy than wealthy. What is your opinion?</p>	<p>A candidate attempting this topic ought to have the following in his/her essay:</p> <ul style="list-style-type: none"> - a strong introduction and a thesis statement - Depending how the candidate interprets the question, this can be a discursive or argumentative essay. - Stand can be anywhere on the spectrum but viewpoints should never contradict itself. - Clear Topic sentences/ Evidence/ Explanation should be found within the content paragraphs. <p>Whether argumentative or discursive, both essay types should include an evaluation of "importance". It should have a metric to measure importance. A suggestion of how importance can be measured is by how it affects quality of life.</p> <p>So: the essay should have a discussion on how good physical health (or the lack of) affects one's experience/quality of life. It should also be discussed how monetary wealth (or the lack of) would affect one's quality of life.</p> <p>Stronger scripts may also discuss how the positive effects of good health on life can lead to wealth. Or it can consider how good health may not be the only factor that leads to a 'rich' life.</p> <p><u>Possible ideas for why Health is more important:</u></p>

		<ul style="list-style-type: none"> - Good health allows one to try new physical things with no major complications. - Good health allows one to spend meaningful hours and time with loved ones. - Good health allows one to continue working hard and earning money and growing one's wealth. <p><u>Possible views of why being healthy is not more important than wealth:</u></p> <ul style="list-style-type: none"> - Health may mean one can lead a long life, but without a good job, or opportunities, quality of life is tough too. - Poverty is difficult even when one is healthy. - Having money can also help one recover from health ailments better/faster. <p>Alternative views would consider that good health is not the only factor that allows for quality life.</p> <p>Discursive essays should provide a balanced view – and take a stand anywhere on the spectrum. Argumentative essays should firmly take one side and refute any counterarguments.</p> <p>In both cases, candidates may use their understanding of the world and their own, personal experiences to supplement the points raised in their essay. Candidates should have mastery over their language, vocabulary and content to sustain the readers' interest level.</p>
3	<p><u>Text Type:</u> <u>Discursive</u></p> <p>What are some major opportunities and challenges young people in your society face these days?</p>	<p>A candidate attempting this topic ought to have the following in his/her essay:</p> <ul style="list-style-type: none"> - <i>a strong introduction and a thesis statement</i> - <i>Some background information about the world that young people live in these days. (e.g. the VUCA world today, technological affordances, globalisation etc)</i> - <i>Clear Topic sentences/ Evidence/ Explanation should be found within the content paragraphs.</i> <p><u>A discussion on opportunities:</u></p> <ul style="list-style-type: none"> - Technological advancements facilitate learning, collaboration. - New developments allow students to become creative with their designs and solutions. - There are many new, exciting job types which require soft skills and human collaboration. - There will be many experiences that allow them to work internationally, opportunities to make lives better for the community. <p><u>A discussion on the challenges:</u></p> <ul style="list-style-type: none"> - Everything is changing and in flux. Jobs that they will apply for probably don't even exist now. - Political systems and governments are impermanent and messy. The world is changing rapidly, so it is hard to catch up.

		<ul style="list-style-type: none"> - Technology renders things irrelevant very quickly. - Social relationships are breaking down because of a lack of real connection. <p>Candidates may use their personal experiences to supplement the points raised in their essay. Candidates should discuss a minimum of 2 opportunities and 2 challenges. They should not take a stand as this is not a requirement of the question.</p> <p>Candidates should have mastery over their language and content to sustain the readers' interest level.</p>
4	<p><u>Text type: Reflective / Recount / Hybrid</u></p> <p>A meaningful friendship is one of the most valued relationships one can have. Write about the times you have found this to be true. Why were these friendships so important to you?</p>	<p>A candidate attempting this topic ought to have the following in his/her essay:</p> <ul style="list-style-type: none"> - <i>Candidates should describe at least 2 occasions when they realised the importance of a meaningful friendship and it is valuable to them.</i> - <i>Candidates should use descriptive language that evoke feelings and experiences of how these friendships affected the candidate – mainly utilising past tense and past perfect tense to narrate the events.</i> - <i>There should also be a clear evaluation of how 'a meaningful friendship' became one of the most valued relationships to the candidate in those occasions.</i> - <i>There should also be an evaluation of those friendships and why they were important.</i> - <i>Candidates should use language of evaluation or reflection, and mainly using the simple present tenses to</i> - <i>Vivid images of events should be rewarded highly</i> <p>Candidates attempting this topic should have mastery over their language and content to sustain the readers' interest level.</p> <ul style="list-style-type: none"> - Students must demonstrate the ability to use the past and present tense where appropriate - Use of precise and wide vocabulary, and variety of sentence structures should separate the strong scripts from the weaker ones.

ANSWER



康 柏 中 学

**COMPASSVALE SECONDARY SCHOOL
2019 MID-YEAR EXAMINATION
ENGLISH LANGUAGE PAPER 2 [1128/02]
Secondary Four Express / Five Normal Academic**

Section A [5 marks]

Text 1

Refer to Text 1 on page 2 of the Insert for Questions 1 – 4.

- 1 How does the poster suggest the current popularity of the Singapore Performing Arts Festival?

It has attracted over 1 million performers yearly. [1]

Accept: It has over 300 festivals affiliated worldwide! Attracted over 1 million performers yearly.

- 2 Look at the photograph of a group of 4 people found at the bottom of the poster. With reference to the information presented below it, what idea does the photograph convey about joining the festival?

The photograph shows a confident person in a job interview/performing confidently in a job interview[1] which shows that participants will gain relevant/valuable communication/interpersonal skills. [2]

- 3 Refer to the section headed **Feedback and Recognition**. Provide two ways individual participants will benefit from this class.

They will receive a report form of their performance and certificates. [1]

DNA: mini master-class to comment on the overall performance of the class as a whole as the focus is on individual participant.

- 4 Which sentence summarises the main benefit of the programme?

'The world of performing arts will encourage students to develop communication and interpersonal skills.' [1]

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5 – 13.

- 5** At the beginning of the text, the children are kept indoors to avoid the heat. Explain how the language used in Paragraph 1 indicates their desire to be outdoors.

'the children strained to get out' suggests that they were doing their best/putting in excessive effort to be out.

'Their faces were red and bloated with the effort' suggests that they were physically exerting themselves in their attempt/tried very hard to convince their mother.

'everything was still curtained and shuttered in a way that stifled the children' suggests that the children felt confined/trapped indoors.

'lungs were stuffed with cotton wool and their noses with dust' /'if they didn't burst out into the light and see the sun and feel the air, they would choke' suggests that they felt very suffocated/stifled and yearn to bask in the sun/have fresh air around them.
[3]

Accept any 3 answers

- 6** In Paragraph 2, explain how the expression 'burst out like seeds from a crackling, overripe pod' (line 10) is particularly effective in describing the children's behaviour?

It highlighted/emphasised how they could not wait/can hardly wait to get released/outdoors.

They were waiting eagerly to be unleashed/released outdoors.

They could not contain their excitement to be released outdoors. [1]

Accept any one answer.

DNA: They were excited. [need to indicate the reason for their excitement]

- 7** (i) What does Raghu's reply, "You cheated!" (line 16) suggest about his state of mind?

He was feeling indignant/a sense of injustice

or

he thought it was unfair. [1]

- (ii) Give another word in the paragraph which suggests a similar idea.

'protest' [1]

8 In Paragraph 4, provide two reasons to explain why Vinod was feeling insecure.

He felt himself too exposed sitting on an upturned flowerpot and thought that he will be easily discovered/caught. [1]

[need to explain the reason for feeling exposed]

He did not have confidence to run away/escape as he was shorter than Raghu.[1] [2]

DNA: 'when matched against Raghu's long, hefty, footballer legs' as it does not explicitly convey the idea of Vinod being compromised by height.

9 (i) In Paragraph 5, 'He chuckled aloud with astonishment at his own temerity.'

(lines 28-29) Suggest why Vinod did that.

He was surprised with his boldness/courage to have gone into/entered the dark room. [1]

(ii) 'came charging round the garage only to find the upturned flowerpot. Snarling, he bent to pick up a stick and went off, whacking it against the garage and shed walls as if to beat out his prey' (lines 30-32).

Which words or phrases in the given sentences describe the actions of Raghu?

Descriptions of Raghu's actions	Words or phrases from the passage
(i) rush forward to attack	charging
(ii) fuming	snarling
(iii) hitting hard	whacking

[3]

10 In Paragraph 6, explain why it was ironical that Vinod 'felt almost relieved to hear Raghu' (line 36) is an irony.

He was trying to hide from Raghu in order not to be caught,/not to be discovered[1] however, he felt reassured by his presence as he was afraid of the dark. [1]

[2]

11 Vinod desires to defeat Raghu in the game. Identify two separate words in the Paragraph 6 which convey this.

'winner' and 'triumph'

[1]

DNA: 'defeat' 'unconquered'

12

In Paragraph 7, explain why Vinod feels that 'His success had occupied him so wholly?' (line 52).

He was too focused on/put all his effort in hiding and trying to elude the seeker/not being caught instead of getting to the den to touch it.
[1]

Or

He had forgotten that he had to touch the den to win as he was too focused in eluding Raghu.

Or

He had forgotten to get to the den to touch it.

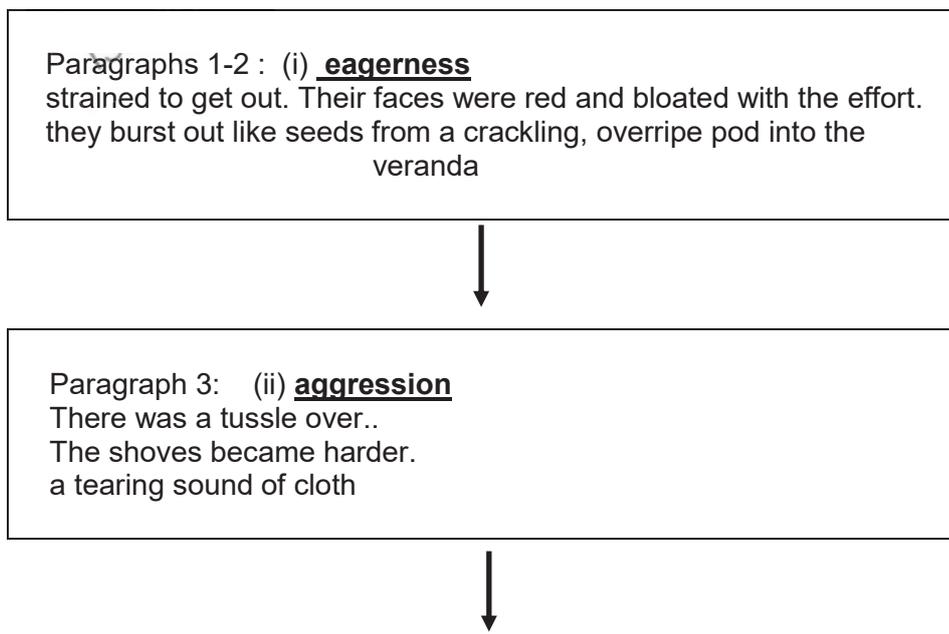
DNA: final dash to victory and the ringing cry of "Den!" does not specify the place he has to reach.

- 13 The structure of the text reflects the children's moods at different stages of their game. Complete the flowchart by choosing one word from the box to summarise the main moods presented in each part of the text. There are some extra words in the box you do not need to use.

The children's moods

regret eagerness irritation confusion dismay trepidation aggression

Flow chart



Paragraphs 4-6: (iii) **trepidation**
Also with fear.
He leapt up
Stood frozen inside the shed.
wondered if it would not be better to be captured by Raghu



Paragraph 7 : (iv) **dismay**
It then occurred to him that he could have slipped out long ago,
dashed across the yard to the veranda,
and touched the “den.” It was
necessary to do that to win. He had
forgotten.

[4]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 14 – 18.

- 14 (i) In Paragraph 1, the writer says ‘this idyllic-sounding environment sustains an industry responsible for the deaths of over 3 million sharks a year.’ What is the predicament presented here?

The beautiful/peaceful/ideal environment [1] becomes responsible for/ encourages[1] the high number/high rate of deaths of sharks.

[2]

or

The place that contains the world's most diverse coral reefs[1] is responsible for/ encourages[1] the high number/high rate of deaths of sharks.

DNA: It is responsible for 3 million sharks. [focus is not on the specific number, but the volume of deaths caused]

- (ii) From the same paragraph, what is the challenge faced in protecting the shark fin industry? **Answer in your own words.**

From text: Distinguishing the species from which fins are sourced can be extremely difficult, as the mixing of catches is a common practice that hampers traceability efforts.

Sharks are usually caught together with other types of fish/species[1] which deters attempts/makes it difficult to identify the fins. [1]

[2]

- 15 From Paragraph 2, identify a word that suggests that global trade is a major force behind overfishing.

'overwhelmingly.'

[1]

- 16 Here is a part of a conversation between two students, Jasmine and Damien, who have read the article.

Jasmine

Finning of sharks has led to significant growth and development in Indonesia.

Damien

I think we should not ignore other countries benefiting from this trade as well.

- (i) State one way Jasmine's view may be supported, using information from paragraph 2. **Answer in your own words.**

Lifted : enormous profits have transformed remote coastal villages to cash-based communities.

The distant/secluded fishing villages[1] progressed to using money transactions resulting from the huge gains[1] from shark finning.

[2]

- (i) From the same paragraph, give a phrase which Damien can use to support his view.

'the gainful sale of their fins in international markets.' [1]

- 17 In Paragraph 7, the writer says that 'Extinction must not make the decision for us' (line 45). State the writer's tone in this sentence and explain its effect.

Cautionary/warning/tone of caution to[1] create a sense of urgency/to stop activities that prevent the extinction of sharks.[1] [2]

DNA: Cautious tone

DNA: reflect [the writer wants action to be taken based on the severity of the issue]

- 18 **Using your own words as far as possible**, summarise how the authorities are responsible for the shark population being on the verge of extinction and the measures required to ensure its survival.

Use only information from paragraphs 3 to 6.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin).

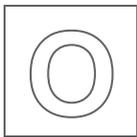
The authorities are responsible for the declining shark population as.....

	Lifted	Edited
1	<u>Shark finning and the mixing of catches</u> tend to take place in the <u>open seas or in remote ports</u> , where there is <u>little to no oversight</u> .	there is no supervision/surveillance done in open seas or secluded/faraway ports where different species are caught together.
2	authorities show little interest in controlling illegal wildlife trade, including that in shark fins.	authorities lack interest in managing illegal shark finning.
3	their enforcement capabilities are very limited because they <u>cannot inspect and run DNA tests on every single fin</u> that arrives at their customs	unable to implement laws to monitor and conduct DNA on each fin
4(a)	<u>to determine the area where the shark was caught,</u>	to identify the location
4 (b)	<u>or even determine the species.</u>	or ascertain the species
5	While there are ways to mitigate biologically unsustainable or environmentally harmful shark bycatch, there is very <u>little evidence</u> of fisheries management authorities or industry <u>insisting on rapid adoption of such methods.</u>	unwillingness to quickly effect/embrace measures to reduce environmentally harmful shark catch.
6	bycatch mitigation measures may well be resisted if bycatch consists of sharks for which fins can be sold.	non-compliance/aversion to such methods if it compromises sale of fins.
7	available enforcement and compliance systems are far <u>too poorly applied</u> for wildlife trade	Existing laws are poorly implemented to protect wildlife trade.
8	it would likely to take <u>too long</u> [and that is a luxury not currently afforded to many shark species.]	Implementation will take too long
9	Enforcement will take time to improve /unlikely to improve	
	measures to ensure its survival	
9	halt the consumption	ban consumption
10	and trade in all shark fin.	and sale

11	Consumers have to act fast and decide what is acceptable and what is not when it comes to vulnerable, uncontrolled species.	consumers need to be discerning about the species about to be extinct
12	Traditions change all the time according to new knowledge and shifting values/it is slowly declining in Hong Kong and mainland China, where young people are starting to see it as a cultural practice that is worth abandoning.	youths are becoming averse to consumption of shark's fin

The authorities are responsible for the declining shark population as.....

There is no surveillance in open seas or secluded ports where different species are caught together. Besides lack of interest in managing illegal shark finning, laws are not implemented to monitor and conduct DNA on each fin. The authorities are unwilling to quickly embrace measures to reduce shark catch. To save the shark population, consumption and sale of shark's fin should be banned. Consumers need to be discerning. Finally, youths are becoming averse to consumption of shark's fin, ensuring its survival.



CONVENT OF THE HOLY INFANT JESUS SECONDARY
Mid-Year Examination in preparation for
the General Certificate of Education Ordinary Level 2019

CANDIDATE
NAME

CLASS

REGISTER
NUMBER

ENGLISH LANGUAGE

1128/01

Paper 1 Writing

3 May 2019

1 hour 50 minutes

Candidates answer in the Question Booklet

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your name, class and register number in the spaces provided at the top of this page.
Write in dark blue or black ink on both sides of the paper.
Do not use staples, paper clips, glue, correction fluid or correction tape.

Answer **Section A**, **Section B** and one question from **Section C**.
Write your answers in the spaces provided in the Question Booklet.
The Insert contains the text for **Section B**.

The number of marks is given in brackets [] at the head of each section.

For Examiner's Use

Section A	10
Section B	30
Section C	30
Total	70

Section A [10 marks]

Question 1

Carefully read the text below, consisting of 12 lines, about the place of writing today. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is NO error in a line, put a tick (✓) in the space provided.

If the line is incorrect, circle the incorrect word and write the correct word in the space provided.

The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived (to) my destination at 2pm.

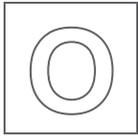
..... **at**

My mother always wears sensible clothes.

..... ✓

We have come to think of typing as faster than writing, but that may not
 be true. A study by the University of Washington in 2009 finds that
 schoolchildren wrote faster, and wrote most, when they had to compose
 essays for ten minutes with pen or paper rather than on computers. It
 is unsurprised then to find that the word ‘cursive’ means ‘running’; it was
 invented to avoid time-wasting lifts of the stylus or the pen. In the early
 19th centuries, when people corresponded several times a day by
 letter, quill and pen must have raced across the paper in great speeds.
 Now, however, handwriting have been relegated to the realm of snails.
 It is used only for first drafts of books and thank-you notes. Like
 calligraphy, their artistic cousin, it is becoming a craft and a rarity rather
 than a useful skill.

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CONVENT OF THE HOLY INFANT JESUS SECONDARY
Mid-Year Examination in preparation for
the General Certificate of Education Ordinary Level 2019

CANDIDATE
NAME

CLASS

REGISTER
NUMBER

ENGLISH LANGUAGE

1128/01

Paper 1 Writing

3 May 2019

INSERT

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

This Insert contains the text for **Section B**.

Section B [30 marks]

Read the printout of a webpage below and use the information to answer the question on page 3 of the Question Booklet.



Lakeville Secondary School 50th Anniversary Celebrations

WALK-A-THON



Calling all students to contribute to the 50th Anniversary Walkathon!
Take part in any of the following events and use it as an opportunity to get to know your schoolmates better.

ACTIVITIES YOU CAN BE INVOLVED IN

Be a cheerleader



Use your excitement! Use your energy!
Pick up your pom-poms to get the crowd all fired up and on their feet. Lead them in cheers to motivate the walkathon participants.

Be a designer

Let your creative juices flow!
There will be items like fabric pencil cases, canvas shoes, tote bags and umbrellas. Join the team of designers and express your creativity on these blank canvases. Help create souvenirs on the spot to celebrate the anniversary.



Be a deejay



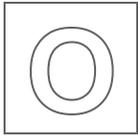
Be part of the music crew for the day!
Choose the music you want to play to invigorate the crowd of students, staff, alumni and parents. Get the crowd grooving along to your tunes as the Lakeville family come together to celebrate.

Be a performer

Wow us with your talents!
Entertain the crowd with short and meaningful performances. All skills are welcome! This is an opportunity for you to take the audience's breath away with your showmanship.



let's gather as a family and celebrate!



CONVENT OF THE HOLY INFANT JESUS SECONDARY
Mid-Year Examination in preparation for
the General Certificate of Education Ordinary Level 2019

CANDIDATE
NAME

CLASS

REGISTER
NUMBER

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

3 May 2019

INSERT

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

This Insert contains Text 1, Text 2 and Text 3.

Section A

Text 1

Study the advertisement below and answer Questions 1–5 in the Question Booklet.

THE CONSCIOUS FESTIVAL

Come one person, leave another!



COMPOSITION: A place where fun and social environmental responsibility go hand in hand. This is one festival not to be missed.

THE MARKETPLACE ▪ Includes over 70 conscious brands from fashion, lifestyle and beauty showcasing products that protect people and the planet.

THE ACTIVITIES ▪ Engaging workshops, wellness breaks and transformative sessions packed full of juicy actionable insights that will empower you.

THE EDUTAINMENT ▪ Engage and learn with games and interactive art.

Be part of this immersive experience and learn about living more consciously. A feast truly for your mind.

NUTRITION FACTS		Serving Size: 2 days 3–4 Nov 2018		Get in Touch Want to get involved? Would you like to volunteer? Do you want to join the conscious movement? Send us an email at holla@greenisthenewblack.asia .
Amount/Serving	% Daily Value*	Amount/Serving	% Daily Value*	
Vegetarian	100%	Responsibly Produced	100%	
Ethical	100%	Carbon-Neutral	100%	
Freshest Content	100%	Fun	100%	
		Low Waste	90%	

[Turn over

Section B

Text 2

The text below is an excerpt of Captain Crozier's experience on board his ship in the Northern Arctic. Read it carefully and answer Questions 6–14 in the Question Booklet.

- 1 The temperature is –10 degrees Celsius and plummeting. The shortened masts of the ship stand like rudely pruned and shyly topless trees reflecting the aurora that dances merrily from one dimly seen horizon to the other. As Captain Crozier watches, the aurora frolics on the jagged ice fields round the ship, turning them blue, then violet, then green – as green as the hills of his childhood in Northern Ireland. It is as if the ship is under attack by celestial ghosts. The shimmering folds of light romp happily while lunging and then withdrawing like the colourful arms of aggressive but ultimately uncertain apparitions. Slender fingers extend towards the ship, open, prepare to grasp, and pull back. 5
- 2 Crozier has seen this before on earlier expeditions over new continents never before seen by the eyes of man. He and his then-commander Ross had found just such a previously undiscovered continent – Antarctica – less than five years earlier. They named the sea and little isles after Ross. They named mountains after sponsors and friends. They named the two volcanoes they could see on the horizon after their two ships. Crozier was surprised they hadn't named some major piece of geography after the ship's cat. 10
- 3 They named nothing after him. 15
- 4 Crozier doesn't care in the slightest. He shakes his head and walks down the icy deck to the bow and towards the only man on watch he can make out in the flickering light from the aurora.
- 5 It is short, rat-faced Hickey. The men look all the same out here on watch in the dark, since they're all issued the same cold-weather clothes. But Crozier has learnt to tell all fifty-nine of his surviving officers and men apart, even at a distance outside and in the dark. 20
- 6 Hickey is staring fixedly out beyond the icicle-sheathed bow, the first ten metres of which are now imprisoned in a ridge of sea ice. He is startled as Crozier leans close to him at the railing. Crozier can tell just by Hickey's slow movements that he's half-frozen. As many times as he's told the lookouts that they have to keep moving on deck, they still tend to stand as if they were in the South Seas wearing their tropical cotton and watching for mermaids. 25
- 7 'Mr Hickey. Anything?'
- 8 'Nothing since the shots... that one shot... almost two hours ago, sir. Just a while ago I heard, I think I heard... maybe a scream, something, Captain... from out beyond the ice mountain. I reported it to Lieutenant Irving, but he said it was probably just the ice acting up.'
- 9 Crozier was told about the sound of the shot from the direction of the other ship and quickly came up on deck two hours ago. But there's been no repetition of the sound and he's sent no messenger to the other ship or anyone out on the ice to investigate. To go out on the frozen sea in the dark now with that... thing... waiting is certain death. Messages are passed between the ships now only during those dwindling minutes of half-light around noon. In a few days, there will be no real day at all, only Arctic night. Round-the-clock night. One hundred days of night. 30
- 10 'Perhaps it was the ice,' says Crozier, wondering why Irving hasn't reported the possible scream. 'The shot as well. Only the ice.' 35
- 11 'Yes, Captain. The ice it is, sir. The ice.'

Section C

Text 3

In the text, the writer discusses the idea of cannibalism. Read it carefully and answer Questions 15–19 in the Question Booklet.

- 1 Until relatively recently, the line among scientists was that cannibalism occurred in only a few species in the wild, such as black widow spiders and praying mantises. Cannibalism, researchers felt, was an aberrant behaviour resulting from a lack of alternative forms of nutrition or the stresses associated with captive conditions. But over the decades, evidence has been gathering for an alternative view. Cannibalism, it turns out, occurs in hundreds of species, perhaps thousands. The behaviour varies in frequency between major animal groups – non-existent in some, but common in others. It varies from species to species and even within the same species, depending on local environmental conditions. 5
- 2 In 2000, ecologist Gary Polis found that immature animals are consumed more often than adults, and many species do not recognise individuals of their own kind (especially eggs and immature stages) as anything other than food. He noted that cannibalism was more common in females than in males, and that as alternative forms of nutrition decrease in availability, incidents of cannibalism will increase. Lastly, in a given population, cannibalism is often directly related to the degree of overcrowding. The benefits of consuming one's own kind, it seems, can outweigh the costs. 10 15
- 3 A significant amount of cannibalism occurs in molluscs and insects. Thousands of aquatic invertebrates like clams and corals have tiny eggs and larvae that are often a major food source for the filter-feeding adults – itself a form of indiscriminate cannibalism. In many fish species, adults can be a million times as large as their own eggs. Fish eggs, larvae and fry¹ are vast in number, minute in size and high in nutritional value. This makes them a non-threatening and easily collected food source. 20
- 4 Although both fertilised and unfertilised eggs are probably eaten by thousands of species, the practice of consuming eggs from the same species has led to an interesting take. So-called eggs, produced by some types of spiders, lady beetles and snails, function solely as food and often greatly outnumber the fertilised eggs in a given clutch. But the black lace-weaver spider takes the concept of pre-packaged meals a step further. A day after spiderlings hatch, new mothers lay a clutch of eggs, which are doled out to their hungry babies. This keeps them satisfied for the next three days, after which the spiderlings are ready for their next stage of development. 25
- 5 In sand tiger sharks, the babies doing the cannibalising are not even born yet. The young of sand tigers, like hammerheads and blue sharks, develop inside the females' oviducts, a developmental strategy. Scientists have noticed that late-term sand tiger embryos are anatomically well developed, with mouths full of sharp teeth – a point driven home when one researcher was bitten on the hand while probing the oviduct of a pregnant specimen. Strangely, these late-term embryos also have swollen bellies, which were initially thought to be yolk sacs, a form of stored food. This was puzzling, since most of the nutrient-rich yolk should have been used up by this late stage of development. Further investigation has revealed that the abdominal bumps are not yolk sacs at all – they are stomachs full of smaller fetal sharks. These embryos had fallen victim to the ultimate in sibling rivalry, a form of in utero cannibalism known as sibling cannibalism. Such behaviour is possible because sand tiger shark oviducts contain embryos at different developmental stages. Once the largest of the embryos run through their own yolk supply, they begin consuming eggs. When the eggs are gone, the ravenous fetal sharks begin consuming their smaller siblings. Ultimately, only two pups remain, one in each oviduct. 30 35 40

¹ newly hatched fish

- 6 This is similar to the strategy seen in birds like vultures and egrets. Here, cannibalism is often the end result of hatching. Two eggs are laid but one hatches several days before the other. The firstborn chick uses its extra bulk to win squabbles over food with its younger sibling. In instances where the parents are unable to provide enough to eat, the firstborn will kill and consume the younger sibling. In times of stress, this is an efficient way to get well-nourished offspring – albeit fewer of them. 45 50

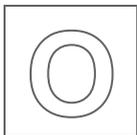
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Copyright Acknowledgements

- Text 1 adapted from *The Conscious Festival Singapore* <<https://greenisthenewblack.com/the-conscious-festival-by-green-is-the-new-black-is-back/>>
- Text 2 adapted from *The Terror* by Dan Simmons,
https://www.bookbrowse.com/excerpts/index.cfm/book_number/1938/page_number/2/the-terror#excerpt
- Text 3 adapted from 'Hungry? Will humans eat humans again?' *The Straits Times* 20 February 2017



CONVENT OF THE HOLY INFANT JESUS SECONDARY
Mid-Year Examination in preparation for
the General Certificate of Education Ordinary Level 2019

CANDIDATE
NAME

CLASS

REGISTER
NUMBER

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

3 May 2019

1 hour 50 minutes

Candidates answer in the Question Booklet.

Additional Materials: INSERT

READ THESE INSTRUCTIONS FIRST

Write your class, register number and name on all the work you hand in.
Write in dark blue or black ink on both sides of the paper.
Do not use staples, paper clips, highlighters, glue, correction fluid or correction tape.

Answer **all** questions.

Write your answers in the spaces provided in the Question Booklet.
The Insert contains the texts for all the sections.

The number of marks is given in brackets [] at the end of each question or part question.

For Examiner's Use	
Section A	5
Section B	20
Section C	10
Section C (Summary)	15
Total	50

Section A [5 marks]

Text 1

Refer to the advertisement (Text 1) on page 2 of the Insert for Questions 1–5.

- 1 Who is the advertisement aimed at?
..... [1]

- 2 How does the image of the girl support the message behind the Conscious Festival?
.....
..... [1]

- 3 The advertisement has the statement ‘**Come one person, leave another!**’ What effect do the organisers expect the festival to have on participants?
.....
..... [1]

- 4 Which phrase from the nutrition label **NUTRITION FACTS** would best appeal to those who are mindful about how much they discard?
..... [1]

- 5 Which sentence summarises the main aim of the advertisement?
..... [1]

Section B [20 marks]

Text 2

Refer to Text 2 on page 3 of the Insert for Questions 6–14.

6 (a) What does 'plummeting' (line 1) tell us about the temperature?

..... [1]

(b) What does 'rudely' (line 2) suggest about how the masts have been pruned?

..... [1]

7 In paragraph 1, the writer describes the aurora. Explain how the language used in Paragraph 1 makes the aurora seem playful.

Support your ideas with **three** details from this paragraph.

.....
.....
.....
.....
.....
..... [3]

8 'It is as if the ship is under attack by celestial ghosts.' (line 5)

(i) What do the 'celestial ghosts' refer to?

..... [1]

(ii) What kind of atmosphere do the 'celestial ghosts' create?

..... [1]

9 From Paragraph 2, pick out **two** phrases **of three words each** which suggest that Crozier's earlier expeditions involved land that had not been explored by people.

(i) [1]

(ii) [1]

[Turn over

10 (a) The writer begins three sentences in the same way, 'They named...' (lines 11–12).
What effect does the writer intend to achieve by doing this?

..... [1]

(b) 'Crozier was surprised they hadn't named some major piece of geography after the ship's cat.' (lines 13–14) Give one word to describe Crozier's attitude here.

..... [1]

11 'But Crozier has learnt to tell all fifty-nine of his surviving officers and men apart, even at a distance outside and in the dark.' (lines 19–20).

(i) What does this reveal about Crozier?

..... [1]

(ii) Which word in this sentence suggests that the crew on the ship has been reduced in number?

..... [1]

12 (a) What does 'imprisoned' (line 22) suggest about the ship?

..... [1]

(b) Why do you think Crozier asks his lookouts to 'keep moving on deck' (line 24)?

.....
..... [1]

13 '... only Arctic night. Round-the-clock night. One hundred days of night.' (lines 35–36)
What is the effect of the repetition of the word 'night' here?

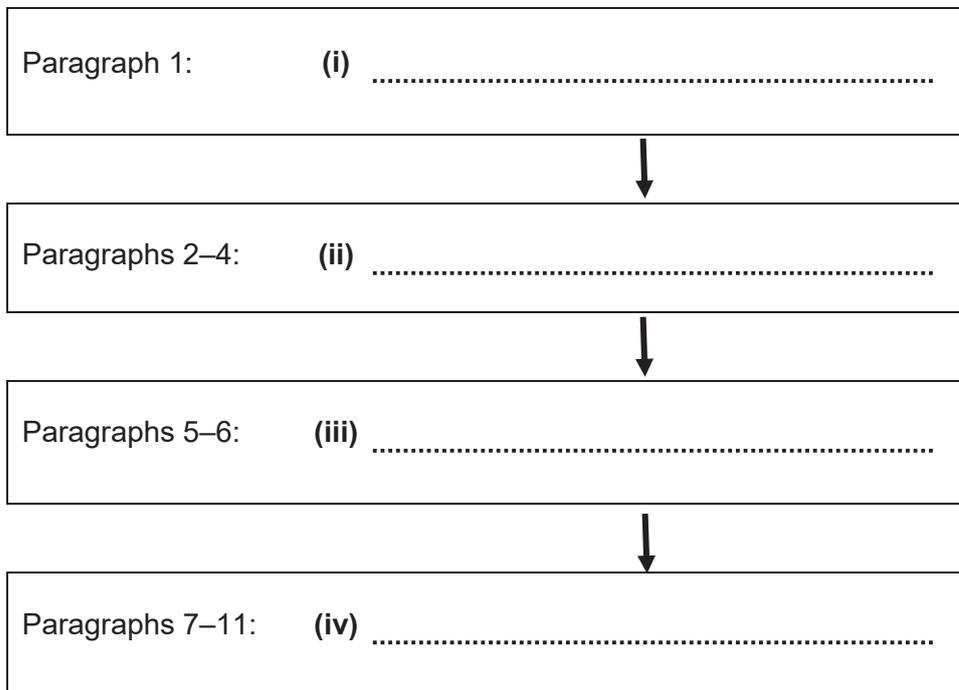
.....
..... [1]

- 14 The structure of the text reflects Crozier's moods at different stages at night. Complete the flow chart by choosing one word to summarise his dominant mood at each stage. There are some extra words in the box you do not need to use.

Crozier's dominant moods

exasperation bitterness awe nostalgia concern fury indifference

Flow chart



[4]

[Turn over

Section C [25 marks]

Text 3

Refer to Text 3 on pages 4 and 5 of the Insert for Questions 15–19.

15 (a) Which word in Paragraph 1 tells the reader that cannibalism is a departure from accepted norms?
..... [1]

(b) From Paragraph 1, give two reasons why cannibalism arises. **Answer in your own words.**
(i) [1]
(ii) [1]

(c) According to Paragraph, 1 what is the current perception about cannibalism among animals?
..... [1]

16 (a) According to Paragraph 2, why do some creatures consume their own eggs?
.....
..... [1]

(b) Suggest why overcrowding can lead to cannibalism.
.....
..... [1]

17 Here is part of a conversation between two students, Jane and David, who have read this text.



Surprisingly, cannibalism is similar among black spiders and sand tiger sharks.

No, there is a difference.



(a) Based on the evidence in Paragraphs 4 and 5, how might Jane explain her position?
..... [1]

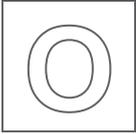
(b) With reference to Paragraphs 4 and 5, give **one** feature of cannibalism in sand tiger sharks that David can cite to support his point of view.

..... [1]

18 With reference to Paragraph 6, state the irony about the offspring of birds like vultures and egrets which practise cannibalism.

.....
..... [2]

[Turn over



ENGLISH LANGUAGE

1128/01

Paper 1 Writing

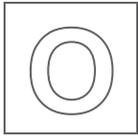
3 May 2019

1 hour 50 minutes

MARK SCHEME

We have come to think of typing as faster than writing, but that may not be true. A study by the University of Washington in 2009 **finds** that schoolchildren wrote faster, and wrote **most**, when they had to compose essays for ten minutes with pen **or** paper rather than on computers. It is **unsurprised** then to find that the word 'cursive' means 'running'; it was invented to avoid time-wasting lifts of the stylus or the pen. In the early 19th **centuries**, when people corresponded several times a day by letter, quill and pen must have raced across the paper **in** great speeds. Now, however, handwriting **have** been relegated to the realm of snails. It is used only for first drafts of books and thank-you notes. Like calligraphy, **their** artistic cousin, it is becoming a craft and a rarity rather than a useful skill.

	<i>Answer</i>	<i>Error</i>
1	found	tense
2	more	comparative
3	and	conjunction
4	unsurprising	word form
5	✓	--
6	century	singular
7	at	preposition
8	has	SV agreement
9	✓	--
10	its	possessive noun



CONVENT OF THE HOLY INFANT JESUS SECONDARY
Mid-Year Examination in preparation for
the General Certificate of Education Ordinary Level 2019

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

3 May 2019

1 hour 50 minutes

MARK SCHEME

Section A [5 marks]

- 1 Who is the advertisement aimed at? [1]

people who {are/ want to be} {eco-conscious/ environment-conscious} [1]
OR people who want to {protect the environment/ create less waste} [1]

WRONG:

any answer which mentions social environment/ conscious living without further explanation

- 2 How does the image of the girl support the message behind the Conscious Festival? [1]

The image shows a girl {wearing/ covered in} {discarded items/ recyclable objects/ rubbish/ trash/ things people have thrown away}, which supports the message of the Conscious Festival to {be eco-conscious/ lead an eco-friendly lifestyle/ reduce waste/ incorporate eco-consciousness into one's lifestyle} [1].

WRONG: [for description of image] carrying/ surrounded by, plastic bottles/ plastic items

WRONG: any answer which treats the image as literal rather than metaphorical (such as showing how products can be turned into fashion)

- 3 The advertisement has the statement '**Come one person, leave another!**' What effect do the organisers expect the festival to have on participants? [1]

that they will {be transformed/ be changed/ be renewed/ become new persons/ adopt different ways of thinking about the environment} [1]

*WRONG: be encouraged to live in a more eco-friendly way/ *be more self-conscious*

** The presence of this expression negates any correct part of the answer.*

- 4 Which phrase from the nutrition label **NUTRITION FACTS** would best appeal to those who are mindful about how much they discard? [1]

'low waste' [1]

WRONG: 'low waste 90%'

- 5 Which sentence summarises the main aim of the advertisement? [1]

'Be part of this immersive experience and learn about living more consciously.' [1]

WRONG: any misspelling, omitted words, extra words, or words in the wrong order

Section B [20 marks]

- 6 (a) What does 'plummeting' (line 1) tell us about the temperature? [1]

It is {falling/ dropping/ decreasing} {sharply/ steeply/ rapidly/ quickly} [1].

WRONG: drastically/ significantly

- (b) What does 'rudely' (line 2) suggest about how the masts have been pruned? [1]

It suggests that they have been pruned {hastily/ roughly/ sloppily/ haphazardly/ messily/ carelessly/ crudely/ clumsily/ in a disorderly manner} [1].

*WRONG: half-heartedly/ unprofessionally/ poorly/ badly/ terribly/ horribly/ unevenly/ harshly/ aggressively/ violently/ *suddenly*

WRONG: any answer in the negative: not properly/ not neatly

** The presence of this word negates any correct part of the answer.*

- 7 In Paragraph 1, the writer describes the aurora. Explain how the language used in Paragraph 1 makes the aurora seem playful.

Support your ideas with **three** details from this paragraph. [3]

Any three of the following ([1] each), with any similar and sensible explanation:

- The phrase 'dances merrily' suggests the aurora is moving {in a lively way/ happily}.
- The word 'frolics' suggests the aurora is {carefree/ having fun}.
- The phrase 'turning them blue, then violet, then green' suggests the aurora is having fun experimenting with colours.
- The phrase 'romp happily' suggests the aurora is moving about excitedly.
- The expression {'lunging and then withdrawing'/ 'extend towards the ship, open, prepare to grasp, and pull back'} suggests the aurora is teasing the ship.

NOTE:

- Bullets or numbering should be used.
- Each quote must be accompanied by a relevant explanation, which must suggest the playful nature of the aurora.

- 8 'It is as if the ship is under attack by celestial ghosts.' (line 5)

- (i) What do the 'celestial ghosts' refer to? [1]

the {aurora (lights)/ Northern Lights} [1]

- (ii) What kind of atmosphere do the 'celestial ghosts' create? [1]

{haunting/ scary/ fearful/ intimidating/ eerie/ spooky/ creepy/ supernatural/ surreal/ ethereal/ otherworldly/ heavenly/ dreamy/ dreamlike/ mystical/ enchanted/ mysterious/ wonder-filled/ awe-inspiring/ breathtaking} [1]

*WRONG: *gloomy/ *dark/ *sombre/ *sinister/ *ominous/ *foreboding/ solemn/ chilly/ tense/ unpredictable/ suspenseful/ suspicious/ playful/ cheerful/ terrifying/ apprehensive/ intense/ grand/ beautiful/ pleasant/ calming/ peaceful/ serene*

** Any of these words negates any correct part of the answer.*

9 From Paragraph 2, pick out **two** phrases **of three words each** which suggest that Crozier's earlier expeditions involved land that had not been explored by people.

(i) **'never before seen'** [1]

(ii) **'previously undiscovered continent'** [1]

10 (a) The writer begins three sentences in the same way, 'They named...' (lines 11–12). What effect does the writer intend to achieve by doing this? [1]

to emphasise that they were {on a naming spree/ naming many geographical features}
[1]

WRONG: to emphasise how unnecessary the naming was/ how many geographical features they discovered
.....

(b) Crozier was surprised they hadn't named some major piece of geography after the ship's cat.' (lines 13–14) Give one word to describe Crozier's attitude here. [1]

{sarcastic/ cynical/ mocking/ derisive} [1]

WRONG: annoyed/ spiteful/ contemptuous/ condescending/ sassy/ critical/ cocky/ haughty/ smug/ proud/ boastful
.....

11 'But Crozier has learnt to tell all fifty-nine of his surviving officers and men apart, even at a distance outside and in the dark.' (lines 20–21)

(i) What does this reveal about Crozier? [1]

He {knows his crew very well/ is very familiar with his crew/ has developed a close relationship with his crew/ is attentive to his crew/ concerns himself with his crew/ is careful enough to remember each of his officers and men/ makes the effort to get to know his crew/ has taken the time to learn to tell his officers and men apart} [1].

WRONG: is observant/ is detailed/ is a fast learner/ is mindful of others/ has a good memory/ has good eyesight/ cares about his crew/ values his crew as individuals/ feels accountable towards his crew/ has travelled with his crew for a long time
.....

(ii) Which word in this sentence suggests that the crew on the ship has been reduced in number? [1]

'surviving' [1]

- 12 (a) What does 'imprisoned' (line 23) suggest about the ship? [1]

It is {trapped/ stuck/ stranded/ blocked/ unable to move} [1].

*WRONG: not moving/ frozen/ surrounded by ice/ restricted/ cornered/
unable to escape the sea of ice/ unable to move from one place to another*

- (b) Why do you think Crozier asks his lookouts to 'keep moving on deck' (line 25)? [1]

to {keep warm/ prevent them from freezing/ promote blood circulation} [1]

WRONG: to keep them from falling asleep/ to be vigilant for attacks from various sides

- 13 '... only Arctic night. Round-the-clock night. One hundred days of night.' (lines 36–37) What is the effect of the repetition of the word 'night' here? [1]

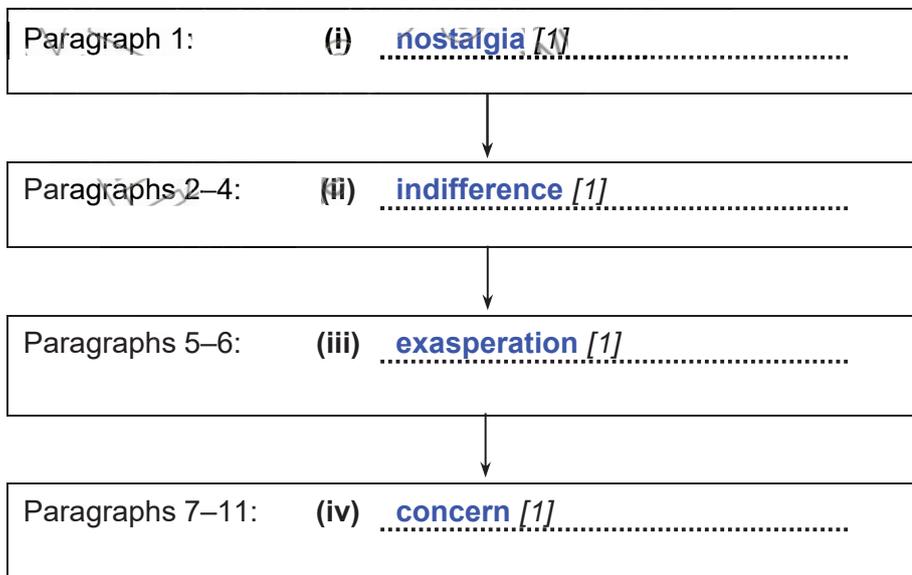
to emphasise {the duration of the darkness/ how prolonged the darkness will be} [1]

WRONG:

- any answer that describes the night as endless or going on for ever
- any answer that does not focus on the duration of the darkness

- 14 The structure of the text reflects Crozier's moods at different stages at night. Complete the flow chart by choosing one word to summarise his dominant mood at each stage. There are some extra words in the box you do not need to use. [4]

Flow chart



Section C [25 marks]

- 15 (a) Which word in Paragraph 1 tells the reader that cannibalism is a departure from accepted norms? [1]

'aberrant' [1]

- (b) From Paragraph 1, give two reasons why cannibalism arises. **Answer in your own words.**

- (i) **{unavailability/ deficiency/ insufficiency/ inadequacy/ shortage/ scarcity} of {food/ sustenance}** [1]

PROHIBITED: lack, alternative, forms, nutrition

NOTE: nourishment *has the same origins as nutrition and so is prohibited*

- (ii) **{anxiety/ pressures} {linked to/ arising from/ connected to} being {imprisoned/ confined/ trapped/ restricted/ kept in an enclosed space/ unable to roam freely}** [1]

PROHIBITED: stresses, associated, captive, conditions

NOTE: distress *has the same origins as stress and so is prohibited*

- (c) According to Paragraph, 1 what is the current perception about cannibalism among animals? [1]

It {occurs in hundreds, even thousands, of species/ occurs in many species/ is very common/ is normal} [1].

WRONG: common in some animals/ acceptable/ unsurprising

- 16 (a) According to Paragraph 2, why do some creatures consume their own eggs? [1]

They do not recognise individuals of their own kind as anything other than food [1].

NOTE: as anything other than food *must be included in the answer*

- (b) Suggest why overcrowding can lead to cannibalism. [1]

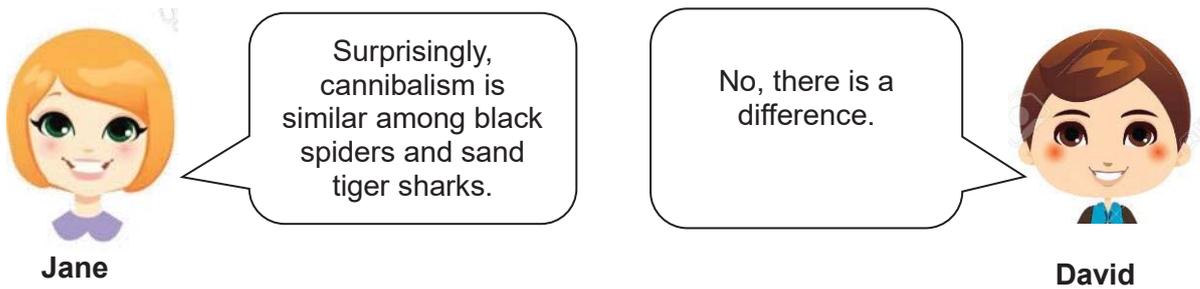
There may be insufficient food for all the animals, so some may eat their own kind to survive [1].

OR Animals eat their own kind so that {it will be less crowded/ there will be better nutrition for the remaining animals} [1].

OR Animals get stressed because of the overcrowding and end up eating their own kind [1].

WRONG: Animals choose the most convenient food source, and since there are many of their own species around, they eat them.

- 17 Here is part of a conversation between two students, Jane and David, who have read this text.



- (a) Based on the evidence in Paragraphs 4 and 5, how might Jane explain her position? [1]

In both species, the young eat their mother's eggs [1].

OR In both species, babies are the ones doing the cannibalising [1].

NOTE:

- The similarity between the species must be shown.
- The eggs consumed by the young must be specified as their mother's.

- (b) With reference to Paragraphs 4 and 5, give **one feature** of cannibalism in sand tiger sharks that David can cite to support his point of view. [1]

They consume their mother's eggs before being born [1].

OR They {eat fellow embryos/ practise sibling cannibalism} (in their mother's oviduct) [1].

- 18 With reference to Paragraph 6, state the irony about the offspring of birds like vultures and egrets which practise cannibalism. [2]

Cannibalism results in well-nourished offspring [1] but a smaller population [1].

NOTE: The irony must be stated explicitly. If the irony is implied, or presented the other way round (cannibalism results in a smaller population, but the offspring are well nourished), award [1] for the whole answer.

- 19 Using your own words as far as possible**, summarise how and why eggs, fetuses and newborn animals are cannibalised.

Use information only from paragraphs 3 to 6.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words, not counting the words given to help you begin.

Tiny eggs and larvae are often a major food source

Line/s	Point (as in text)	Remarks
19–20	1. [WHY] fish eggs, larvae and fry are <u>vast in number</u>, minute in size and <u>high in nutritional value</u>	<i>OK: [nutritious] substantial/ meet dietary needs</i> <i>WRONG: [vast in number] largely available; [nutritious] healthy</i>
20–21	2. [HOW] this makes them a non-threatening and easily collected food source	<i>OK: easily available/ will not resist</i>
23–27	3. [HOW] so-called eggs, produced by some types of spiders, lady beetles and snails, function solely as food... a day after spiderlings hatch, new mothers lay a clutch of eggs, which are doled out to their hungry babies	<i>NOTE: No penalty for treating spiders as insects</i>
27–29	4. [WHY] this keeps them satisfied for the next three days, after which the spiderlings are ready for their next stage of development	<i>OK: grow and develop</i>
32–33	5. [HOW] late-term sand tiger embryos are anatomically well developed, with mouths full of sharp teeth	<i>NOTE: Must mention either well developed or sharp teeth</i>
40–41	6. [HOW] shark oviducts contain embryos at different developmental stages	<i>WRONG: different developmental rates</i>
41–43	7. [WHY] once the largest of the embryos run through their own yolk supply... when the eggs are gone	<i>OK: deplete/ finish</i> <i>WRONG: diminish</i>
42, 43	8. [HOW] they begin consuming eggs... the ravenous fetal sharks begin consuming their smaller siblings	<i>OK: sibling cannibalism</i>
45–46	9. [HOW] in birds like vultures and egrets... two eggs are laid but one hatches several days before the other	
47–50	10. [WHY] in instances where the parents are unable to provide enough to eat... to get well-nourished offspring	<i>OK: when food is scarce/ inadequate/ insufficient</i>
48–49	11. [HOW] the firstborn will kill and consume the younger sibling	

MODEL:

Tiny eggs and larvae are often a major food source,^{1,2} *healthful and readily available because of their abundance.*³ *Some spiders lay eggs specifically to feed their young*⁴ *till their next growth phase.*⁵ *Fetal sharks, endowed with sharp teeth,*⁸ *may eat not only eggs, but even other fetuses,*⁷ *when their nutrient store depletes –*⁶ *a feat possible because shark oviducts often accommodate embryos at varying developmental points.*⁹ *Similarly, some birds have one egg hatching before the other,*¹¹ *and the firstborn chick will devour the younger*¹⁰ *when the parents deliver insufficient food. (79 words)*



KENT RIDGE SECONDARY SCHOOL MID-YEAR EXAMINATION 2019

ENGLISH LANGUAGE
Paper 1 Writing
INSERT

1128/01

SECONDARY 4 EXPRESS / 5 NORMAL (ACADEMIC)

Monday 6 May 2019

1 hour 50 minutes

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Name: _____ () **Class: Sec** _____

READ THESE INSTRUCTIONS FIRST

This insert contains the text for **Section B**.

Write your answers in the spaces provided.

This Insert consists of **2** printed pages and **2** blank pages.

Setter: Ms Tan Peck Joon and Ms Tabitha Lee

[Turn over

BLANK PAGE

Section B

Read the printout of a webpage below and use the information to answer the question on page 3 of the Question Booklet.

REDUCE PLASTIC POLLUTION

Every effort counts. Act NOW!

YOU CAN PLAY YOUR PART



Reduce Use of Single-Use Plastics

Single-use plastics include plastic bags, water bottles, straws, cups, utensils, takeaway containers and any other plastic items that are discarded after one use.

- Refuse any single-use plastics such as utensils or straws
- Carry reusable grocery or tote bags, and bottles



Participate in Beach Cleaning

Volunteer to stand in the frontlines of the efforts to keep our coasts and its marine inhabitants safe from unused plastics.

- Collect waste with your friends or family members
- Spread the message of reducing usage of plastic to beachgoers



Recycle or Reuse Plastic

Recycling helps keep plastics out of the ocean and reduces the amount of “new” plastic in circulation.

- Place clean plastic items in proper recycle bins
- ‘Upcycle’ plastics by creating useful items from plastic waste



Spread the Word

Help others to be aware of the effects of plastic pollution.

- Tell others of the harmful effect of plastic on marine life and the environment.
- One is never too young to start living a greener lifestyle

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KENT RIDGE SECONDARY SCHOOL MID-YEAR EXAMINATION 2019

ENGLISH LANGUAGE
Paper 1 Writing

1128/01

SECONDARY 4 EXPRESS / 5 NORMAL (ACADEMIC)

Monday 6 May 2019

1 hour 50 minutes

KENT RIDGE SECONDARY SCHOOL
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Name: _____ () **Class: Sec** _____

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your name, index number and class in the spaces at the top of this page and on page 7.

Write in dark blue or black pen on both sides of the paper.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **Section A**, **Section B** and one question from **Section C**. Hand in Section C **separately**.

Write your answers in the spaces provided in the Question Booklet.

The Insert contains the text for **Section B**.

The number of marks is given in brackets [] at the head of each section.

This Question Paper consists of **12** printed pages and **1** Insert

Setter: Ms Tan Peck Joon & Ms Tabitha Lee

[Turn over

Section A [10 marks]

Question 1

Carefully read the text below, consisting of 12 lines about nomadic Mongolians. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is NO error in a line, put a tick (✓) in the space provided.

If the line is incorrect, circle the incorrect word and write the correct word in the space provided. The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived^(to)my destination at 2 p.m.

at

My mother always wears sensible clothes

✓

For thousands of years, the nomadic Mongolians have lived a life herding

animals. Still untouched by mass tourism and steeped in their culture roots

1

and traditions, these resilient people living on harsh, isolated conditions

2

are the remnants of a disappearing culture. A Mongolian climate is so

3

extreme and often unpredictable, with winter storms, droughts or

4

desertification all threaten the nomads' existence and affecting their livelihood.

5

Summer droughts have result in animals not gaining sufficient weight to

6

withstand the ferocious of the freezing winters. Transportation and technology

7

are some of the areas that has been changing for the remaining nomads.

8

Their ancient traditional lifestyle has been impacted by technology, from

9

mobile phones to iPads. Those who move to the cities often struggle to make

10

a living as they have few skills or relevant work experience.

Adapted from 'Life Travel' The Sunday Times 30 Sept 2018

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Blank lined area for writing.

Name: _____ ()

Class: _____

Section C [30 marks]

You are advised to write between 350 and 500 words on one of the following topics.

Questions 3-6

- 3 Schools conduct emergency drills every year. How far do you agree that these drills are effective in preparing students for an actual emergency?

- 4 Overseas volunteering activities benefit the volunteers more than those who receive the help. What are your views?

- 5 'Destiny is not the path given us, but the path we choose for ourselves.' Do you believe you are in control of your own destiny?

- 6 'You can't judge a book by its cover.' In your experience, how important is it to present a good first impression?

Please write your chosen question number (**3, 4, 5 or 6**) here:

.....

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KENT RIDGE SECONDARY SCHOOL MID-YEAR EXAMINATION 2019

ENGLISH LANGUAGE
Paper 2 Comprehension

1128/02

SECONDARY 4 EXPRESS / 5 NORMAL (ACADEMIC)

Monday 13 May 2019

1 hour 50 minutes

KENT RIDGE SECONDARY SCHOOL
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Name: _____ () **Class: Sec** _____

Candidates answer on the Question Booklet.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your name, index number and class on the work you hand in.

Write in dark blue or black ink on both sides of the paper.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer all questions.

Write your answers in the spaces provided in the Question Booklet.

The Insert contains the texts for all the sections.

The number of marks is given in brackets [] at the end of each question or part question.

At the end of the examination, hand in **Section C separately**.

This Question Booklet consists of **9** printed pages, including this page.

Setter: Mr Kevin Fonseka

[Turn over

SECTION A [5 marks]

Text 1

*For
Examiner's
Use*

Refer to the webpage (Text 1) on page 2 of the Insert for Questions 1 – 4.

1 What is the purpose of the entire webpage?

.....
..... [1]

2 Refer to the picture and the section entitled **THE PROTECTORS**. State **one** way in which the picture reinforces the message in the text.

.....
.....
.....
..... [2]

3 Refer to the section headed **WHO ARE WE LOOKING FOR** which describes some of the attributes that a police officer must have. Which word or phrase tells us that a police officer must be quick and resourceful?

.....
..... [1]

4 Refer to the box headed **ENTRY REQUIREMENTS**. Which position is harder for a potential candidate to apply for and why?

.....
..... [1]

SECTION B [20 marks]

*For
Examiner's
Use*

Refer to Text 2 on page 3 – 4 of the Insert for Questions 5 – 13.

5 At the beginning of the text, the earthquake strikes the city. Explain how the language used in Paragraph 1 shows the impact of the earthquake on the people and the city.

Support your answer with **three** details from Paragraph 1.

.....
.....
.....
.....
.....
.....
..... [3]

6 From Paragraph 1, what **two** things caused the writer to regain consciousness?

(i)[1]
(ii)[1]

7 In Paragraph 2, explain **in your own words** why the writer rushed home.

.....
.....[1]

8 In Paragraph 3, we are told that the nearby hospital ‘had systematically spilled out into the street’ (line 15). What is (i) unusual but (ii) effective about this phrase?

It is unusual because.....
.....[1]
It is effective because.....
.....[1]

9 In Paragraph 4, the writer says 'We slept on and off, continually being rocked and pelted throughout the night. But we were safe' (lines 27 – 28).

(i) What was the writer continually being rocked and pelted by?

The writer was continually rocked by.....[1]

The writer was continually pelted by[1]

(ii) Despite being rocked and pelted throughout the night, explain why the writer felt safe.

.....
.....[1]

10 In Paragraph 5, the writer says 'We were awoken by an alarm at about 5am – another **tumultuous** agitation. In the light of morning, we felt very **vulnerable**.'

With reference to the bolded words, explain the sensation felt.

Descriptions	Words from the passage
(i) Tumultuous	
(ii) Vulnerable	

[2]

11 In Paragraph 6, the writer says they consolidated their supplies and were then a big group. What do you think is one benefit of doing so?

.....
..... [1]

12 Which **two** phrases in Paragraph 7 suggest that the writer felt devastated?

(i)[1]

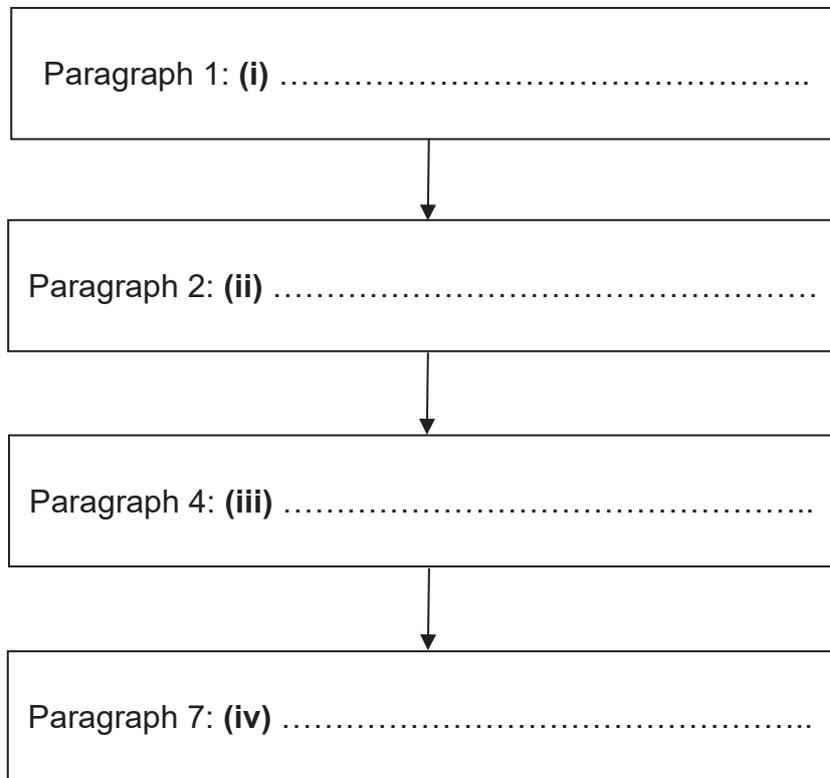
(ii) [1]

- 13 The structure of the text reflects the writer's feelings at different stages of the earthquake. Complete the flow chart by choosing one word to summarise his dominant feeling at each stage. There are some extra words you do not need to use.

The writer's feelings

uncertainty	sorrow	exasperation	trepidation
solace	regret	indifference	

Flow chart



[4]

Name: _____ ()

Sec _____

SECTION C [25 marks]

Refer to Text 3 on page 5 – 6 of the Insert for Questions 14 – 19.

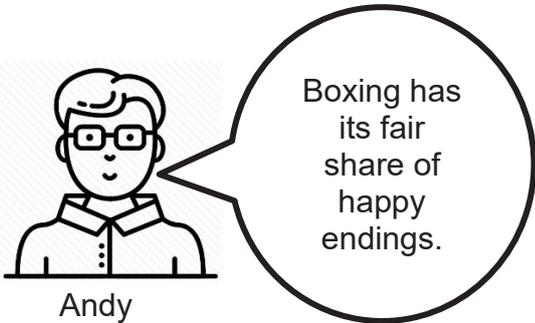
14 Which word in Paragraph 1 tells us that boxing is a dreadful sport?

.....
..... [1]

15 From Paragraph 1, give **two** ways that a young boxer can lose a match.

.....
.....
.....
..... [2]

16 Here is part of a conversation between two students, who have read the article.



(i) Give **two** examples from Paragraph 2 that Andy can give to support his view.

.....
.....
.....
..... [2]

(ii) Give **one** evidence from the same paragraph that Bernice can use to support her view.

.....
..... [1]

17 Paragraph 6 describes a boxer's contrasting statuses in any fight – 'a necessary delusion about one's invulnerability – a self-image that is part superhero where you are required to operate in a profession in which you sign a death waiver as a mortal man each time you take part.' (lines 45 – 47).

Give **one** characteristic that corresponds to each of the contrasting statuses of a boxer.

Status	Characteristic
Superhero	
Mortal man	

[2]

18 In Paragraph 7, we are told that boxing demands that boxers 'internalise a code' (line 49).

(i) What is this code?

.....[1]

(ii) What is the after-effect on fighters who have encountered death during a match?

.....
.....[1]

Section A

Text 1

Study the webpage below and answer Questions 1 – 4 in the Question Booklet.



THE PROTECTORS

Every day, officers of the Singapore Police Force give their utmost to prevent, deter and detect crime. They are our protectors — outstanding men and women we can count on to keep us safe and secure. More than just a job, it is a career that makes a real difference by safeguarding us every day on the ground, on the roads and at sea.

WHO ARE WE LOOKING FOR?

The work of a Police Officer is not just to fight crime, but also to protect the vulnerable. You need to be tenacious and tough yet sensitive and empathetic when required. You must be able to think on your feet and remain calm in critical situations, but also be proactive and sincere when engaging the community.

ENTRY REQUIREMENTS	Sergeant	Inspector
Educational Requirements	Minimally 5 GCE 'O' Level Credits	A Pass Degree in any discipline
Work Experience	Not necessary but past relevant work experience would be taken into account	

BENEFITS

- * Annual Leave of 28 – 35 days
- * Class 3 driving licence

- * Subsidised medical and dental fees
- * Retirement Funds
- * Professional learning and development benefits

CONTACT US

For enquiries on joining SPF, please contact us at SPF_Career@spf.gov.sg.

Adapted from: <https://www.police.gov.sg/join-us/police-officer>

Section B

Text 2

The text below describes what happened during an earthquake. Read it carefully and answer Questions 5 – 13 in the Question Paper Booklet.

- 1** I was with a friend when the first tremor hit. We stumbled like drunkards into the middle of the street. The earth shook and nearby buildings swayed like coconut trees in a hurricane that I thought they might come down on us. I turned to run and take refuge against a fence, but the ground's movement caused me to run helter-skelter and I ran headlong into it, blacking out for a moment. Seconds later, I came around to the sounds of crashing cars and screaming people and a sharp pain in my hand. Sections of the wall had toppled, so my friend and I pressed on as a cloud of dust rolled over us. 5
- 2** The quake seemed to last forever, and when the earth stopped buckling, panic quickly set in. People were petrified. I thought of my family and rushed home to discover they were unscathed. As the tremors slowed, we knew we would have to collect what we could to make a shelter. We had taken cover on a school's grounds, open enough to ensure we would be safe even in the face of another big quake. 10
- 3** My hand suffered a contusion. I headed for a nearby hospital, which had systematically spilled out into the street due to the sudden increase in the number of patients and the fear of another quake – even those in the Intensive Care Unit (ICU) were out in the road. Victims increased by the minute, some of whom had been crushed and were too far gone to be helped. Exposed to the elements, people in the ICU were dying, too. I left without consulting a doctor; there were just too many who needed much more urgent care. I queued briefly at the triage area and left with a sling bandage. 15 20
- 4** As I returned to my family, I began to understand the enormity of the devastation. Stone and debris littered the streets, and foundations were ripped apart. I was able to find some food and water (enough to last us at least a day) and returned to the school. Huddled together with about fifty others with regular aftershocks, we spent the night in a shelter that had been partially crushed by bricks from a nearby building. We had no other alternative as it began pouring steadily. We slept on and off, continually being rocked and pelted throughout the night. But we felt safe. 25
- 5** We were awoken by an alarm at about 5am – another tumultuous agitation. In the light of morning, we felt very vulnerable. Mothers and children cried despondently for their lives. Rumour was it that there would be another large earthquake later in the day. Along with a few others, my family gathered what few belongings we were able to recover (a mattress, blankets, food and water) and looked for safer ground. 30
- 6** Hundreds of families took shelter in a field nearby – some with literally nothing at all while others tried to fashion makeshift tents. Because of my injury, I was not able to pitch my own so I asked people nearby for help. Everybody was still fearful and some more helpful than others. I finally met a friend whose family welcomed us in and we consolidated our supplies. We were now a big group – two grandmothers, three couples and five kids. 35

- 7 When mobile service resumed, I was able to connect with friends and family in the surrounding area. It was then that I learned that all of Nepal was in chaos and this made me overcome with grief. A great deal of the country had been destroyed. Thousands were dead. And again I felt helpless, with a lame hand and a family that was relying on me. Soon, it started to rain again, leaving me in tremendous distress. 40

Adapted from: <https://www.gadventures.com/blog/a-first-person-account-of-the-earthquake-in-nepal/>

Section C

Text 3

The text below is about boxing as a sport, and why people are prepared to sacrifice in the boxing ring. Read it carefully and answer Questions 14 – 19 in the Question Paper Booklet.

- 1 For those seeking vicarious thrills, boxing is a perennially disappointing, occasionally harrowing option. Leaving aside the commercial reasons – dodgy scorecards, promotional disputes keeping fighters apart – the longer one remains a committed witness, the less likely boxing is to deliver a happy ending. The seemingly unbeatable young challenger coddled in hyperbole will be found out. This can happen against the unlikely opponent, through undertraining, moving up one weight division too far or being caught by boxing's greatest danger: the punch you do not see. The underdogs will carry on to fight again, before they soon enough stop beating the odds and end up on their backs. However, most commonly, time – the only unconquerable adversary – will dull reflexes, calcify extremities and betray senses. 5 10
- 2 The sport supplies a distinct rarity of happy endings but no shortage of tragic ones. However poignant it is to see a once-great Joe Louis hanging over the canvas, knocked out by a young Rocky Marciano, or Muhammad Ali knocking out all-time favourite George Foreman to become heavyweight champion in the 'Rumble in the Jungle' in 1974, there are other, darker nights, which lead to calls for the sport to be outlawed. Compared to its boom years in the early 20th century, boxing is now a niche interest relegated to the newspapers' back pages, with the exception of rare 'crossover events' such as 2017's overblown Floyd Mayweather versus Conor McGregor 'money fight' in Nevada. 15
- 3 The sport's habit of destroying its competitors is not the only reason for this stagger towards the margins, it has also not helped in countering perennial charges of barbarism, or securing the terrestrial television platforms that boxing once commanded. 20
- 4 For all this modern stringency and trauma planning, chaos remains an inextricable element of boxing. In part, that is the nature of a sport where one of the chief ways for a fighter to win is by incapacitating his opponent. In a broader sense, it has to do with the pursuit of victory itself. Boxing is multi-tiered but at its root, two-sided: the left and the right of the card, prospect and opponent. While mismatches in ability carry risks, the more dangerous scenario involves a fighter meeting his mirror-self, someone of equal ambition, skill and courage. 25
- 5 Scarring occasions in which a fighter has lost his life are the impetus for Elliot Worsell's book *Dog Rounds*, a testament to the ways boxing implicates fighters and those who watch them in its darkest possibilities. Worsell frames the book as 'aversion therapy' for the licensed brutality to which he has been addicted since his teenage years. In one fight Worsell witnessed, a fighter named Blackwell began the night as champion and ended it in an induced coma. Another fighter, Eubank, left Michael Watson with life-threatening injuries in a match in 1991. Other incidents include the loss of standing when a renowned fighter loses to a relative newbie and mismanagement of finances. A fight broke out after the match between fans which further tarnished the name of the sport. 30 35

- 6 Those involved in ring deaths tend to display not only an absence of malice, but the wounded sense that the proficiency of their actions – because of the outcome – cannot be admired. This is what makes themselves vulnerable to the blows of an unconstrained opponent. This is what fighters are trained for: to dish out blows until the referee or their opponent’s corner intervenes. They cannot stop until they are stopped. In almost all cases, it is all they are qualified to do and, in more than one case in Worsell’s book, something they have said they are prepared to die for. A necessary delusion about one’s invulnerability – a self-image that is part superhero where you are required to operate in a profession in which you sign a death waiver as a mortal man each time you take part. 40 45
- 7 Like all martial arts, boxing feeds on the young – those who have not yet been brutalised by its workings – and demands they internalise a code that says you must be prepared to fight to a conclusion, even a fatal one. The worst harm comes when the fighter, having steeled himself to abide by this code, has to enact it and carry on afterwards. Almost every fighter involved in a death is unwilling to go all out for a knockout for fear of repeating the fatal ending. 50

Adapted from: <https://www.newstatesman.com/culture/books/2018/01/matter-life-and-death-why-people-are-prepared-die-and-kill-boxing-ring>





KENT RIDGE SECONDARY SCHOOL MID-YEAR EXAMINATION 2019

ENGLISH LANGUAGE
Paper 1 Writing
Section A

1128/01

SECONDARY 4 EXPRESS / 5 NORMAL (ACADEMIC)

Monday 6 May 2019

1 hour 50 minutes

KENT RIDGE SECONDARY SCHOOL
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Name: _____ () Class: Sec _____

ANSWER KEY

This Insert consists of 2 printed pages.

Setter: Ms Tan Peck Joon & Ms Tabitha Lee

[Turn over

Section A [10 marks]

Carefully read the text below, consisting of 12 lines about nomadic Mongolians. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is NO error in a line, put a tick (✓) in the space provided.

If the line is incorrect, circle the incorrect word and write the correct word in the space provided. The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived (to) my destination at 2p.m.

at

My mother always wears sensible clothes

✓

For thousands of years, the nomadic Mongolians have lived a life herding

animals. Still untouched by mass tourism and steeped in their (culture) roots

1 cultural (Adj)

and traditions, these resilient people living (on) harsh, isolated conditions

2 in (Prep)

are the remnants of a disappearing culture. (A) Mongolian climate is so

3 The (Def. Art.)

extreme and often unpredictable, with winter storms, droughts (or)

4 and (Conj)

desertification all (threaten) the nomads' existence and affecting their livelihood.

5 threatening (Pres Part)

Summer droughts have (result) in animals not gaining sufficient weight to

6 resulted (Pres Perf)

withstand the (ferocious) of the freezing winters. Transportation and technology

7 ferocity (noun)

are some of the areas that (has) been changing for the remaining nomads.

8 have

Their ancient traditional lifestyle has been impacted by technology, from

9 ✓

mobile phones to iPads. Those who move to the cities often struggle to make

10 ✓

a living as they have few skills or relevant work experience.

Adapted from 'Life Travel' The Sunday Times 30 Sept 2018



KENT RIDGE SECONDARY SCHOOL MID-YEAR EXAMINATION 2019

ENGLISH LANGUAGE
Paper 2 Comprehension

1128/02

SECONDARY 4 EXPRESS / 5 NORMAL (ACADEMIC)

Monday 13 May 2019

1 hour 50 minutes

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Name: _____ () Class: Sec _____

ANSWER SCHEME

This Paper consists of **9** printed pages, including this page.

Setter: Mr Kevin Fonseka

[Turn over

Section A [5 marks]

- 1 What is the purpose of the entire webpage? [1]

To **recruit/encourage** people to **join the police** (force).

- 2 Refer to the picture and the section entitled **THE PROTECTORS**. State **one** way in which the picture reinforces the message in the text. [2]

The picture shows (young) **police officers** who **look smart/prim and proper/ready (to defend)/vigilant/serious**. [1] This reinforces the idea that they are **outstanding/we can count on them/they can keep us safe and secure**. [1]

OR

The picture shows **police officers clad in different attire** [1] (representing the different roles they play). This reinforces the message that our police officers **safeguard us in many different ways/avenues / on the ground, on the roads and at sea**[1].

- 3 Refer to the section headed **WHO ARE WE LOOKING FOR** which describes some of the attributes that a police officer must have. Which word or phrase tells us that a police officer must be resourceful? [1]

'(able to) think on your feet'

Quotation marks are necessary

- 4 Refer to the box headed **ENTRY REQUIREMENTS**. Which position is harder for a potential candidate to apply for and why? [1]

Inspector. The candidate must (at least) have a (pass) degree as compared to just O Level credits for the sergeant post.

(Both parts must be present to score 1 mark each)

Section B [20 marks]

- 5 At the beginning of the text, the earthquake strikes the city. Explain how the language used in Paragraph 1 shows the impact of the earthquake on the people and the city.

Support your answer with **three** details from Paragraph 1.

[3]

'We stumbled like drunkards (into the middle of the street)' suggests that the **people lost their balance/footing / were not steady**

'Nearby buildings swayed like coconut trees in a hurricane' suggests that the **buildings were in danger of collapsing / going to collapse / people did not feel safe in the buildings.**

(Those who mention buildings actually collapsing are wrong as this is not mentioned in this paragraph)

'The ground's movement caused me to run helter-skelter' suggests that the **author lost his sense of direction / did not know where he was heading.**

Answers without supporting **details / wrong details or associated language features** explained will be given 0 marks.

Multiple similar supporting **details used will score a maximum of 1 mark.**

Multiple similar explanation for language features used will score a maximum of 1 mark.

- 6 From Paragraph 1, what **two** things caused the writer to regain consciousness?

[2]

(i) The **sounds of crashing cars and screaming people.** [1]

(ii) The **sharp pain in his hand.** [1]

- 7 From Paragraph 2, explain **in your own words** why the writer rushed home.

[1]

He wanted to **ensure the safety of his family/loved ones / know if his family members were still alive / okay.**

(He wanted to know if they were unscathed) -- X (used in the passage; not own words)

8 In Paragraph 3, we are told that the nearby hospital 'had systematically spilled out into the street' (line 15). What is (i) unusual but (ii) effective about this phrase? [2]

(i) It is unusual because **systematically suggests it is done in an orderly manner but spilled out suggests it is not orderly.**[1]

(ii) It is effective because **due to the earthquake, the hospital had to be vacated quickly.** [1] OR

...due to the earthquake, a large number of people streamed out quickly.

(Words in parentheses are not required as the reason is not asked in the question.)

9 In Paragraph 4, the writer says 'We slept on and off, continually being rocked and pelted throughout the night. But we felt safe' (lines 27 – 28).

(i) What was the writer continually being rocked and pelted by? [2]

The writer was continually being rocked by **aftershocks.** [1]

The writer was continually being pelted by **(pouring) rain.** [1]

(ii) Despite being rocked and pelted throughout the night, explain why the writer felt safe. [1]

The writer spent the night in a **shelter, which was a safe place** from the earthquake/aftershocks.

OR

The writer was **huddled together with about fifty other people.**

- 10 In Paragraph 5, the writer says ‘We were awoken by an alarm at about 5am – another **tumultuous** agitation. In the light of morning, we felt very **vulnerable**.’

With reference to the bolded words, explain the sensation felt.

[2]

Descriptions	Words from the passage
(i) Tumultuous	The disturbance was rocky / wild / turbulent / unrestrained Agitated (X)
(ii) Vulnerable	The people felt susceptible / weak / defenceless / helpless / exposed / in danger / at risk

- 11 In Paragraph 6, the writer says they consolidated their supplies and were then a big group. What do you think is one benefit of doing so? [1]

One benefit is that **they can better fend for themselves / they can share resources/food/supplies / they can help the injured members** in their group / **they can console/comfort/help one another / looters will less likely steal from them.**

- 12 Which **two** phrases in Paragraph 7 suggest that the writer felt devastated? [2]

(i) **‘(was) overcome by grief’** [1]

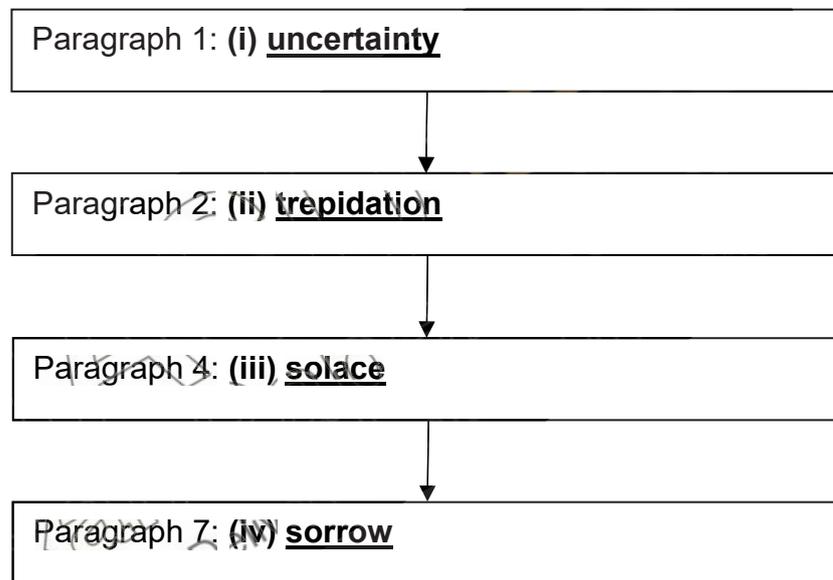
(ii) **‘(leaving me in) tremendous distress’** [1]

- 13 The structure of the text reflects the writer's feelings at different stages of the earthquake. Complete the flow chart by choosing one word to summarise his dominant feeling at each stage. There are some extra words you do not need to use.

The writer's feelings

uncertainty	sorrow	exasperation	trepidation
solace	regret	indifference	

Flow Chart



[4]

Section C [25 marks]

- 14 Which word in Paragraph 1 tells us that boxing is a dreadful sport? [1]

'harrowing'

Quotation marks are necessary.

- 15 From Paragraph 1, give **two** ways that a young boxer can lose a match. [2]

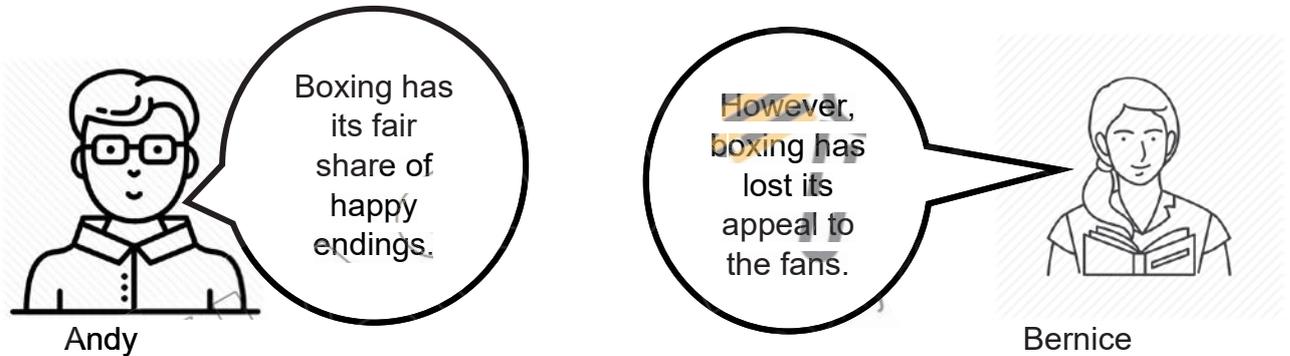
Undertraining / Being undertrained

Moving up / Being moved up one division too far

Not seeing the/a punch

Any 2 of 3. Excess Denies

- 16 Here is a conversation between two students, Andy and Bernice, who have read the article.



- (a) Give **two** examples from Paragraph 2 that Andy can give to support his view. [2]

(i) The **younger Rocky Marciano knocking out the once-great Joe Louis** [1]
OR
The **once-great Joe Louis** being knocked out by the younger Rocky Marciano

(ii) **Muhammad Ali knocking out all-time favourite George Foreman** (to become heavyweight champion) [1]
OR
The **all-time favourite George Foreman** being knocked out by Muhammad Ali (who then became heavyweight champion)

- (b) Give **one** evidence from the same paragraph that Bernice can use to support her view. [1]

Boxing is now a niche interest relegated to the newspapers' back pages.

Boxing, now, relegated, back pages – important keywords

17 Paragraph 6 describes a boxer's contrasting statuses in any fight – 'a necessary delusion about one's invulnerability – a self-image that is part superhero where you are required to operate in a profession in which you sign a death waiver as a mortal man each time you take part.' (lines 45 – 47).

Give **one** characteristic that corresponds to each of the contrasting statuses of a boxer.

Status	Characteristic
Superhero	Invincible, unstoppable, immortal [1]
Mortal man	Can die/get hurt/be defeated [1]

18 In Paragraph 7, we are told that boxing demands that boxers 'internalise a code' (line 49).

(a) What is this code? [1]

You/**The boxer must be prepared to fight to a conclusion**, (even a fatal one).

(b) What is the after-effect on fighters who have encountered death during a match? [1]

Fighters are/will be **unwilling to go all out for a knockout** (for fear of repeating the fatal ending) **will make themselves vulnerable to the blows of an unconstrained opponent.**

Only 1 answer is necessary. No excess.

19 **Using your own words as far as possible**, summarise the negative outcomes that could possibly arise from boxing. [15]

Use information only from Paragraphs 5 to 6.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words, not counting the words given to help you begin.

Boxing is known to have several negative outcomes because boxers.....

No	From the Passage	Line No.	Own Words
1	Fighter has <u>lost his life</u>	30	could <u>die</u> ,
2	Ended it in an <u>induced coma</u>	35	<u>become unconscious</u>
3	With <u>life-threatening injuries</u>	36	or be <u>critically hurt</u> .
4	<u>Loss of standing</u> when a renowned fighter loses to a relative newbie and	36 - 37	<u>Famous boxers</u> can also <u>lose their position/ranking</u> when losing to a newcomer/amateur
5	<u>Mismanagement of finances.</u>	37 – 38	and can <u>burst their budgets / are poor in finances.</u>
6	A <u>fight broke out</u> after the match between fans...	38	<u>Followers</u> could <u>brawl against one another</u>
7	Which further <u>tarnished the name of the sport.</u>	38	and <u>disrepute boxing</u> even more.
8a	<u>Those involved in ring deaths</u> tend to <u>display not only an absence of malice</u> but the wounded <u>sense that the proficiency of their actions</u> – because of the outcome – <u>cannot be admired.</u>	39	<u>Boxers who face ring deaths</u> are <u>gentler / less violent</u>
8b	This is what <u>makes themselves vulnerable to the blows of an unconstrained opponent.</u>	41	causing them to be <u>defenceless against other fighters.</u>
9	This is what <u>fighters are trained for: to dish out blows until the referee or their opponent's corner intervenes.</u>	42 - 43	<u>Boxing trains fighters/boxers to pummel their opponents</u> till the referee or opponent's corner intervenes
10	<u>They cannot stop until they are stopped.</u>	43	and they are usually <u>unstoppable.</u>
11	Something they have said <u>they are prepared to die for.</u>	45	Boxers are ready to die for the sport / in the ring.

* **Underlined words** are key to candidates obtaining the mark for each point.

** (a) points are independent while (b) points are dependent on (a). Answers with both (a) and (b) points will score 2 marks. Answers with only (a) point will score 1 mark. Answers with (b) point only will score 0 marks.

*** The 81st word onwards will be struck off and not regarded for assessment.

Boxing is known to have several negative outcomes because boxers ... could die, become unconscious or be critically hurt. Famous boxers can also lose their position when losing to a newcomer and are poor in finances. Followers could brawl against one another and disrepute boxing even more. Boxers who face ring deaths are gentler causing them to be defenceless against other fighters. Boxing trains fighters to pummel their opponents till the referee or opponent's corner intervenes and they are usually unstoppable. Boxers are ready to die for the sport. (12 points, 78 words)



ST. MARGARET'S SECONDARY SCHOOL.
Mid-Year Examinations 2019

CANDIDATE NAME

CLASS

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REGISTER NUMBER

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ENGLISH LANGUAGE

1128/01

Paper 1 Writing
Insert

3 May 2019

Secondary 4 Express / 5 Normal (Academic)

1 hour 50 minutes

Additional Materials: Nil

READ THESE INSTRUCTIONS FIRST

This Insert contains **Section A**.

Write your answers in the spaces provided.

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about creating additional land in Singapore. The first and the last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is NO error in a line, put a tick (✓) in the space provided.

If the line is incorrect, circle the incorrect word and write the correct word in the space provided.

The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived~~(to)~~my destination at 2pm.

at _____

My mother always wears beautiful clothes.

✓ _____

Mr Shinichi Takiguchi looks out of the windows of his hotel room and all he
 can see is a sea. He believes that will change in time. He is in a team **1**

working for construction giant Shimizu Corporation to build a floating city **2**

for at least 50 000 people. They have been poring through maps of **3**

Singapore, discussed potential locations. They are sure what they call the **4**

Green Float will one day be part of the sea view because they have the **5**

technology required to realise it. Building on water is one of the possibility **6**

for Singapore as it looks for new spaces when people can live, work and **7**

play. According to the Land Use Plan, about 6 000 more hectares of land is **8**

needed by 2013 for a population expect to be 6.9 million. The city state is **9**

leaving no stone unturn in these efforts. Other land-scarce cities are also **10**.....

using unusual locations to overcome limited land.



ST. MARGARET'S SECONDARY SCHOOL.
Mid-Year Examinations 2019

CANDIDATE NAME

CLASS

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REGISTER NUMBER

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ENGLISH LANGUAGE

1128/01

Paper 1 Writing

3 May 2019

Secondary 4 Express / 5 Normal (Academic)

1 hour 50 minutes

Additional Materials: Answer Paper
Insert

READ THESE INSTRUCTIONS FIRST

Write your class, register number and name on all the work you hand in.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.

Answer **Section A**, **Section B** and one question from **Section C**.

Section A is an Insert.

For **Section A**, write your answers in the spaces provided on the Insert.

For **Section B** and **Section C** write your answers on the separate Answer Paper provided.

The number of marks is given in brackets [] at the head of each section.

Section B [30 marks]

You are advised to write between 250 and 350 words for this section.

You should look at the information on the flyer printed on page 3, study the information carefully and plan your answer before beginning to write.

Your Singaporean uncle who has been working in another country has decided to return to Singapore to retire. He would like to find out about the kind of support he can get from the community to help him live alone as a wheelchair-bound elderly person in the country.

You came across the attached flyer and having thought about your uncle's well-being, have decided to write a letter to him to address his concerns. In your letter:

- encourage him to return to Singapore
- recommend two of the three programmes which will help him settle in well
- tell him how he can use the programmes offered
- explain how he will benefit from the programmes recommended

Write your letter in clear, accurate English and in a warm, respectful tone, to assure your uncle that he will be comfortable in Singapore.

You may add any other details that might be of interest.

You should use your own words as much as possible.

Help for the Silver Generation



Silver Homes

Seniors need a clean, safe and healthy home to live in, so volunteers will help remove and/or re-organise personal belongings. General house cleaning and home improvement work are also offered on a regular basis.

Silver Screen

Seniors need to monitor their health. Volunteers tell them about subsidised functional screening to help detect age and health-related issues early. Volunteers also accompany the elderly on medical appointments. The seniors can call the volunteers when necessary.



Silver Friends

Seniors need friends to cheer them up. Those with little home support and/or disabilities can look forward to outings together with other seniors. The befriending team will also come in to celebrate special days and give the elderly emotional support. The seniors will be occupied a few hours each week.

Know someone who needs help?

Write to Daniel at silver_singapore@pa.gov.sg and help will be on the way!

Section C [30 marks]

Begin your answer on a fresh page.

You are advised to write between 350 and 500 words on one of the following topics.

At the head of your composition, write the number of the topic you have chosen.

1. Write about an occasion when you celebrated an important event in your life. What did you learn from the experience?
2. “The people we meet help shape our values”. Discuss how your encounters with different individuals have made you who you are today.
3. What are your favourite hawker dishes in Singapore? What features make these worthy of you sharing them with tourists?
4. “Schools prepare students sufficiently for work in the future”. Do you agree?



ST. MARGARET'S SECONDARY SCHOOL.
Mid-Year Examinations 2019

CANDIDATE NAME

CLASS

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REGISTER NUMBER

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ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

Insert

3 May 2019

Secondary 4 Express / 5 Normal (Academic)

1 hour 50 minutes

Additional Materials: Question Booklet

READ THESE INSTRUCTIONS FIRST

This Insert contains Text 1, Text 2 and Text 3.

This document consists of **6** printed pages.

[Turn over

Section A

Text 1

Study the webpage below and answer Questions 1-4 in the Question Booklet.

WORLD FOOD WASTE FACTS

Half of food produced globally for human consumption is wasted every year. Many around the world go to bed hungry every night, and yet millions of tonnes of food end up in landfills.



FOOD VALUE CHAIN:



Emerging & mature economies suffer food losses and wastage at the production, post harvest and processing stages. While food losses are also affected by consumer behaviour, marketing chains and channels for distribution contribute towards these losses.

REDUCING FOOD WASTE

Some simple steps for the individual

- ◆ Avoid clutter in your fridge and pantry
- ◆ Pack your lunch
- ◆ Understand expiration dates
- ◆ Shop realistically
- ◆ Learn to preserve
- ◆ Keep your serving sizes in check



Schools can also step up to the challenge by

- ◆ extending lunch periods
- ◆ letting children self-serve
- ◆ collecting excess wholesome food after mealtimes to donate to charitable organisations
- ◆ composting food waste for school gardens

Section B

Text 2

The text below describes a business executive's visit to a tourist island and his interaction with one of the natives. Read it carefully and answer Questions 5–18 in the Question Booklet.

- 1 The travel brochure I had read on the plane was so accurate that the island was completely without surprises. On the drive home from the airport, I saw multicoloured villas with unlikely English names and parks ferociously littered with hibiscus and bougainvillea, the most un-English of flowers. The streets that wound between the parks were kept deliberately narrow and it was accepted, in the interest of quaintness, that cars should be narrowed rather than streets widened. Lining the streets were policemen, attired as London bobbies. Though they looked ridiculous in the short pants they wore, this to me seemed practical and necessary in order to combat the heat. It appeared that every absurdity was condoned by the demand the American tourist made for a genuine British colonial atmosphere. 5 10
- 2 A convention of hoteliers was being held on the island and my presence was felt to be necessary as I was a business consultant to a number of London hotels. However, owing to my aversion to hoteliers and convention hotels, I decided to enjoy my stay in a small guesthouse some miles away. I intended to attend as little of the convention as possible and had equipped myself with a number of books whose reading I had too long postponed. The guesthouse was owned by a Mrs Stubbs whose dark round face was framed in a halo of grey wool. Only the pale grey eyes which turned to me as she opened the door betrayed the uncertainties of her origins. We exchanged greetings. Landladies the world over have a way of chattering as they show you to your room and Mrs Stubbs was no exception. The West Indian voice has a lovely lilt which I found hypnotic and was so entranced by its melody that I failed to appreciate the words. 15 20
- 3 The room was barely adequate but I consoled myself with the thought that it was preferable to being bombarded by the inanities of pop music or the attention of middle-aged Americans who had parasitised the earth. As I began unpacking my precious loads of books, I heard sounds. They were repetitive but not regular enough to suggest that a machine was producing them. I stepped out of my room and followed the sounds through a corridor and out onto a porch where I found their author. 25 30
- 4 A young girl was playing ping-pong against herself; her right hand was playing against her left as she held a bat in each hand. Still apparently engrossed in this odd left–right duel with herself, she said, “You must be the lodger. I’m Leda. Mrs Stubbs is my mother.” I introduced myself and she invited me to play with her. From the outset, it was evident to both of us that I was by far the better player. Leda played with a fierce intensity that I found difficult to understand, retrieving impossible smashes only to lose the point. Much later, I realised that she did most things with uncompromising intensity. Believing 35

- that the game meant much more to her than to me, I offered her several easy 40
 lobs which she hit unsmilingly into my face. We must have played ten games,
 all of which Leda lost. I was tired and wanted to stop. Leda agreed to and saw
 this as a concession defeat occasioned by my age. Wearing a tiny smile of
 triumph, she came round to my side of the table to congratulate me.
- 5 “I suppose, like all visitors, you love this island.” 45
- 6 “On the contrary, I rather dislike it and would not be here except that my
 business demands it.”
- 7 “Oh.” She seemed pleasantly surprised. “There are some nice places one can
 walk to if you like walking.”
- 8 I loved walking and appreciated the offer to be taken around. As we walked, I 50
 learnt something about Leda. She was eighteen and had a part-time job in a
 sweet shop. On leaving school, most of her friends had become receptionists
 in hotels or obtained jobs with travel agencies. Leda had, however, refused
 to. For as far back as she could remember, both she and her mother had
 humiliated themselves pandering to the whims of tourists. She went on to 55
 explain that the people on the island could only relate to each other through
 the tourist.
- 9 The next day, Leda showed me coves where the sea changed colour, sea-
 worn tree stumps which resembled miniature dinosaurs and caves where the
 rock face had been eroded into beautiful and bizarre patterns. I agreed to be 60
 shown different parts of the island over the next few days as there was nothing
 else much to do.
- 10 On my last day on the island, Leda suddenly said, “Will you take me to London
 tomorrow?” The request was no surprise. In five days, I had come to
 understand her isolation and desire for escape. I accepted her own view of 65
 herself as a lonely human oasis in a desert of traveller’s cheques, package
 holidays and people obsessed with self-indulgence. She assured me that her
 mother would let her go as she would have a better life in London. While I
 agreed to take her with me to London, I did not intend to carry it out. The next
 day, I packed my bags and took them to the closing session of the convention, 70
 after which we were booked to return on a special chartered flight to London.

Adapted from *Island*
 by Gopal Baratham

Section C

Text 3

The article below is about some aspects of the city of Bangkok. Read it carefully and answer Questions 19-28 in the Question Booklet.

- 1 Modern day Bangkok is an assault on the senses. The metropolis has experienced decades of uncontrolled development, yet it retains an allure that makes it one of Asia's most exotic cities. Bangkok's life and landscape were transformed during the early nineties when the city was the beating heart of a roaring 'tiger economy.' In thirty years, leafy avenues lined with wooden houses have turned into Manhattan-style thoroughfares with towering skyscrapers, while today, open-air markets are still surrounded by air-conditioned shopping malls. Thai culture is however, everywhere – a wellspring of smells, tastes, sounds and sights. 5
- 2 Bangkok has always acted as a magnet. Villagers who eke out a hand-to-mouth existence in wooden shacks empty out, hopeful for jobs and a better life. It is also not a city off the beaten track. Travellers of all kinds have visited the city for centuries. The tourist should give himself enough time to see some of the treasures which have given the city its iconic status. The Wat Arun or Temple of Dawn is particularly beautiful at sunset and can be viewed from the deck of an evening river cruise boat. Chinatown is a colourful area and during the Chinese New Year, the dynamism and spirit of celebration spread across the town like wildfire. Interestingly, gleaming Mercedes cars are a common sight in Chinatown. Chatuchak Weekend Market has reached a landmark status. Its sheer size and diverse collections of merchandise attract tourists. Besides the usual market goods, a variety of caged animals are sold. Meanwhile, the floating markets in Bangkok are one of the city's greatest attractions, with alluring local food and traditional Thai souvenirs. Damnoen Saduak, the most famous of these is usually bursting with tourists. Amphawa is the second most popular. Most people who visit this market are Thai, making it that much more authentic. 10
15
20
25
- 3 It is impossible to imagine the city scene in Bangkok and not factor in the ubiquitous tuk-tuk or three-wheeled scooter. One of the enduring symbols of Bangkok, they prove to be a handy way to zip through traffic especially since traffic jams are legendary in the city. More of a novelty than a practical way to travel, their open air nature provides ample opportunities to take photos. It is however important to ensure that valuables are kept away from the open sides as snatching has been known to happen. 30
- 4 Driven by the Thais' natural entrepreneurial spirit and long working hours, Bangkok enjoys its status as one of Asia's most successful commercial centres. Nevertheless, life in Bangkok is infused with the distinctly Thai spirit of *sanook* or fun. To the light-hearted Thais, enjoyment is a guiding principle to the point that seriousness is almost frowned upon. Kite-fighting contests are held in parks. Motion pictures are extremely popular and there is a thriving Thai cinema industry. Additionally, Bangkok's arts scene is blossoming with new galleries and exhibitions are now well attended events. 35
40

- 5 Bangkok's transportation system was originally based on water travel. The city's maze of canals connected with the river earned it the name "Venice of the East". The advent of the automobile has, however, resulted in about six million cars and many narrow streets. This has resulted in traffic being close to gridlock, causing air pollution. The Bangkok Mass Transit System, commonly known as the BTS or Skytrain as well as underground train service have had some palliative effect. Meanwhile, efforts to improve air quality include stricter controls on vehicle emissions. Canals which used to traverse the city have been replaced by intricate road networks. This has proven to be more than an aesthetic loss, however, because the waterway system had served to drain the waterlogged delta; flooding of the lower-lying parts of the city has thus become increasingly frequent. According to a World Bank report, nearly forty percent of Bangkok will also be inundated in the future due to extreme rainfall and changes in weather patterns. The government has scrambled to ameliorate the problem by constructing a municipal canal network of up to 2,600 km with pumping stations and eight underground tunnels to evacuate water. 45
- 6 The population explosion in the ever-expanding metropolis has caused the Bangkok Metropolitan Administration (BMA) a multitude of woes. One of these is the extraordinary amount of trash that the city's residents throw away. In 2005, the city was tossing out almost 9,000 tons of waste such as plastics, foam and paper each day. By 2015, the mountain of daily garbage doubled. The city's garbage disposal system is already overburdened and landfills on the city's edge are insufficient. The BMA encourages residents to practise the 4Rs: reduce, reuse, recycle and repair. There is already an inbuilt grassroots system for recycling in the city's *saleng* men who comb the streets with pushcarts powered by bicycles or motorcycles. They buy old newspapers, plastic, glass, cardboard and metals which they sell to recycling plants for a small profit. 60 65 70

Adapted from *Enchanting Bangkok*

by Mick Shippen



ST. MARGARET'S SECONDARY SCHOOL.
Mid-Year Examinations 2019

CANDIDATE NAME

CLASS

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REGISTER NUMBER

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ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

3 May 2019

Secondary 4 Express / 5 Normal (Academic)

1 hour 50 minutes

Candidates answer in the Question Booklet

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your class, register number and name on all the work you hand in.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.

Answer **all** questions.

Write your answers in the spaces provided in the Question Booklet.
The Insert contains the texts for all the sections.

The number of marks is given in brackets [] at the end of each question or part question.

Section A [5 marks]

Refer to the webpage (Text 1) on page 2 of the Insert for Questions 1-4.

1 Which sentence gives the main message of the webpage?
.....
.....[1]

2 Look at the section on the “FOOD VALUE CHAIN”. Explain how the information presented in the section complements the photo.
.....
.....[1]

3 What does the word “challenge” suggest about the task faced by individuals and schools with regard to the problem of food waste?
.....
.....[1]

4(a) “Shop realistically”. How would an individual do this to reduce food wastage?
.....
.....[1]

(b) How can schools contribute to the community in the process of trying to reduce food wastage?
.....
.....[1]

Section B [20 marks]

Refer to Text 2 on page 3 of the Insert for Questions 5-18.

- 5** At the beginning of the text, the writer arrives on the island. Explain how the language used in Paragraph 1 shows how he found certain features in discord with the place he was visiting.
Support your ideas with two details from Paragraph 1.

.....
.....
.....
.....
.....[2]

- 6** “...every absurdity was condoned...” (line 10).
From Paragraph 1, which “absurdity” did the writer find particularly odd?

.....
.....[1]

- 7** According to Paragraph 2, how did the writer intend to spend his time on the island?

.....
.....[2]

- 8(a)** In Paragraph 2, how was the writer first able to tell that Mrs Stubbs was not English?

.....[1]

- (b)** What characteristic of Mrs Stubbs in Paragraph 2 did the writer seem to find familiar?

.....
.....[1]

9 In Paragraph 3, we are told that the writer found his room at the guesthouse “barely adequate.” Explain what he means by this.

.....
.....[1]

10 “...being bombarded by the inanities of pop music or the attention of middle-aged Americans who had parasitised the earth” (lines 26-27).
What does this suggest about the writer’s attitude to pop music and middle-aged Americans?

.....[1]

11 In Paragraph 3, what made the writer curious about the sounds he heard?

.....
.....[1]

12 “Still apparently engrossed in this odd left-right duel with herself...” (lines 33-34).
Why does the writer use the word “apparently”?

.....
.....[1]

13 What does “uncompromising” in Paragraph 4 suggest about the type of person Leda was?

.....[1]

14 Explain the writer’s kind gesture in Paragraph 4.

.....
.....[1]

15 In Paragraph 4, why did Leda have a “tiny smile of triumph” despite having lost the game to the writer?

.....
.....
.....[1]

16 According to Paragraph 8, why did Leda not want to work in a hotel or travel agency?

.....
[1]

17 “...the people on the island could only relate to each other through the tourist” (lines 56-57).
 What does this suggest about the relationship between the people on the island?

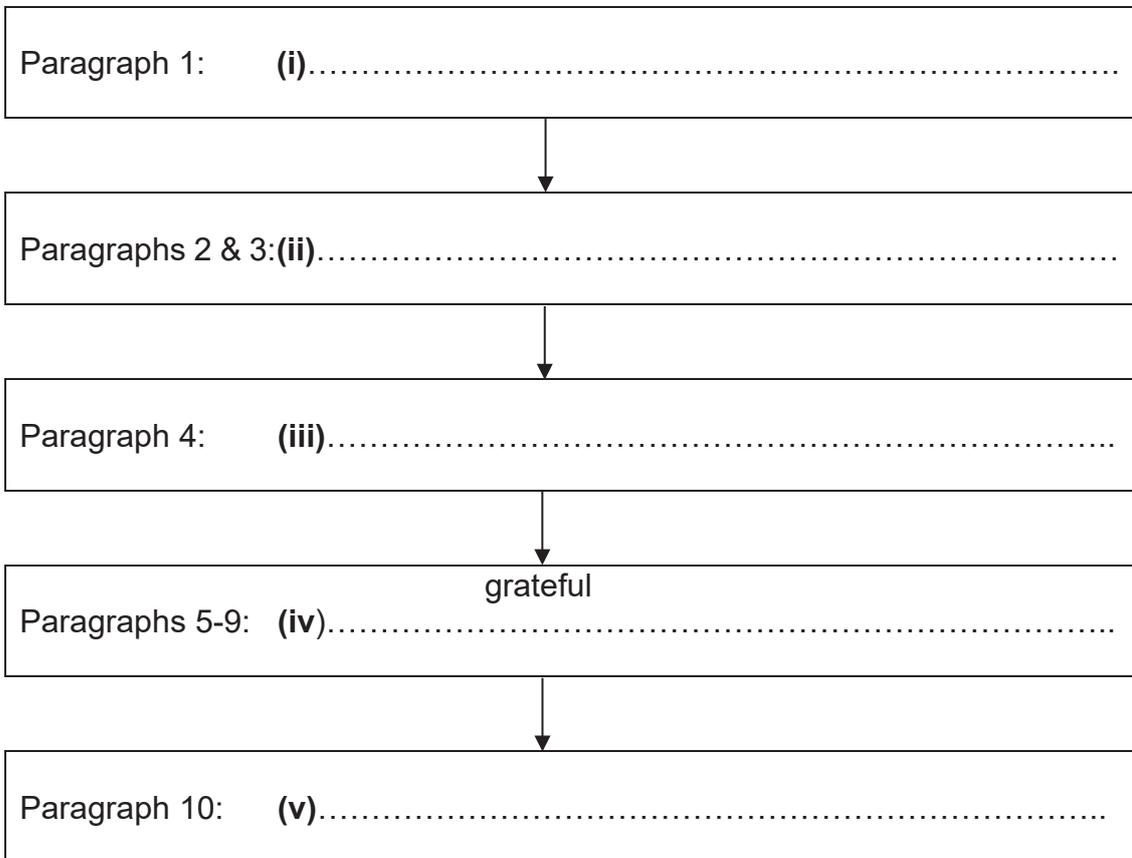
.....[1]

18 The structure of the text reflects the writer’s different feelings during his time on the island. Complete the flow chart by choosing one word to show how the writer was feeling at different stages of his stay.

The writer’s feelings

remorseful	baffled	indifferent	unfazed
contented	disappointed	sympathetic	

Flow Chart



[4]

Section C [25 marks]

Refer to Text 3 on pages 5-6 of the Insert for Questions 19-28.

19 “...an assault on the senses” (line 1).
What senses is the writer referring to?
.....
.....[1]

20 From Paragraph 1, give an example to show how tradition and modernity can be seen on the streets of Bangkok.
.....
.....[1]

21 In Paragraph 2, how do “wooden shacks” and “gleaming Mercedes cars” show the contrast between two different lifestyles?
.....
.....[1]

22 In Paragraph 2, what is one unique feature of the Chatuchak Weekend Market?
.....[1]

23 Here is part of a conversation between two students, Siew Leng and Arvind.

Siew Leng



Tourists enjoy visiting the floating markets in Bangkok.

That’s probably because they can learn something about the culture of the people.



Arvind

From Paragraph 2, what can Arvind say to support his view?

.....
.....[1]

24 According to Paragraph 3, why might it be easy for one to experience a ride on the tuk-tuk? **Answer in your own words.**

.....
.....[1]

25 From Paragraph 3, what does “legendary” suggest about the traffic jams in Bangkok?

.....[1]

26 From Paragraph 4, give two examples of activities the Thais in Bangkok engage in to avoid the stresses of life.

.....
.....[2]

27 In Paragraph 5, which phrase tells us that Bangkok had a complex waterway system?

.....[1]

ANSWER KEY
Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about creating additional land in Singapore. The first and the last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is NO error in a line, put a tick (✓) in the space provided.

If the line is incorrect, circle the incorrect word and write the correct word in the space provided.

The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived (to) my destination at 2pm.

at _____

My mother always wears beautiful clothes.

✓ _____

Mr Shinichi Takiguchi looks out of the **windows** of his hotel room and all he can see is **a** sea. He believes that will change in time. He is **in a team** working for construction giant Shimizu Corporation to build a floating city for at least 50 000 people. They have been poring **through** maps of Singapore, **discussed** potential locations. They are sure what they call the Green Float will one day be part of the sea view because they have the technology required to realise it. Building on water is one of the **possibility** for Singapore as it looks for new spaces **when** people can live, work and play. According to the Land Use Plan, about 6 000 more hectares of land **is** needed by 2013 for a population **expect** to be 6.9 million. The city state is leaving no stone **unturn** in these efforts. Other land-scarce cities are also using unusual locations to overcome limited land.

- | | |
|----|---------------------|
| 1 | __ the __ |
| 2 | __ ✓ __ |
| 3 | __ over __ |
| 4 | __ discussing __ |
| 5 | __ ✓ __ |
| 6 | __ possibilities __ |
| 7 | __ where __ |
| 8 | __ are __ |
| 9 | __ expected __ |
| 10 | __ unturned __ |

St Margaret's Secondary School

Mid-Year Examinations 2019

English Language

Secondary 4 Exp/5NA

Mark Scheme

Please note:

- Major grammatical errors should be penalised.
- Minor grammatical errors and obvious slips of the pen should not be penalised.
- Lifting from the passage is acceptable unless the question cannot be answered in such a way or the question forbids it by stating that candidates must answer in their own words. However, lifting must be accurate and **succinct**. The inclusion of chunks of irrelevant information should be penalised.
- For "in your own words" questions, key words are selected for substitution. No marks are awarded for derivatives.

Section A [5 marks]

Refer to the webpage (Text 1) on page 2 of the Insert for Questions 1-4.

- 1 Which sentence gives the main message of the webpage?
"Half of food produced globally for human consumption is wasted every year". [1]
- 2 Look at the section on the "FOOD VALUE CHAIN". Explain how the information presented in the section complements the photo.
The photo shows different stages of the food value chain while the text explains how food loss and wastage occur at all stages. [1]
- 3 What does the word "challenge" suggest about the task faced by individuals and schools with regard to the problem of food waste?
It is a difficult task/ It is a task that will require a lot of determination on the part of individuals and schools. [1]
- 4(a) "Shop realistically". How would an individual do this to reduce food wastage?
This would be possible by buying only the amount of food one can eat/needs. [1]

- (b) How can schools contribute to the community in the process of trying to reduce food wastage?

Any excess whole food following mealtimes could be donated to charitable organisations. [1]

Section B [20 marks]

Refer to Text 2 on page 3 of the Insert for Questions 5-18.

- 5 At the beginning of the text, the writer arrives on the island. Explain how the language used in Paragraph 1 shows how he found certain features in discord with the place he was visiting.
Support your ideas with two details from Paragraph 1.

—“...villas with unlikely English names...” tells us that the residences/homes were given names that did not sound very English/British.
—“...parks ferociously littered with hibiscus and bougainvillea, the most un-English of flowers” shows how the gardens were filled with hibiscus and bougainvillea, flowers not usually found in/associated with the English/British landscape. [2]

- 6 “...every absurdity was condoned...” (line 10).
From Paragraph 1, which “absurdity” did the writer find particularly odd?

In the interest of quaintness, it was felt that cars should be narrowed rather than streets widened. [1]

- 7 According to Paragraph 2, how did the writer intend to spend his time on the island?

—He hoped to attend as little of the convention as possible and
—keep up with his reading. (equip himself with books X) [2]

- 8(b) In Paragraph 2, how was the writer able to tell that Mrs Stubbs was West Indian?

It was because of the lilt in her voice. [1]

- (a) What characteristic of Mrs Stubbs in Paragraph 2 did the writer seem to find familiar?

It was the manner in which Mrs Stubbs chattered on.
(chatty/talkative X) [1]

- 9 In Paragraph 3, we are told that the writer found his room at the guesthouse “barely adequate.” Explain what he means by this.

The furnishing was sparse./The room was minimally furnished./ The room was poorly furnished/The room was not well furnished.
(underfurnished X) [1]

- 10 “...being bombarded by the inanities of pop music or the attention of middle-aged Americans who had parasitised the earth” (lines 26-27).
What does this suggest about the writer’s attitude to pop music and middle-aged Americans?

He loathed both./He was contemptuous of both./He was critical of both./It was one of disgust/He had a disapproving attitude./He had a negative attitude towards both./He despised both./He hated both./He had an attitude of disdain.
(not fond/disliked/strongly disliked/displeased/hostile/distasteful/unfavourable/resentful/annoying X) [1]

- 11 In Paragraph 3, what made the writer curious about the sounds he heard?

It was the fact that the sounds were repetitive but not regular enough to suggest that a machine was producing them. [1]

- 12 “Still apparently engrossed in this odd left-right duel with herself...” (lines 33-34).
Why does the writer use the word “apparently”?

It is to show that Leda was aware of his presence and only appeared absorbed in the game. [1]

- 13 What does “uncompromising” in Paragraph 4 suggest about the type of person Leda was?

She was relentless/unyielding/determined/persistent/persevering/did not give up easily/did not give in easily.
(resilient/stubborn/strong-willed/competitive/tenacious/made sure she got her way X) [1]

- 14 Explain the writer’s kind gesture in Paragraph 4.

He offered Leda many easy lobs as he felt that the game meant more to her than to him. [1]

- 15 In Paragraph 4, why did Leda have a “tiny smile of triumph” despite having lost the game to the writer?

It was the writer who was tired and wanted to stop. Leda saw this as a concession defeat occasioned by his age. [1]

- 16 According to Paragraph 8, why did Leda not want to work in a hotel or travel agency?

She did not want to humiliate herself by pandering to the whims of tourists.
(She had humiliated herself pandering to the whims of tourists. X) [1]

- 17 "...the people on the island could only relate to each other through the tourist" (lines 56-57).
What does this suggest about the relationship between the people on the island?

They were not close/found it difficult to interact with each other/distant relationship/poor relationship/superficial relationship/not close-knit/not good/did not get along well/had nothing in common/strained/not friendly/weak/not bonded.

(cold/not sincere/tense/indifferent/fragile/not fond of each other/only interacted with each other for business X)

[1]

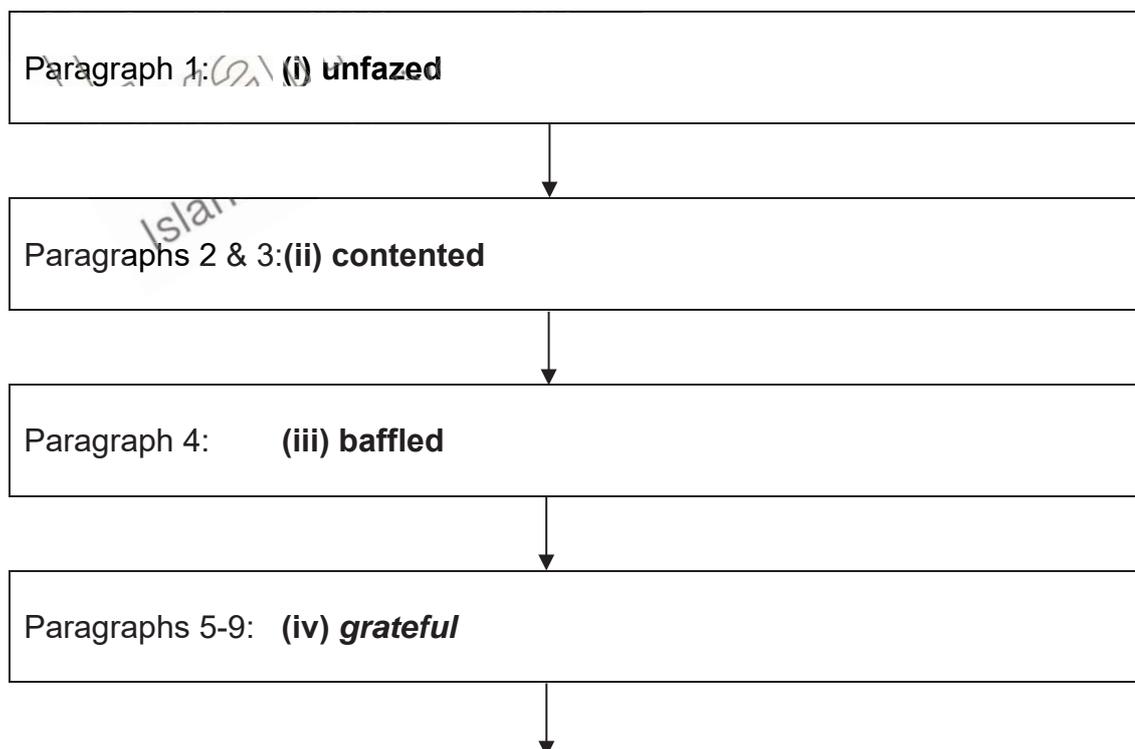
The structure of the text reflects the writer's different feelings during his time on the island. Complete the flow chart by choosing one word to show how the writer was feeling at different stages of his stay.

The writer's feelings

18

remorseful	baffled	indifferent	unfazed
contented	disappointed	sympathetic	

Flow/Chart



Paragraph 10: (v) sympathetic

[4]

Section C [25 marks]

Refer to Text 3 on pages 5-6 of the Insert for Questions 19-28.

- 19 “...an assault on the senses” (line 1).
What senses is the writer referring to?

**They are the sense of smell, taste, hearing and sight.
(do not award the mark if ‘sound’ is listed as one of the senses)**

[1]

- 20 From Paragraph 1, give an example to show how tradition and modernity can be seen on the streets of Bangkok.

Open-air markets are surrounded by air-conditioned shopping malls. [1]

*...can see both open-air markets and air-conditioned shopping malls X
..leafy avenues lined with wooden houses have turned into Manhattan-style thoroughfares with towering skyscrapers X*

- 21 In Paragraph 2, how do “wooden shacks” and “gleaming Mercedes cars” show the contrast between two different lifestyles?

The ‘wooden shacks’ represent the poverty of the villagers while the “gleaming Mercedes cars” represent the affluence of those living in Chinatown. [1]

- 22 In Paragraph 2, what is one unique feature of the Chatuchak Weekend Market?

A variety of caged animals are sold. [1]

Apart from usual market goods, a variety of caged animals are sold. X

- 23 Here is part of a conversation between two students, Siew Leng and Arvind.

Siew Leng



Tourists enjoy visiting the floating markets in Bangkok.

That's probably because they can learn something about the culture of the people.

Arvind



From Paragraph 2, what can Arvind say to support his view?

Tourists can learn about the culture through the local food and traditional Thai souvenirs sold at the floating markets. [1]

- 24 According to Paragraph 3, why might it be easy for one to experience a ride on the tuk-tuk? **Answer in your own words.**

The tuk-tuk can be found all over Bangkok.

Tuk-tuks are easy to find as there are many tuk-tuks in Bangkok.

The tuk-tuks are easily accessible and easily found on any street in the city.

The tuk-tuks are commonly seen in Bangkok.

The tuk-tuk is a common transport in Bangkok that many people ride on. (from passage – "...the ubiquitous tuk-tuk...") [1]

The tuk-tuks are common in Bangkok. X

Riding the tuk-tuk is a more efficient/ convenient way to travel through traffic. X

They are found anywhere in Bangkok. X

- 25 From Paragraph 3, what does "legendary" suggest about the traffic jams in Bangkok?

They are very popular/ well-known. [1]

Traffic jams in Bangkok are famous X

- 26 From Paragraph 4, give two examples of activities the Thais in Bangkok engage in to avoid the stresses of life.

They are kite-fighting contests/watching motion pictures/attending art exhibitions.

(any 2 of the above)

[2]

- 27 In Paragraph 5, which phrase tells us that Bangkok had a complex waterway system?

It is “maze of canals”.

[1]

- 28 **Using your own words as far as possible**, summarise the environmental challenges that Bangkok has faced and the measures adopted to resolve them.

Use information only from Paragraphs 5 and 6.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin).

The city of Bangkok has faced environmental problems, one of

	Verbatim from Passage	Own words
1	...traffic...close to gridlock, causing air pollution. (lines 45-46) (P)	which is air pollution caused by severe traffic congestion... (P)
2	...Skytrain as well as underground train service have had some palliative effect. (lines 47-48) (S)	While the Skytrain and underground train system have helped alleviate this problem, (S)
3	...efforts to improve air quality include stricter controls on vehicle emissions. (lines 48-49) (S)	there are also harsher controls on vehicle emissions. (S)
4	Canals which used to traverse the city have been replaced by intricate road networks. ...the waterway system had served to drain the waterlogged delta; flooding of the lower-lying parts of the city has thus become increasingly frequent. (lines 49-53) (P)	Canals which prevented flooding have been replaced by roads. (P)

5	...nearly forty percent of Bangkok will also be inundated...due to extreme rainfall and changes in weather patterns. (lines 54-55) (P)	Severe rainfall and weather changes exacerbate the problem of flooding. (P)
6	The government has scrambled to ameliorate the problem by constructing a municipal canal network of up to 2,600 kilometres with pumping stations and eight underground tunnels to evacuate water. (lines 55-58) (S)	To resolve this, the government has built a complex municipal canal system to drain water. (S)
7	...extraordinary amount of trash that the city's residents throw away. (line 61) (P)	Meanwhile, the exceptionally large amounts of trash residents dispose (P)
8	The city's garbage disposal system is already overburdened and landfills...are insufficient. (lines 64-65) (P)	poses a problem to Bangkok's trash disposal system, and landfills. (P)
9	The BMA encourages residents to practise the 4Rs: reduce, reuse, recycle and repair. (lines 65-66) (S)	To ameliorate/lessen/manage this problem, citizens practise the 4Rs. (S)
10	...city's <i>saleng</i> men...comb the streets. They buy old newspapers, plastic, glass, cardboard and metals which they sell to recycling plants... (lines 67-69) (S)	while the <i>saleng</i> men purchase old items which can be recycled. (S)



TANGLIN SECONDARY SCHOOL

MID-YEAR EXAMINATION 2019

Secondary 4 Express & 5 Normal(Academic)

NAME

CLASS

INDEX NO.

ENGLISH LANGUAGE

1128/01

Paper 1 Writing

1 hour 50 minutes

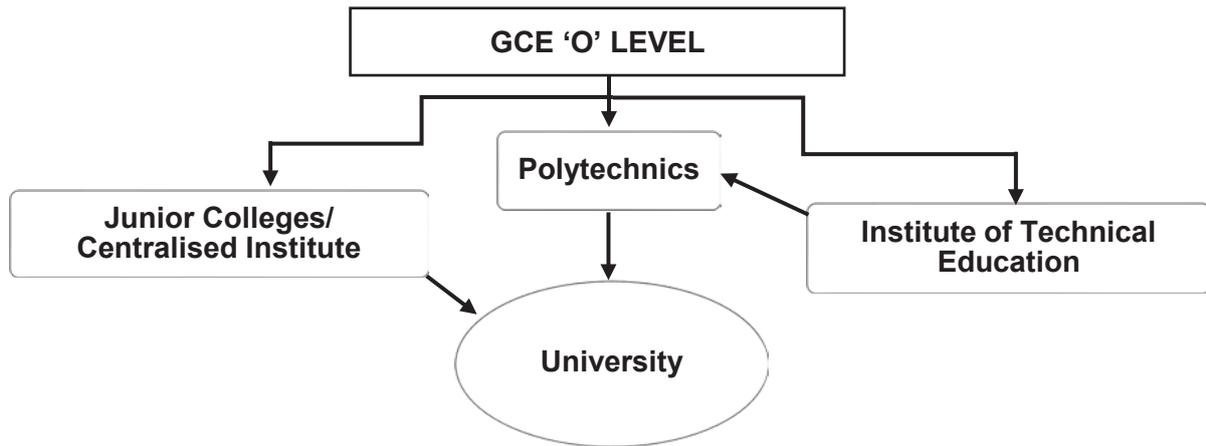
INSERT

READ THESE INSTRUCTIONS FIRST

This Insert contains the text for **Section B**.

This Insert consists of **2** printed pages.

Education Pathways for 'O' Level Students



Type of institute	Junior College (JC)	Polytechnic	Institute of Technical Education (ITE)
			
No. of schools	<ul style="list-style-type: none"> • 16 JCs 	<ul style="list-style-type: none"> • 5 polytechnics 	<ul style="list-style-type: none"> • 3 ITEs
Focus areas	<ul style="list-style-type: none"> • Equips students with skills and knowledge required for university or institutes of higher learning • Focuses on conceptual knowledge 	<ul style="list-style-type: none"> • Strong emphasis on practice-based learning and life skills such as communication, presentation and problem-solving • Opportunities to go for further education 	<ul style="list-style-type: none"> • Provides opportunities for students to acquire skills, knowledge and values for employability and lifelong learning • Opportunities to go for further education and training
Duration	<ul style="list-style-type: none"> • 2 years 	<ul style="list-style-type: none"> • 3 years 	<ul style="list-style-type: none"> • 2 to 4 years
Subjects/ Courses offered	<ul style="list-style-type: none"> • Offers a range of subjects such as Biology, Economics, Further Mathematics, Literature in English and Music 	<ul style="list-style-type: none"> • Offers various courses in different fields such as Business and Management, Engineering, Health Sciences and Maritime Studies 	<ul style="list-style-type: none"> • Offers a variety of courses in fields such as Beauty and Wellness, Culinary Arts, Games Art and Design, Nursing
Additional information	<ul style="list-style-type: none"> • A wide variety of programmes are organised by the different JCs, such as cultural immersion, talent development and research programmes 	<ul style="list-style-type: none"> • Scholarships are awarded annually to full-time diploma students by industrial and commercial organisations as well as foundations 	<ul style="list-style-type: none"> • Students can develop a global perspective through participation in overseas industrial attachment and student exchange programmes

END OF INSERT



TANGLIN SECONDARY SCHOOL
MID-YEAR EXAMINATION 2019
Secondary 4 Express & 5 Normal(Academic)

NAME

CLASS

INDEX NO.

ENGLISH LANGUAGE

1128/01

Paper 1 Writing

1 hour 50 minutes

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your name, index number and class on the question paper.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.

Answer Section **A**, Section **B** and one question from Section **C**.
Write your answers in the spaces provided in the Question Booklet.
The Insert contains the text for Section B.

The number of marks is given in brackets [] at the head of each section.

FOR EXAMINER'S USE	
Section A	/ 10 marks
Section B	/ 30 marks
Section C	/ 30 marks
TOTAL	/ 70 marks

This document consists of **12** printed pages.

Section A: Editing [10 marks]

Question 1

Carefully read the text below, consisting of 12 lines, about the Ford Factory. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is NO error in a line, put a tick (✓) in the space provided.
 If the line is incorrect, circle the incorrect word and write the correct word in the space provided.
 The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived <u>to</u> my destination at 2 pm.	at
My mother always wears sensible clothes.	✓

On 15 February 1942, Lieutenant-General Arthur Percival	
and three other officers walked to the Ford Factory. There, they met with	1
General Tomoyuki Yamashita in the Japanese Imperial Army to sign	2
the surrender document. Located in Upper Bukit Timah Road,	3
the factory is Ford's first motorcar assembly plant in Southeast Asia,	4
completed just the year before. General Yamashita took up the premises	5
but turned it into the Japanese headquarters. The factory formed the	6
setting for a British surrender, which marked the start of the Japanese	7
Occupation that lasts three years and eight months. Today, the Ford	8
Factory is one of Singapore's nation monuments. While Singapore's	9
monuments are in pristine conditions today, they too have witnessed the	10
country's darker moments as Syonan-to.	

Section B [30 marks]

You are advised to write between 250 and 350 words for this section.

Question 2

You should look at the information sheet in the Insert, study the information carefully and plan your answer before beginning to write.

You are sitting for the 'O' Level Examination at the end of the year and are considering which institute of higher learning to enrol in. Based on your performance so far, you qualify for all three types of institutes. You hope to finally get a degree in a university and do so at a comfortable pace while pursuing your interests.

Write an e-mail to your parents, who are working overseas, to inform them of your preferred choice and to seek their approval. In it you should explain:

- which institute of higher learning you are aiming for and why
- how the course(s) offered would benefit you personally
- in what way choosing this institute will bring you closer to your goals

You may add any other details you think will be helpful.

Write your e-mail in clear, accurate English. Your tone should be warm and persuasive, to convince your parents of your choice.

You should use your own words as much as possible.

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Section C [30 marks]

You are advised to write between 350 and 500 words on one of the following topics.

Questions 3–6

- 3 'No act of kindness, no matter how small, is ever wasted.' Write about some of the occasions when you have found this to be true.

- 4 Describe how a local festival or a national event is celebrated in your country. Discuss its significance to your country and its people.

- 5 Hobbies enhance the quality of our lives. What have you learnt from your hobby and how has it enriched your life?

- 6 'Technology has made us poorer communicators.' Do you agree?

Please write your chosen question number (**3, 4, 5** or **6**) here:

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TANGLIN SECONDARY SCHOOL

MID-YEAR EXAMINATION 2019

Secondary 4 Express & 5 Normal(Academic)

NAME

CLASS

INDEX NO.

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

1 hour 50 minutes

Insert

READ THESE INSTRUCTIONS FIRST

This Insert contains Text 1, Text 2 and Text 3.

This document consists of **6** printed pages.

Section A

Text 1

Study the webpage below and answer Questions 1–4 in the Question Booklet.

← → ↻
www.ganacademy.com.sg

GAN ACADEMY

Early Learning Programmes	Speech & Drama Programmes	Readers & Writers Programmes	Holiday Programmes	Debating Championships
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SPEECH & DRAMA FOR TEENS

Speech and Drama for Teens includes:

Expressive and masterful use of voice and speech

In our teens' speech and drama classes, students develop expressive and masterful use of voice and speech.

They build an interest and appreciation of literature of various styles and genres and learn to present different types of material including poetry, prose and drama extracts.

A mature understanding of the quality, form and content of performance pieces is honed as students learn to engage their audience in a dramatic performance.

- Expressive speaking:
Expressive vocal techniques are developed as students read aloud and present different forms of literature.
- Improvisation:
Developing impromptu responses to a given stimulus.
- Storytelling:
Narrative and character voices are developed through presenting original stories.
- Presentation skills:
Students learn to develop their confidence in presenting themselves to an audience.



“The class here is something I look forward to every week, because of my class and my teacher. It’s a great way to learn to be myself and be exposed to more literature.”

– Jang Yong

“I’ve been attending Speech and Drama classes since 2017. I have learnt many skills that have improved my performance skills greatly. With my mentor’s guidance, I became confident with myself and with my public speaking and acting capabilities.”

– Su Hui

Section B

Text 2

The text below describes a family's relationship with their helper Mrs A. Read it carefully and answer Questions 5–13 in the Question Booklet.

- 1 We called her that, Babette. We liked the nickname because it suggested a sense of belonging, and she liked it because it was exclusively hers and sounded precious, with its French tone. I do not think Emanuele ever understood what it meant; maybe someday he will come across Karen Blixen's story, or more likely the movie, and then he will make the connection. Nonetheless, he accepted that Mrs A had become Babette from a certain point on, his Babette, and I suspect that by the similarities in sound he associated that nickname with her babouches, the slippers that his nanny put on as soon as she entered our house and replaced side by side next to the chest at the end of the day. When Nora had noticed the worn-down condition of the soles and bought her a new pair, she had confined them to the closet, never used. That was how she was—she never changed anything. She genuinely opposed change body and soul, and though her obstinacy was funny, even foolish at times, I cannot deny we liked it. In our lives, my life and those of Nora and Emanuele — who at that time seemed to fluctuate each day, swaying precariously in the wind like a young plant — she was a steady element, a haven, an ancient tree with a trunk so massive that even three pairs of arms could not encircle it. 5
- 2 She had become Babette one Saturday in April. Emanuele was already talking, but he was still sitting in the high chair, so it must have been maybe five or six years ago. For months Mrs A had been insisting that we go and visit her at her home, at least once, for dinner. Nora and I, experts at declining invitations that even vaguely hinted at family gatherings, had avoided it for quite some time, but Mrs A was not easily discouraged, and every Monday she was prepared to renew the invitation for the following weekend. We gave in. We drove up to Beaconsfield in a state of unusual concentration, as if gearing up to do something unnatural that would require a high degree of industry. We were not used to sitting down at the table with Mrs A, not back then: despite the constant time spent together, an implicitly hierarchical relationship existed between us by which, if anything, she was on her feet, busy, while we ate and talked about our own affairs. 20
- 3 "Beaconsfield," Nora said with a puzzled look, gazing at the densely wooded hill. "Imagine living here all your life." 30
- 4 We toured the three-room apartment where Mrs A spent her lonely widowhood, uttering excessive compliments. The information we had about her past was scant — Nora knew only a little more than I — and since we could not attribute a sentimental significance to what we saw, the setting seemed no more, no less than an unnecessarily grand home, very clean and a little kitschy. Mrs A had set the round table in the living room impeccably, with silverware aligned on a floral tablecloth and heavy, gold-rimmed goblets. The dinner itself, I thought, seemed like a reason to justify the existence of that good china, which obviously had not been used in years. 35 40

- 5 She seduced us with a menu designed to include a combination of our favourites: a farro and lentil soup, marinated cutlets, fennel au gratin in a very light béchamel sauce and a salad of sunflower leaves that she had picked herself, very finely chopped and seasoned with mustard and vinegar. I still recall each and every course and the physical sensation of gradually relinquishing my initial rigidity and surrendering to that culinary indulgence. 45
- 6 “Just like Babette!” Nora exclaimed.
- 7 “Like who?”
- 8 So we told her the story, and Mrs. A was moved listening to it, envisioning herself as the chef who had left the Café Anglais to serve the two spinsters and then spent all her money preparing an unforgettable feast for them. She dabbed at her eyes with the edge of her apron and quickly turned away, pretending to be doing something. 50

(Adapted from *‘Like Family’* by Paolo Giordano)

Section C

Text 3

This article discusses the ppalli-ppalli (hurrying) culture in South Korea. Read it carefully and answer Questions 14–20 in the Question Paper Booklet.

- 1 On a recent evening at Ttobagi Driver’s Restaurant in Seoul’s Gwanak District, I surreptitiously started a timer upon placing my order. The waitress strolled off in a leisurely fashion, returning with kimchi and other side dishes just two minutes and 20 seconds later. One and half minutes after that, a clay bowl of hot soup was set on the table, steaming furiously. 5
- 2 Routine speediness runs through South Korean society and is especially prevalent in the capital. There is even a term for it: ppalli-ppalli culture. Translating to ‘fast’ or ‘hurry’, ppalli is pronounced with a tensed first consonant, as if snapping the vocal apparatus like a rubber band. The ppalli-ppalli tendency can be seen in South Korea’s world-leading internet speeds, intensive language classes promising near-immediate results and popular speed-dating events. And just as time-conscious are the glitzy wedding halls that host a succession of hour-long ceremonies all weekend. 10
- 3 Ppalli-ppalli is also the watchword of the thousands of food delivery motorcyclists who bend the rules of traffic – and physics, too, it appears – to deliver their orders post-haste. To compete, McDonald’s, the global leader in fast food, began assembling its own fleets of delivery scooters in South Korea in 2007. Yet not long ago, Korea was a great deal slower due to its rural complexion. In 1960, a whopping 72% of the population lived in the countryside. So how did the people go from transplanting rice to downloading torrents in just a few decades? 15 20
- 4 Naturalised Korean citizen Gary Rector, who arrived in Seoul as a Peace Corps volunteer in 1967, reflects, “I remember being surprised because, before I came here, I had this stereotypical idea that they’re going to be zenned-out, meditating and taking life slowly. And yet I found that people were often rushing around more than Americans would. The older people were slower, but people my age – and I was 24 years old – were very busy rushing around trying to improve their lifestyle.” 25
- 5 Rector came during a time of intense change. In the early ’60s, South Korea embarked upon a series of five-year economic plans put forward by then-president Park Chung-hee. These military-style campaigns brought about the Miracle on the Han River, the transformation from a war-ruined country to an economic powerhouse, and created Korea Inc, represented by such corporate organisations as Samsung, Hyundai and LG. 30
- 6 The fruits of ppalli-ppalli are on proud display at the National Museum of Korean Contemporary History in central Seoul. Aptly, South Korea’s spirit of urgent advancement can be said to have been issued from this very building. Long before becoming a museum space, it housed both the Supreme Council for National Reconstruction and the Economic Planning Board. 35

- 7 In the exhibition hall covering 1961-1987, South Korea's period of explosive growth, I watched a young couple peer at the country's first piece of consumer electronics, the A-501 Radio, which was in fact made in 1959. Nearby, a father showed his son the boxy, cyan-blue Hyundai Pony, which first rolled off an assembly line in 1975. 40
- 8 Anthropologist Kim Choong-soon attributes much of South Korea's success as an exporter to the focus on speed. "The practice of ppalli-ppalli is not merely part of daily life for Koreans; expeditiousness is embedded deeply in their minds as a basic value," he writes in *Way Back into Korea*. "Thanks to this culture of hurry, South Korea was able to achieve tremendous economic progress and industrialisation in a very short period of time". 45
50
- 9 And while many Koreans have fully embraced the convenience of instant noodles and same-day parcel deliveries, others have rejected the hustle and bustle of city life. Numerous celebrities, for instance, have moved to the southern island of Jeju, which is much slower paced. These include pop diva Lee Hyori and her husband Lee Sang-soon, who showcased their country lifestyle on the hit reality television show *Hyori's Bed and Breakfast*. But it is hard to predict how long the back-to-the-soil moment will last. Korean social trends, too, change with the blink of an eye. 55

(Adapted from *South Korea's Unstoppable Taste for Haste* by By Matt C. Crawford)

END OF PAPER



TANGLIN SECONDARY SCHOOL

MID-YEAR EXAMINATION 2019

Secondary 4 Express & 5 Normal(Academic)

NAME

CLASS

INDEX NO.

ENGLISH LANGUAGE

1128/02

PAPER 2 COMPREHENSION

1 hour 50 minutes

Candidates answer on the Question Paper.

Additional Materials: INSERT

READ THESE INSTRUCTIONS FIRST

Write your name, index number and class on the question paper.

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

Answer all questions.

Write your answers in the spaces provided in the Question Booklet.

The Insert contains the texts for all the sections.

The number of marks is given in brackets [] at the end of each question or part question.

FOR EXAMINER'S USE	
Section A	/ 5 marks
Section B	/ 20 marks
Section C	/ 25 marks
TOTAL	/ 50 marks

This document consists of 8 printed pages.

Section A [5 marks]

Refer to the web page (Text 1) on page 2 of the Insert for Questions 1–4.

1 Who is the target audience of the webpage?

.....
..... [1]

2 Look at the photograph at the bottom of the webpage. With reference to the subtitle **Expressive and masterful use of voice and speech**, what idea does the photograph convey about the course?

.....
..... [1]

3 Identify and explain **two** features of the course stated in the right column of the website that promote creativity.

.....
.....
.....
..... [2]

4 The webpage includes quotes from participants. What is the intended effect of these on the readers?

.....
..... [1]

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5–13.

5 In paragraph 1, the writer describes Mrs A as a woman who was against anything new.

(i) Explain how the language used in the paragraph emphasises this. Support your ideas with **three** details from Paragraph 1.

.....

.....

.....

.....

.....

.....

..... [3]

(ii) Why was Mrs A open to being called Babette? **Answer in your own words.**

.....

.....

.....

..... [2]

6 In paragraph 1, we are told that Mrs A was ‘like an ancient tree with a trunk so massive that even three pairs of arms could not encircle it’ (lines 16 – 17).

(i) What does the idea of the tree trunk suggest about Mrs A’s role in the writer’s life?

.....

..... [1]

(ii) Suggest who the **three** people with their arms around the tree refer to.

.....

..... [1]

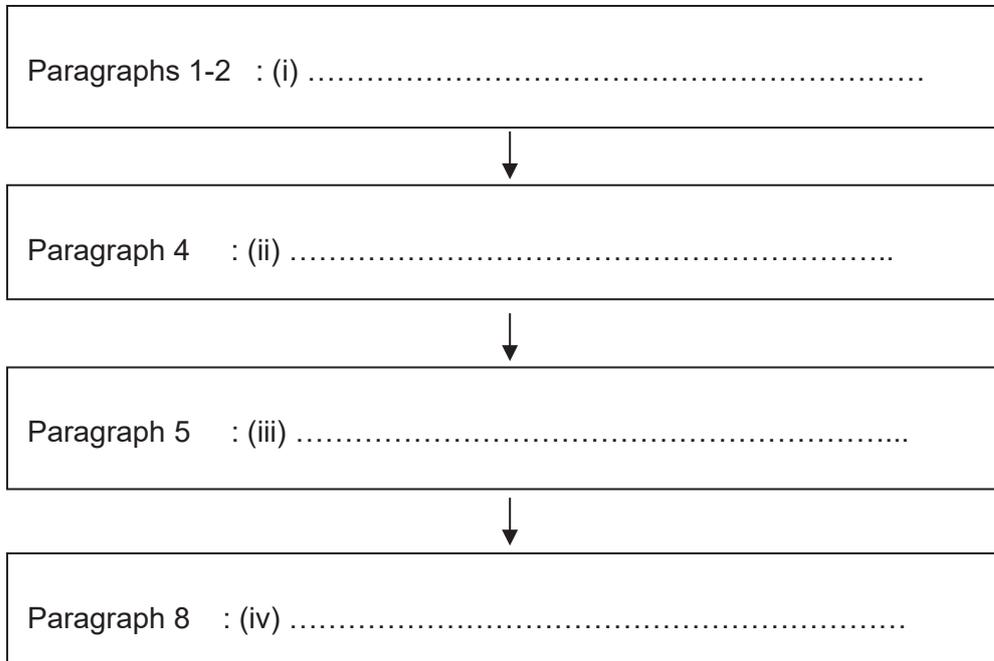
- 7 In paragraph 2, Mrs A insisted that the writer and his family visit her at her home.
(i) Why did they turn her down at first?
.....
..... [1]
- (ii) What made them give in eventually?
.....
..... [1]
- 8 In paragraph 4, while touring the home, the couple uttered “excessive compliments”. Suggest why they did this.
.....
..... [1]
- 9 The writer described Mrs A’s home as “unnecessarily grand” (line 35). Which **two** details in Paragraph 4 support his view?
(i)
(ii) [2]
- 10 The writer was doubtful why Mrs A invited them to dinner. What did he suspect to be the ulterior motive of the dinner invitation?
.....
..... [1]
- 11 In paragraph 5, the writer and Nora were treated to a sumptuous dinner. How did it change how they felt towards the invitation to dinner?
Before dinner:
.....
After dinner:
..... [2]
- 12 In paragraph 8, Mrs A was emotionally affected by the story of Babette. What parallel did she draw between herself and the character in the story?
.....
..... [1]

- 13 The structure of the text reflects the main stages in the narrative. Complete the flow chart by choosing one phrase from the box to summarise the key focus of each stage of the narrative about Mrs A. There are some extra phrases in the box that you do not need to use.

Main focus

extending hospitality	staying resolute
being stoic	hiding emotions
feigning appreciation	aiming to impress

Flow chart



[4]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 14–20.

14 In Paragraph 1, ‘the waitress strolled off in a leisurely fashion, returning with kimchi and side dishes just two minutes and twenty seconds later’.

(i) What does the word ‘just’ suggest about how the writer felt upon receiving his side dishes?

.....
..... [1]

(ii) Explain why he feels this way.

.....
.....
.....
..... [2]

15 How else does the writer emphasise how quick the service was?

.....
..... [1]

16 Explain what the writer means by ‘routine speediness’ (line 6) in describing Korean culture.

.....
..... [1]

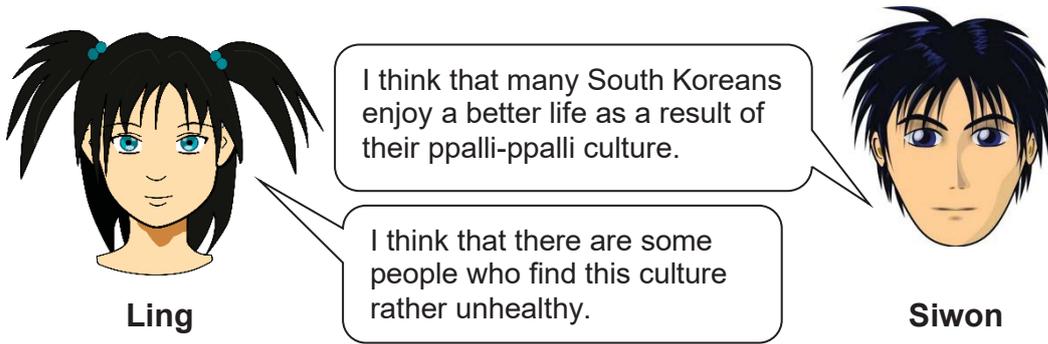
17 In Paragraph 3, why is the fast-paced life in South Korea an unexpected development?

.....
..... [1]

18 What does ‘military-style campaigns’ tell you about the manner in which the economic reforms are carried out?

.....
..... [1]

18 Here is a part of a conversation between two students, Siwon and Ling, who have read the article.



(a) Give **two** examples from Paragraphs 8 and 9 that Siwon can give to support his view.

- (i)
-
- (ii)
- [2]

(b) Which phrase in Paragraph 9 can Ling use to support her view?

.....

..... [1]



TANGLIN SECONDARY SCHOOL

MID-YEAR EXAMINATION 2019

Secondary 4 Express & 5 Normal(Academic)

NAME

CLASS

INDEX NO.

ENGLISH LANGUAGE

1128/01

Paper 1 Writing

1 hour 50 minutes

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your name, index number and class on the question paper.

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

Answer Section **A**, Section **B** and one question from Section **C**.

Write your answers in the spaces provided in the Question Booklet.

The Insert contains the text for Section B.

The number of marks is given in brackets [] at the head of each section.

ANSWER SCHEME

This document consists of 9 printed pages and 1 blank page.

Section A: Editing [10 marks]

Question 1

Carefully read the text below, consisting of 12 lines, about the Ford Factory. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is NO error in a line, put a tick (✓) in the space provided.

If the line is incorrect, circle the incorrect word and write the correct word in the space provided. The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived (to) my destination at 2 pm.

at

My mother always wears sensible clothes.

✓

On 15 February 1942, Lieutenant-General Arthur Percival

and three other officers walked to the Ford Factory. There, they met with

1

✓

General Tomoyuki Yamashita (in) the Japanese Imperial Army to sign

2

of/from
(pp)

the surrender document. Located in Upper Bukit Timah Road,

3

✓

the factory (is) Ford's first motorcar assembly plant in Southeast Asia,

4

was tense)

completed just the year before. General Yamashita took (up) the premises

5

over (pp)

(but) turned it into the Japanese headquarters. The factory formed the

6

and (conj.)

setting for (a) British surrender, which marked the start of the Japanese

7

the (art.)

Occupation that (lasts) three years and eight months. Today, the Ford

8

lasted
(tense)

Factory is one of Singapore's (nation) monuments. While Singapore's

9

national
(word form)

monuments are in pristine (conditions) today, they too have witnessed the

10

condition
(sg/pl)

country's darker moments as Syonan-to.



TANGLIN SECONDARY SCHOOL

MID-YEAR EXAMINATION 2019

Secondary 4 Express & 5 Normal(Academic)

ENGLISH LANGUAGE

1128/02

PAPER 2 COMPREHENSION

1 hour 50 minutes

ANSWER SCHEME

Section A [5 marks]

Refer to the web page (Text 1) on page 2 of the Insert for Questions 1-4.

1 Who are the target audience of the webpage?

- Teenagers who are interested to learn speech and drama skills.
- Parents who are thinking of sending their children to speech and drama classes.

[Any one: Need to be specific about learning what sort of skills]

2 Look at the photograph at the bottom of the webpage. With reference to the sub-title **Expressive and masterful use of voice and speech**, what idea does the photograph convey about the course?

The participants appear to be confident in performing a dramatic performance on stage as they say their lines/ act out the roles – this shows that the course teaches participants to be expressive and use their voices in a dramatic way.

3 Identify and explain **two** features of the course stated in the right column of the website that promote creativity.

- Improvisation which teaches/ develops students' ability to react to a given stimulus. [1]
- Storytelling which requires students to present original stories and develop narrative and character voices. [1]

[Students must identify and explain/ make the link to creativity. If only state, no marks given.]

4 The webpage includes quotes from participants. What is the intended effect of these on the readers?

Readers will be convinced that the courses are enjoyable ('look forward to every week') and beneficial ('have learnt many skills...') so that they will sign up for the courses too. [1]

[Answers must contain both elements of enjoyable and beneficial – and effect is to convince/ persuade]

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5-13.

5 In paragraph 1, the writer describes Mrs A. as a woman who was against anything new.

(i) Explain how the language used in the paragraph emphasises this. Support your ideas with **three** details from Paragraph 1.

- 'She genuinely opposed change body and soul', which shows that her attitude towards anything new was extreme. [1]
- She 'confined' her new pair of shoes to the closet, which shows that she preferred wearing her old worn pair instead of changing to a new one. [1]
- 'Her obstinacy was funny, even foolish at times' which means that she was stubborn/ refused to change to the point of being ridiculous. [1]
- 'She never changed anything' suggests that she kept everything the same and refused anything new. [1]
(Any three answers)

(ii) Why was Mrs A open to being called Babette? **Answer in your own words.**

No one else had such a name 'exclusively hers' [1] and it sounded exotic 'precious' with its French accent 'tone'. [1] OR
The name was hers alone and sounded exquisite with its French tone.
Not allowed to use "exclusively hers", "precious".

6

In paragraph 1, we are told that Mrs A was like an ancient tree with a trunk so massive that even three pairs of arms could not encircle it (lines 16-17).

(i) What does the idea of the tree trunk suggest about Mrs A.'s role in the writer's life?

She was a consistent, ever present figure in the writer's life. / The writer is used to having Mrs A. around. / The writer is saying that Mrs A. has been in his life for a long time. [1]

- Ancient tree – direct clue
- 'steady element' – contextual clue
- 'haven' – contextual clue

(ii) Suggest who the **three** people with their arms around the tree refer to.

They refer to the three of them (writer, wife and son) in the family. [1]

7 In paragraph 2, Mrs A insisted that the writer and his family visit her at her home.

(i) Why did they turn her down at first?

The couple did not like family gatherings.

- 'declining invitations that even vaguely hinted at family gatherings'

(ii) What made them give in eventually?

Mrs A's persistence [1] as she continue to extend the invitation every week until they could not turn her down.

- 'every Monday she was prepared to renew the invitation for the following weekend'

8 In paragraph 4, while touring the home, the couple uttered "excessive compliments". Suggest why they did this.

They were trying to be polite OR they did not know what else to say as they knew very little about Mrs A.

Contextual clues: 'the information we had about her was scant. // Nora knew only a little more than I ←'

9 The writer described Mrs A.' home as "unnecessarily grand". Which two details in Paragraph 4 support his view?

The two details are "heavy, gold-rimmed goblets" and "good china, which obviously hadn't been used in years".

10 The writer was doubtful why Mrs A invited them to dinner. What did he suspect to be the ulterior motive of the dinner invitation?

He chided to himself that the real purpose of the invitation was for Mrs A to show off her good china [1] rather than the actual dinner itself.

11 In paragraph 5, the writer and Nora were treated to a sumptuous dinner. How did it change how they felt towards the invitation to dinner?

**Before dinner: They started off feeling uncomfortable 'from initial rigidity'
After dinner: They slowly felt more at ease due to her hospitality, 'surrendering' [1]**

12 In paragraph 8, Mrs A was emotionally affected by the story of Babette. What parallel did she draw between herself and the character in the book?

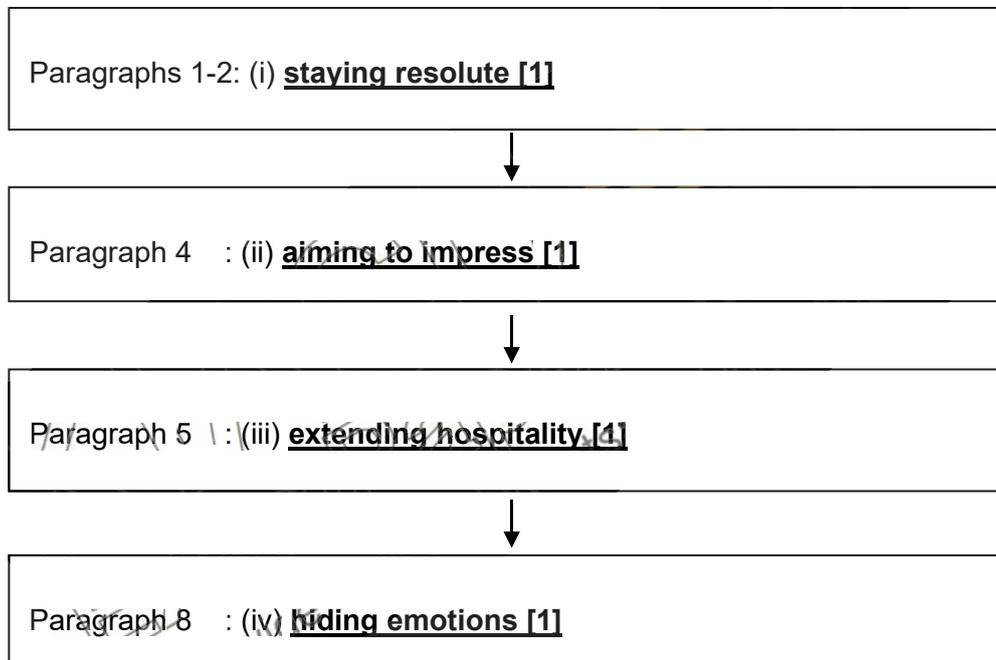
Like Babette, Mrs A spent time and effort preparing dinner for them and that they had complimented her with providing them with an 'unforgettable feast'. [1]

- 13 The structure of the text reflects the main stages in the narrative. Complete the flow chart by choosing one phrase from the box to summarise the key focus of each stage of the narrative about Mrs A. There are some extra phrases in the box that you do not need to use.

Main focus

extending hospitality	staying resolute
being stoic	hiding emotions
feigning appreciation	aiming to impress

Flow chart



Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 14-20.

14 In Paragraph 1, 'the waitress strolled off in a leisurely fashion, returning with kimchi and side dishes just two minutes and twenty seconds later'.

- (i) What does the word 'just' suggest about how the writer felt upon receiving his side dishes?

He was surprised. [1]

- (ii) Explain why he feels this way.

He was surprised because the waitress walked away in a slow manner [1] but yet she came back with his food so quickly. [1]

OR

He was surprised because he did not expect the waitress to come back with his food so quickly [1] as she moved in a slow/ relaxed manner [1].

15 How else does the writer emphasise how quick the service was?

Through the exact references to time. [1]

16 Explain what the writer means by 'routine speediness' (line 6) in describing Korean culture.

It means everyday haste/ everyday urgency in doing things/ a habit to do things quickly. [1]

Students should paraphrase 'routine speediness'.

17 In Paragraph 3, why is the fast-paced life in South Korea an unexpected development?

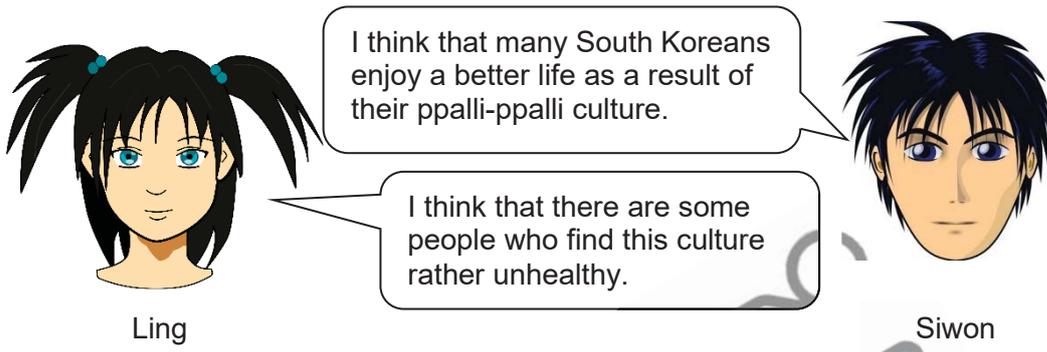
It was only recently that most South Koreans (72% of the population) lived in the countryside/ rural areas with a slower lifestyle but they have changed a lot and lead a fast-paced life within just a few decades. [1]

Answers need to show the comparison of the pace of life between the past and present.

18 What does 'military-style campaigns' tell you about the manner in which the economic reforms are carried out?

The reforms/ changes are carried out in a rigid manner, and everyone involved is expected to follow the orders to change. [1]

- 19 Here is a part of a conversation between two students, Siwon and Ling, who have read the article.



- (a) Give **two** examples from Paragraphs 8 and 9 that Siwon can give to support his view.
Which phrase in Paragraph 9 can Ling use to support her view?

The phrase is “rejected the hustle and bustle of city life.” [1]

They have enjoyed tremendous economic progress within a very short time. [1]

They have enjoyed the convenience of instant noodles and same-day parcel deliveries. [1]

- (b) Which phrase in Paragraph 9 can Ling use to support her view?

The phrase is “rejected the hustle and bustle of city life.” [1]

20

Using your own words as far as possible, summarise how the ppalli-ppalli culture has impacted every aspect of South Korean society as well as how this culture come about.

Use information only from Paragraphs 2 to 5.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words, not counting the words given to help you begin.

Ppalli-ppalli culture is everywhere and its impact can be seen ...

From Passage	Paraphrased Points
1. can be seen in South Korea's world-leading internet speeds	in South Korean's superior internet speeds and
2. Intensive language classes promising near-immediate results	rigorous language classes that guarantee instant results
3. ...popular speed-dating events	speed-dating events are popular and
4. ...the glitzy wedding halls that host a succession of hour-long ceremonies all weekend.	even weddings last for only one hour.
5. thousands of food delivery motorcyclists who bend the rules of traffic... to deliver their orders post-haste	Food delivery motorcycles break traffic rules to deliver orders quickly.
6. To compete, McDonald's, the global leader in fast food, began assembling its own fleets of delivery scooters in South Korea	MacDonalds started their own line of delivery scooters to stay ahead
7. the people go from transplanting rice to downloading torrents in just a few decades	Country gone from planting rice to downloading torrents within a few decades...
8. people my age – and I was 24 years old – were very busy rushing around trying to improve their lifestyle.	South Korean youths are focused on enriching their lifestyle
9. In the 1960s, South Korean president embarked on a series of economic plans	In the past, the government started a series of economic plans
10. These military-style campaigns brought about the Miracle on the Han River, the transformation from a war-ruined country to an economic powerhouse,	Which revived the post-war country and made it an economic powerhouse
11. and created Korean Inc represented by huge companies such as Samsung, Hyundai and LG	And also created large South Korean companies

Sample Summary

Ppalli-ppalli culture is everywhere and its impact can be seen in South Korean's superior internet speeds and rigorous language classes that guarantee instant results. Speed-dating events are popular and even weddings last for only one hour. Food delivery motorcycles break traffic rules to deliver orders quickly. MacDonalds started their own line of delivery scooters to compete. South Korean youths are focused on enriching their lifestyle. Previously, the government started implementing economic plans which revived the post-war country, making it an economic powerhouse and created large South Korean companies. [78 words]



WOODLANDS RING SECONDARY SCHOOL

Name : _____ Reg No. _____ Class : _____

EXAMINATION: MID-YEAR EXAMINATION

LEVEL : SECONDARY 4 EXPRESS/ 5 O-LEVEL DATE: 6 May 2019

SUBJECT : ENGLISH LANGUAGE (1128/1) PAPER: 1

DURATION : 1 HR 50 MINUTES MAX MARKS: 70

SETTER(S) : MDM FARHANAH SAMAT

PARENT'S/GUARDIAN'S SIGNATURE:

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write in dark blue or black pen in the spaces provided.

You may use a soft pencil for any diagrams, graphs or rough working.

Do not use staples, paper clips, highlighters, and glue or correction fluid.

Answer **Section A**, **Section B**, and one question from **Section C**.

Write your answers in the spaces provided in the Question Booklet.

The number of marks is given in the brackets [] at the head of each question.

For examiner's use

	Marks
Section A	/ 10
Section B	/ 30
Section C	/ 30
Total	/ 70

This section consists of 2 printed pages including cover page.

Section A [10 marks]**Question 1**

Carefully read the text below, consisting of 12 lines, about the methane poisoning incident in Johor Bahru. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

Circle the incorrect word and write the correct word in the space provided.

The correct word you provide must not change the original meaning of the sentence.

Example:

I arrived (to) my destination at 2pm.

_____ at _____

What started out as an isolated incident of illegally dumping chemicals into a
 Johor river have escalated into a wave of methane poisoning cases. More than 1 _____
 2,700 people have take ill and it has led to the Malaysian education ministry 2 _____
 closing all 111 schools in Pasir Gudang. This incident can be traced to a driver 3 _____
 of a tanker lorry believing to be from an illegal tyre recycling factory. The driver 4 _____
 dumped 20 to 40 tonnes of chemical waste into Sungai Kim Kim instead of 5 _____
 disposing of it properly as requirement by law. Initial cleaning works worsened 6 _____
 the chemical reaction as the contractor engaged was not experienced to dealing 7 _____
 with chemical wastes. Furthermore, the authorities also did not disposed of the 8 _____
 waste in the river after concluding that they were no longer reactive. The decision 9 _____
 was also taken due to the costs involved. Because the dire situation, the 10 _____
 government did not see the need to declare a state of emergency in Johor.



WOODLANDS RING SECONDARY SCHOOL

Name : _____ Reg No. _____ Class : _____

EXAMINATION: MID-YEAR EXAMINATION

LEVEL : SECONDARY 4 EXPRESS/ 5 O-LEVEL DATE: 6 May 2019

SUBJECT : ENGLISH LANGUAGE (1128/1) PAPER: 1

DURATION : 1 HR 50 MINUTES MAX MARKS: 70

SETTER(S) : MDM FARHANAH SAMAT

PARENT'S/GUARDIAN'S SIGNATURE:

SECTION B

This section consists of 6 printed pages including cover page.

WRS ALUMNI		VISION		Fostering Connections, Building Relationships			
MISSION		1	TO BE THE BRIDGE between the alumni & the school. To allow alumni to still be part of the WRS community / family.				
		2	TO GIVE BACK to the school, the place that taught us moral values and helped develop our character.				
		3	TO FOSTER connections & BUILD network among alumni.				
<h3>WHAT CAN YOU DO AS PART OF WRS ALUMNI?</h3>							
VOLUNTEER AS A NIGHT TUTOR <ul style="list-style-type: none"> • Help your fellow juniors prepare for the GCE 'N' and 'O' Level examinations • Share useful study strategies 		PERFORM FOR TASAD <ul style="list-style-type: none"> • Show your appreciation for your teachers • Showcase your talents in singing, dancing etc. 		SIGN UP AS WRS MENTORS <ul style="list-style-type: none"> • Guide your juniors about post-education pathways • Share tips to manage time and cope with stress 		PLAN ALUMNI GATHERINGS <ul style="list-style-type: none"> • Organize dinner for your batch • Reconnect with former classmates and teachers 	

2019 Sec 4E/5O EL MYE Paper 1 - Suggested Answers
Section B

State why the alumni association was set up	<u>Lifted from text</u> <ul style="list-style-type: none"> • To be the bridge between the alumni and the school • To allow alumni to still be part of the WRS community • To foster connections and build network among alumni 	
Say why it is important for your batch to be part of this alumni association	<u>Own explanation</u> <ul style="list-style-type: none"> • Build the foundation for the association • Start a legacy by being the first batch of alumnis • Preserving heritage of school 	
Suggest two activities that members can take part in	<u>Lifted from text</u> <ol style="list-style-type: none"> 1. Volunteer as a night tutor 2. Perform for TASAD 3. Sign up as WRS Mentors 4. Plan alumni gatherings 	<u>Own explanation</u> <ol style="list-style-type: none"> 1. Provide personal coaching, use experience to guide juniors 2. Bring a smile to teachers' faces, surprise teachers with hidden talent, 3. Tap on personal experience, alumni may be more relatable than a teacher, provide a listening ear 4. Opportunity to share reconnect and share experiences, reminisce about time in WRS
Explain how these two activities are meaningful		



WOODLANDS RING SECONDARY SCHOOL

Name : _____ Reg No. _____ Class : _____

EXAMINATION: MID-YEAR EXAMINATION

LEVEL : SECONDARY 4 EXPRESS/ 5 O-LEVEL DATE: 6 May 2019

SUBJECT : ENGLISH LANGUAGE (1128/1) PAPER: 1

DURATION : 1 HR 50 MINUTES MAX MARKS: 70

SETTER(S) : MDM FARHANAH SAMAT

PARENT'S/GUARDIAN'S SIGNATURE:

SECTION C

This section consists of 7 printed pages including cover page.



WOODLANDS RING SECONDARY SCHOOL

Name : _____ Reg No. _____ Class : _____

EXAMINATION : MID-YEAR

LEVEL : SECONDARY 4 EXPRESS / 5 O LEVELS DATE: 6 May 2019

SUBJECT : ENGLISH LANGUAGE (1128/02) PAPER: 2

DURATION : 1 HOUR 50 MINUTES MAX MARKS: 50

SETTER(S) : MS LOW MF Parent's/Guardian's Signature:

INSERT

READ THESE INSTRUCTIONS FIRST:

This insert contains Text 1, Text 2 and Text 3.

This question paper consists of 6 printed pages including the cover page.

Section A

Text 1

Study the webpage below and answer Questions 1-3 in the Question Booklet.



**THANK YOU
FOR SAVING
MY LIFE**

World Blood Donor Day

Do you know?

- 108 million units of blood are donated every year globally
- On average, a person has 10 - 11 units of blood where 1 unit can be donated

Why should you donate?

- It improves your health
- Every 2 seconds, somebody needs blood
- 41,000 units of blood are needed every day

Who can donate?

- 18 - 65 years old
- Weigh at least 50kg
- Be in good general health
- Meet minimum haemoglobin level



Section B

Text 2

In the text below, a black immigrant named Ifemelu reflected on her life and her blogging activities. Read it carefully and answer Questions 4-14 in the Question Booklet.

- 1 Princeton, in the summer, smelled of nothing, and although Ifemelu liked the tranquil greenness of the many trees, the clean streets and stately homes, the delicately overpriced shops, and the quiet, abiding air of earned grace, it was this, the lack of a smell, that most appealed to her, perhaps because the other American cities she knew well had all smelled distinctly. Philadelphia had the musty scent of history. New Haven smelled of neglect. Baltimore smelled of brine, and Brooklyn of sun-warmed garbage. Yet Princeton had no smell. She liked taking deep breaths here. She liked watching the locals who drove with pointed courtesy and parked their latest-model cars outside the ice cream shop that had fifty different flavors including red pepper or outside the post office where effusive staff bounded out to greet them at the entrance. She liked the campus, grave with knowledge, the Gothic buildings with their vine-laced walls. She liked, most of all, that in this place of affluent ease, she could pretend to be someone else, someone specially admitted into a hallowed American club, someone adorned with certainty. 5
- 2 On the other hand, she did not like that she had to go to Trenton to braid her hair. It was unreasonable to expect a braiding salon in Princeton—the few black locals she had seen were so light-skinned and lank-haired she could not imagine them wearing braids—and yet as she waited at Princeton Junction station for the train, on an afternoon ablaze with heat, she wondered why there was no place where she could braid her hair. The chocolate bar in her handbag had melted. A few other people were waiting on the platform, all of them white and lean, in short, flimsy clothes. The man standing closest to her was eating an ice cream cone; she had always found it a little irresponsible, the eating of ice cream cones by grown-up American men, especially the eating of ice cream cones by grown-up American men in public. 15
- 3 He turned to her and said, “About time,” when the train finally creaked in, with the familiarity strangers adopt with each other after sharing in the disappointment of a public service. She smiled at him. The graying hair on the back of his head was swept forward, a comical arrangement to disguise his bald spot. He had to be an academic, but not in the humanities or he would be more self-conscious. A firm science like chemistry, maybe. Before, she would have said, “I know,” that peculiar American expression that professed agreement rather than knowledge, and then she would have started a conversation with him, to see if he would say something she could use in her blog. People were flattered to be asked about themselves and if she said nothing after they spoke, it made them say more. They were conditioned to fill silences. If they asked what she did, she would say vaguely, “I write a lifestyle blog,” because saying “I write an anonymous blog called Raceteenth or Various Observations About American Blacks (Those Formerly Known as Negroes) by a Non-American Black” would make them uncomfortable. 25
- 4 She had said it, though, a few times. Once to a dreadlocked white man who sat next to her on the train, his hair like old twine ropes that ended in a blond fuzz, his tattered shirt worn with enough piety to convince her that he was a social warrior and might make a good guest blogger. “Race is totally overhyped these days, black people need to get over themselves, 30

40

it's all about class now, the haves and the have-nots," he told her evenly, and she used it as the opening sentence of a post titled "Not All Dreadlocked White American Guys Are Down."

- 5 Then there was the man from Ohio, who was squeezed next to her on a flight. A middle manager, she was sure, from his boxy suit and contrast collar. He wanted to know what she meant by "lifestyle blog," and she told him, expecting him to become reserved, or to end the conversation by saying something defensively bland like "The only race that matters is the human race." However, he said, "Ever write about adoption? Nobody wants black babies in this country, and I don't mean biracial, I mean black. Even the black families don't want them." He told her that he and his wife had adopted a black child and their neighbors looked at them as though they had chosen to become martyrs for a dubious cause. Her blog post about him, "Badly-Dressed White Middle Managers from Ohio Are Not Always What You Think," had received the highest number of comments for that month. 45
- 6 She still wondered if he had read it. She hoped so. Often, she would sit in cafés, or airports, or train stations, watching strangers, imagining their lives, and wondering which of them were likely to have read her blog. Now her ex-blog. She had written the final post only days ago, trailed by two hundred and seventy-four comments so far. All those readers, growing month by month, linking and cross-posting, knowing so much more than she did; they had always frightened and exhilarated her. SapphicDerrida, one of the most frequent posters, wrote: "I'm a bit surprised by how personally I am taking this. Good luck as you pursue the unnamed 'life change' but please come back to the blogosphere soon. You've used your irreverent and thought-provoking voice to create a space for real conversations about an important subject." 55
- 7 Readers like SapphicDerrida, who reeled off statistics and used words like "reify" in their comments, made Ifemelu nervous, eager to be fresh and to impress, so that she began, over time, to feel like a vulture hacking into the carcasses of people's stories for something she could use. Sometimes making fragile links to race. Sometimes not believing herself. The more she wrote, the less sure she became. Each post scraped off yet one more scale of self until she felt naked and false. 65

Adapted from Americanah by Chimamanda Ngozi Adichie

Section C

Text 3

The article below is about why music moves us. Read it carefully and answer Questions 15-22 in the Question Booklet.

- 1 According to Leo Tolstoy, "Music is the shorthand of emotion." Music has the ability to evoke powerful emotional responses — both chills and thrills — in listeners. This capacity is universal. Why are we moved by music? How does music evoke emotion and pleasure?
- 2 Music is a kind of language of emotion, with its components and patterns representing different feelings. People who have difficulty expressing their feelings in words sometimes feel more comfortable expressing these emotions through music. Music has also the capacity to mimic emotions, where the temporal patterns of music mirror our emotional lives, such as the introduction, buildup, climax, and closure. For example, a slow tempo naturally conveys sadness, due to the fact that it has a structural resemblance with the slowness that we might expect in a disconsolate individual.
- 3 As human beings, we have the capacity and inclination to synchronize our body movement to external rhythmic stimuli, such as music. Rhythm can have a powerful effect on movement, because the auditory system has a rich connection to motor systems in the brain. These connections help explain why music often makes us want to burst into dance, and why we feel a natural inclination to tap along with music. Sounds that are loud, sudden, and fast-paced generate increases in arousal and excitement. In contrast, relaxing music can reduce feelings of anxiety.
- 4 Listening to music that was played a lot during a significant life event many years ago, such as a family celebration, can trigger a deeply nostalgic emotional experience. The sentiment is not in the music, but in what it reminds us of. The power of music to evoke reminiscing is demonstrated in the movie *Casablanca*, where the protagonist Rick forbids his bar pianist Sam ever to play "As Time Goes By", because of the unbearable feelings of grief and loss evoked by the song.
- 5 It is therefore not surprising that music generates emotional contagion. Emotional contagion refers to the phenomenon that perceiving an emotion can sometimes induce the same emotion. A case in point is where people display automatic frowning when observing facial expressions of fear and wretchedness. For that reason, a full music experience involves watching as well as listening, particularly since visual aspects of performance greatly influence our experiences of music – the use of facial expression in music is critically important for communicating the emotional meanings of music. Hearing a mournful cello performance may effect a genuine state of despondency in a listener.
- 6 Music often makes us feel like crying, and it may not be due to a melancholic reaction but a result of us experiencing a sense of awe and admiration. The feeling is a kind of wonder at realizing what other minds are capable of creating. Awe is described as sensitivity to greatness, accompanied by a sense of being overwhelmed by the object of greatness. In response to these sensations, we may experience goosebumps and motivation for the improvement of self and society.

- 7 Interestingly, the cognitive psychologist Steven Pinker has characterized music as "auditory cheesecake". In this view, music is an exquisite gourmet feast that we ingest through the ear to stimulate a mass of pleasure circuits at once. Of course, music is not a pill that, when swallowed, inevitably produces a given state of mind. However, like other rewards, such as food and money, pleasurable music activates the pleasure and reward system, so that when something catches our ear, we like it to be repeated endlessly in the song, simply because we cannot get enough of it. 40
- 8 What makes music so emotionally powerful is the creation of expectation. Research shows that anticipation is a key element in activating the reward system and provoking musical pleasure. Unexpected changes in musical features intensity and tempo is one of the primary means by which music provokes a strong emotional response in listeners. With enough exposure, the difference between expected and actual events decreases such that listeners begin to anticipate these events, which consequently causes music to become less pleasing. 50

Adapted from Why Are We Moved By Music by Shahram Heshmat



WOODLANDS RING SECONDARY SCHOOL

Name : _____ Reg No. _____ Class : _____

EXAMINATION : MID-YEAR

LEVEL : SECONDARY 4 EXPRESS/ 5 O LEVELS DATE: 6 May 2019

SUBJECT : ENGLISH LANGUAGE (1128/02) PAPER: 2

DURATION : 1 HOUR 50 MINUTES MAX MARKS: 50

SETTER(S) : MS LOW MF Parent's/Guardian's Signature:

QUESTION BOOKLET

Additional materials:

Insert

INSTRUCTIONS TO CANDIDATES:

Write your name, index number and class on all the work you hand in.
Write in dark blue or black ink on both sides of the paper.
Do not use staples, paper clips, highlighters, glue or correction tape/fluid.

Answer **all** questions.

Write your answers in the spaces provided in the Question Booklet.

The Insert contains the texts for all the sections.

INFORMATION FOR CANDIDATES:

The number of marks is given in brackets [] at the end of each question or part question.

You are reminded of the need for clear presentation in your answers.

FOR EXAMINER'S USE		
SECTION	MARKS	
A	5	
B	20	
C	25	
TOTAL	50	

This question paper consists of 8 printed pages including the cover page.

Section A [5 marks]

Refer to Text 1 to answer Questions 1-3.

1. What is the purpose of this webpage?

.....
..... [1]

2. What is the intended effect of saying that “a single gesture can create a million smiles”?

.....
.....
..... [2]

3. How does the author use the photographs to reinforce the idea in these words:

(i) Thank you for saving my life

.....
..... [1]

(ii) World Blood Donor Day

.....
..... [1]

Section B [20 marks]

Refer to Text 2 and answer Questions 4-14.

4. Explain how language is used to highlight the charm of Princeton. Support your answer with three details from lines 1-3.

.....
.....
.....
.....
.....

[3]

5. Who, in your own words, did Ifemelu aspire to be in paragraph 1?

.....
.....
.....

[2]

6. From paragraph 2, why would it be “unreasonable to expect a braiding salon in Princeton”?

.....
.....

[1]

7. In paragraph 3, explain why people would continue to say more when Ifemelu said nothing. Answer in your own words.

.....
.....

[1]

8. Pick out two consecutive words in paragraph 4 that refer to somebody who fights for the rights of people.

.....

[1]

9. From paragraph 5, what was Ifemelu’s initial impression of the man from Ohio and how had it changed?

Initial Impression	Final Impression

[2]

10. From paragraph 6, quote an expression that proves the popularity of Ifemelu’s blog.

.....
.....

[1]

11. In paragraph 6, Ifemelu mentioned that she had discontinued her blog. What was the excuse she gave her blog readers and what was her real reason for discontinuing it?

(i) Her excuse to her blog readers	
(ii) Her real reason	

[2]

12. What is the intended effect of Ifemelu comparing herself to a “vulture hacking into the carcasses of people’s stories for something she could use” in lines 66-67?

.....
.....
.....

[2]

13. Use a word of your own to describe the tone of Ifemelu’s writing in her blog.

.....

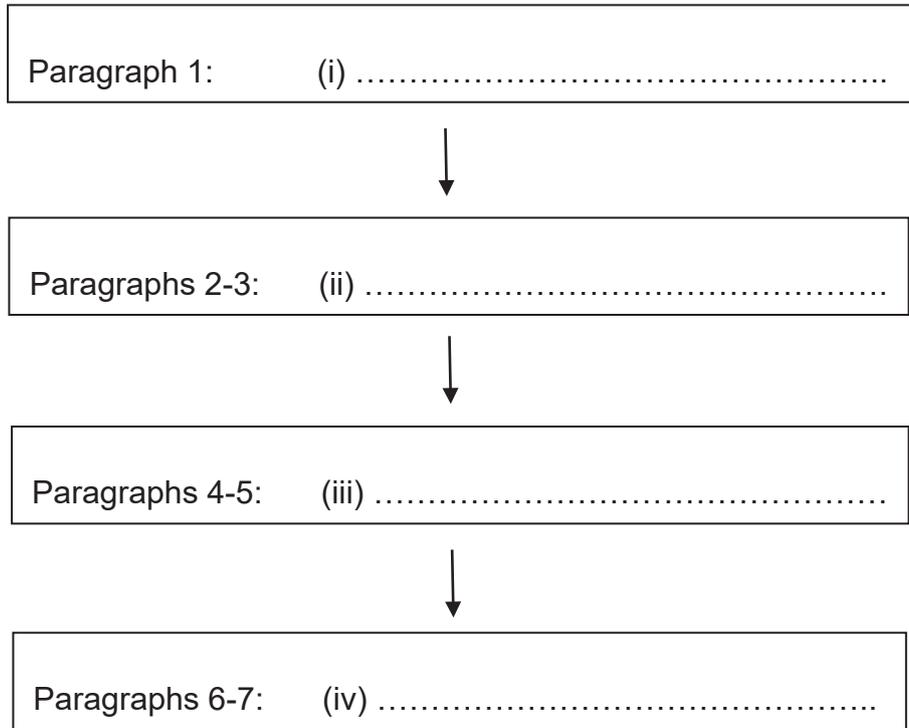
[1]

14. The structure of the text reflects the different experiences Ifemelu had in Princeton. Complete the flowchart by choosing one phrase from the box to summarise what she experienced in each part of the text. There are some extra phrases in the box you do not need to use.

Ifemelu's experience

Breaking stereotypes Beyond help Making friends	Ending racial discrimination Understanding human behaviour American dream city	Self-reflection
---	--	-----------------

Flow chart



[4]

Section C [25 marks]

Refer to Text 3 and answer Questions 15-22.

15. In paragraph 1, which sentence states that music is a quick and simple expression of emotions?

.....
.....

[1]

16. From paragraph 2, why do some people prefer to use music to express themselves?

.....
.....

[1]

17. Why do you think some people would not want to listen to certain music, in paragraph 4?

.....
.....

[1]

18. “For that reason, a full music experience involves watching as well as listening...” (lines 27-28) What does “that reason” refer to?

.....
.....

[1]

19. From paragraph 6, what are two reasons why people cry when they listen to music? Answer in your own words.

.....
.....
.....

[2]

20. Name a possible positive outcome of listening to music in paragraph 6.

.....
.....

[1]

21. Here is a part of a conversation between two students about music.



(a) How can Famela explain her view of music from paragraph 7?

.....
..... [1]

(b) What are two points in paragraphs 7 and 8 that Patrick can use to support his view?

.....
.....
..... [2]

22. **Using your own words as far as possible**, summarise the reasons why we are moved by music.

Use only information from paragraphs 2 to 5.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin).

2019 Sec 4E/5O EL MYE Paper 1 - Suggested Answers
Section A

<p>What started out as an isolated incident of illegally dumping chemicals into a Johor river have escalated into a wave of methane poisoning cases. More than 2,700 people have take ill and it has led to the Malaysian education ministry closing all 111 schools in Pasir Gudang. This incident can be traced to a driver of a tanker lorry believing to be from an illegal tyre recycling factory. The driver dumped 20 to 40 tonnes of chemical waste into Sungai Kim Kim instead of disposing of it properly as requirement by law. Initial cleaning works worsened the chemical reaction as the contractor engaged was not experienced to dealing with chemical wastes. Furthermore, the authorities also did not disposed of the waste in the river after concluding that they were no longer reactive. The decision was also taken due to the costs involved. Because the dire situation, the government did not see the need to declare a state of emergency in Johor.</p> <p>Adapted from https://www.channelnewsasia.com/news/asia/pasir-gudang-methane-poisoning-timeline-what-we-know-so-far-11348968</p>	<p>1 has (SVA) 2 taken (tense) 3 ✓ 4 believed (tense) 5 ✓ 6 required (word form) 7 in (prep) 8 dispose (tense) 9 wastes (plural) 10 Despite (conj.)</p>
---	--

2019 Sec 4E/5O EL MYE Paper 1 - Suggested Answers
Section C

#	Question	Text Type	Possible Answers
1	Describe the most memorable family gathering that you have attended. What made the gathering unforgettable?	Blended (Description + Viewpoint)	Detailed description of: <ul style="list-style-type: none"> • Gathering <ul style="list-style-type: none"> ○ Event ○ Setting (restaurant, home etc.) Justify “memorable”: <ul style="list-style-type: none"> • Occasion (birthday, farewell, anniversary etc.) • Companion (significance family member etc.)
2	Many Singaporeans feel that studying abroad is a better opinion. What is your opinion?	Viewpoint	Advantages <ul style="list-style-type: none"> • High quality of local universities <ul style="list-style-type: none"> ○ Consistently ranked highly • Learn to be independent <ul style="list-style-type: none"> ○ Doing own housework ○ Troubleshooting problems • Experience a different culture <ul style="list-style-type: none"> ○ Interaction with locals ○ How society functions • Being part of a different learning environment <ul style="list-style-type: none"> ○ Teaching style ○ Classroom setting ○ Classmates’ behaviour Disadvantages <ul style="list-style-type: none"> • Being homesick <ul style="list-style-type: none"> ○ Missing family members back home • Inability to adapt to a different culture <ul style="list-style-type: none"> ○ Culture shock when interacting with locals • Possibly less safe environment compared to Singapore
3	What factors do you consider to be essential for a group to work successfully together?	Reflective	<ul style="list-style-type: none"> • Strong leadership • Cooperative team members • Clear communication • Willingness to compromise
4	“It takes two hands to clap.” Do you agree? Write about an incident when you and	Blended (Persuasive + Descriptive)	Part 1 <ul style="list-style-type: none"> • Yes, we need be accountable for our own actions

	<p>another person had to take responsibility for a misdeed.</p>		<ul style="list-style-type: none"> • No, we may be forced to act in a certain way for various reasons (fear, peer pressure etc) <p>Part 2</p> <ul style="list-style-type: none"> • Describe <ul style="list-style-type: none"> ○ When the incident occurred ○ Who was involved ○ What were the consequences ○ How you felt afterwards/ Learning points
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WOODLANDS RING SECONDARY SCHOOL

Name : _____ Reg No. _____ Class : _____

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ANSWER KEY

Additional materials:

Insert

INSTRUCTIONS TO CANDIDATES:

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Do not use staples, paper clips, highlighters, glue or correction tape/fluid.

Answer **all** questions.

Write your answers in the spaces provided in the Question Booklet.

The Insert contains the texts for all the sections.

INFORMATION FOR CANDIDATES:

The number of marks is given in brackets [] at the end of each question or part question.

You are reminded of the need for clear presentation in your answers.

FOR EXAMINER'S USE		
SECTION	MARKS	
A	5	
B	20	
C	25	
TOTAL	50	

This question paper consists of 7 printed pages including the cover page.

Section A [5 marks]

Refer to Text 1 to answer Questions 1-3.

1. What is the purpose of this webpage?

Inference

It is to persuade/encourage/convince people to donate blood.

[1]

Also accepted: If the criteria for blood donors are mentioned – though it is unnecessary

2. What is the intended effect of saying that “a single gesture can create a million smiles”?

Language Use

It encourages/persuades/convincing one to donate blood/ promotes blood donation because that one act of blood donation can save lives/impact the lives of many people [1] and evoke a profound sense of gratitude in others. [1]

[2]

Not accepted (NA): vague words like tell/say/show are too vague; emphasize (not the intention)

NA: mention of big impact without being specific/without explanation

NA: if the act of blood donation is not mentioned

3. How does the author use the **photographs** to reinforce the idea in these words:

- (i) Thank you for saving my life

Visual/Images/Inference

The photographs show people smiling and using hand gestures that represent heartfelt appreciation, which emphasises how grateful they are to the donors whose blood has saved them. / putting their hands over/near to their heart to show gratitude for/to their blood donors.

[1]

Do note that photographs are not the same as illustrations.

- (ii) World Blood Donor Day

Visual/Images/Inference

The photographs show people of different/many nationalities OR people from different countries which suggest that people from around the world can take part in the blood donation drive/the blood donation drive is a global event.

[1]

NA: gender/race/skin colour/culture/background

Section B [20 marks]

Refer to Text 2 and answer Questions 4-14.

4. Explain how language is used to highlight the charm of Princeton. Support your answer with three details from lines 1-3.

Language Use

Any 3 points:

- The “tranquil greenness of the many trees” highlights how nature created a peaceful/calm/serene environment.
- The “clean streets” emphasise the neat/well-kept/well-organised/orderly conditions of the pathways/roads in Princeton.
- The “stately homes” stress the regal elegance of the houses.
- The “delicately overpriced shops” suggest that while the items being sold might be rather expensive, they reflected the subtle refined taste of the people who could afford it.
- The “quiet, abiding air of earned grace” underscores how the beauty and style of Princeton endured the test of time. [3]

Language details should be quoted.

Note that for this question, you should not combine the language details and explain them in the same sentence. Instead you may use discourse markers such as “firstly”, “secondly” and “thirdly” to separate your ideas.

5. Who, in your own words, did Ifemelu aspire to be in paragraph 1?

Vocabulary/UYOW

She wanted to be a well-respected American/American of a high status [1] who was self-assured/confident of herself/her place in the American society. [2]

From passage: “she could pretend to be someone else, **someone specially admitted into a hallowed American club, someone adorned with certainty**”

NA: accepted by society/rich/wealthy

Note that the idea of being “American” is important.

6. From paragraph 2, why would it be “unreasonable to expect a braiding salon in Princeton”?

Inference

There were very few black people who would need braiding services in Princeton. [1]

NA: The few black locals were so light-skinned and lank-haired Ifemelu could not imagine them wearing braids.

(Copying words/ideas without phrasing them to answer the question)

7. In paragraph 3, explain why people would continue to say more when Ifemelu said nothing. Answer in your own words.

Vocabulary/UYOW

They were trained/used/accustomed/compelled to not allow gaps/pauses/lulls in a conversation.

[1]

From passage: "They were **conditioned to fill silences**."

NA: quiet moments

8. Pick out two consecutive words in paragraph 4 that refer to somebody who fights for the rights of people.

Vocabulary/Quote

The words are "social warrior".

[1]

NA: Wrong punctuation

9. From paragraph 5, what was Ifemelu's initial impression of the man from Ohio and how had it **changed**?

Inference

Initial Impression	Final Impression
<u>Defensive/Racist</u>	<u>Unbiased/ Open/ Open-minded / Non-discriminatory</u>

[2]

Note that the initial and final impressions have to be contrasting, as the question requires you to show the change.

NA: Reserved vs Outspoken, Non-racist

10. From paragraph 6, quote an expression that proves the popularity of Ifemelu's blog.

Quote/Inference

The expression is "trailed by two hundred and seventy-four comments (so far)".

[1]

NA: Wrong punctuation

NA: "...growing month by month" – shows increase but the actual number could be very small

11. In paragraph 6, Ifemelu mentioned that she had discontinued her blog. What was the excuse she gave her blog readers and what was her real reason for discontinuing it?

Inference

(i) Her excuse to her blog readers	She wanted/wanted to pursue a (unnamed) <u>life change</u> . NA: A life change / To pursue a life change (Need to specify the context/subject); change in lifestyle/career; had a life change
------------------------------------	--

[2]

(ii) Her real reason	She was concerned that <u>she was losing herself and her real reason for writing.</u> OR She was <u>no longer certain/doubted that she was writing for the right reasons.</u>
----------------------	--

12. What is the intended effect of Ifemelu comparing herself to a “vulture hacking into the carcasses of people’s stories for something she could use” in lines 66-67?

Language Use

It emphasises how she was disgusted with/ ashamed/not proud of herself/felt guilty [1] for being a revolting scavenger who took advantage/made use of others for her own benefit/gain. [1] [2]

13. Use a word of your own to describe the tone of Ifemelu’s writing in her blog.

Inference/UYOW

The tone is cheeky/playful/sassy. [1]

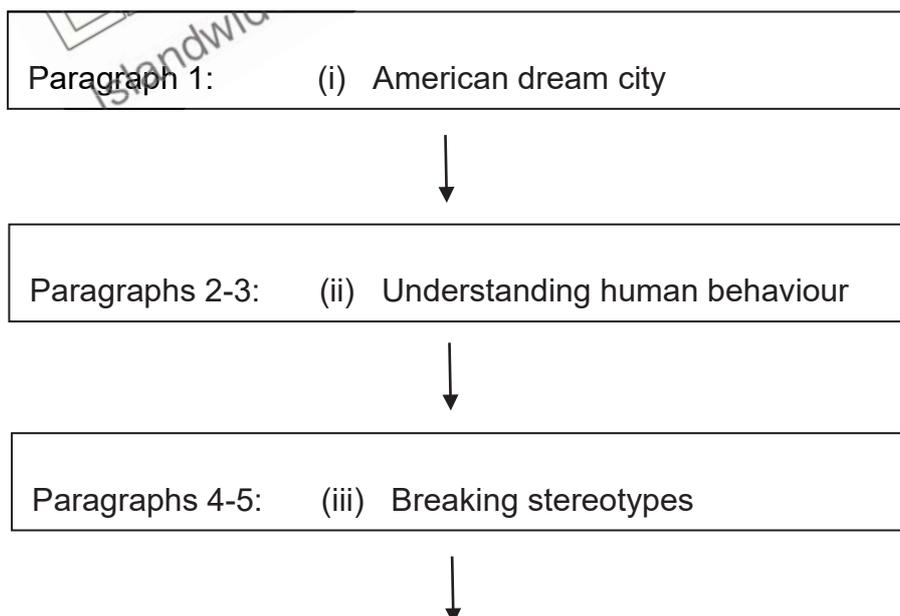
14. The structure of the text reflects the different experiences of Ifemelu had in Princeton. Complete the flowchart by choosing one phrase from the box to summarise what she experienced in each part of the text. There are some extra phrases in the box you do not need to use.

Global (Structure)

Ifemelu’s experience

Breaking stereotypes Beyond help Making friends	Ending racial discrimination Understanding human behaviour American dream city	Self-reflection
---	--	-----------------

Flow chart



Paragraphs 6-7: (iv) Self-reflection

[4]

NA: Wrong punctuation; wrong spelling; mistakes in copying
Students are reminded to make an effort to show the capitalization of your letters.

Section C [25 marks]

Refer to Text 3 and answer Questions 15-22.

15. In paragraph 1, which sentence states that music is a quick and simple expression of emotions?

Quote/Vocabulary

"Music is the shorthand of emotion."

[1]

Also accepted: 'According to Leo Tolstoy, "Music is the shorthand of emotion."' – do note that the original answer above is the correct answer though.

NA: Wrong punctuation; mistakes in copying

16. From paragraph 2, why do some people prefer to use music to express themselves?

Literal

These people may have difficulty expressing their feelings in words and therefore feel more comfortable expressing these emotions through music.

[1]

17. Why do you think some people would not want to listen to certain music, in paragraph 4?

Inference

They may not want to reminisce/bring back/be reminded of/recall/remember sorrowful/bad memories/feelings of loss and grief through the music.

[1]

NA: Music can educate/trigger/evoke unbearable feelings of loss and grief – the idea has to be phrased in a way to answer the question, which is from the perspective of the person

18. "For that reason, a full music experience involves watching as well as listening..." (lines 27-28) What does "that reason" refer to?

Literal/Reference

It refers to the phenomenon that perceiving an emotion can sometimes induce the same emotion/ emotional contagion (generated by music).

[1]

NA: It refers to perceiving an emotion can sometimes induce the same emotion – phrased awkwardly

19. From paragraph 6, what are two reasons why people cry when they listen to music?
Answer in your own words.

Vocabulary/UYOW

People could be crying because a heartrending/sad/sorrowful response was triggered [1] or they were overcome with a feeling of amazement/wonder and reverence/respect/was impressed by the music. [1] [2]

From passage: “due to a **melancholic reaction** but a result of us **experiencing a sense of awe and admiration**”

20. Name a possible positive outcome of listening to music in paragraph 6.

Inference

People may be motivated/inspired/ get/gain/have motivation to improve self and society. [1]

Also accepted: motivated to improve self – should have mentioned both self and society though

NA: if the answer includes “experience goosebumps”

21. Here is a part of a conversation between two students about music.



- (a) How can Famela explain her view of music from paragraph 7?
Justification

She can explain that music “is an exquisite gourmet feast that we ingest through the ear to stimulate a mass of pleasure circuits at once”.

[1]

She can explain that music is an exquisite gourmet feast that we ingest through the ear to stimulate a mass of pleasure circuits at once.

NA: Wrong punctuation

- (b) What are two points in paragraphs 7 and 8 that Patrick can use to support his view?
Justification

Firstly, “music is not a pill that, when swallowed, inevitably produces a given state of mind”, and so it may not give pleasure. [1]

Secondly, when “the difference between expected and actual events decreases such that listeners begin to anticipate these events” through exposure, music becomes less pleasing too. [1]

[2]

Firstly, music is not a pill that, when swallowed, inevitably produces a given state of mind, and so it may not give pleasure. [1]

Secondly, when the difference between expected and actual events decreases such that listeners begin to anticipate these events through exposure, music becomes less pleasing too. [1]

Also accepted: “With enough exposure, the difference between expected and actual events decreases such that listeners begin to anticipate these events, which consequently causes music to become less pleasing.”

NA: if the idea that music does not inevitably create a particular state of mind is not related to the idea of pleasure or enjoyment (not explained)

22. **Using your own words as far as possible**, summarise the reasons why we are moved by music.

Use only information from paragraphs 2 to 5.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin).

	From passage	Your own words
1.	Music is a kind of <u>language of emotion</u> ,	Music is an <u>expression of feelings</u>
2.	with <u>its components and patterns representing different feelings</u> .	where <u>its various elements and arrangements signify diverse moods</u>
3.	Music has also the <u>capacity to mimic emotions</u> ,	Music is <u>able to imitate emotions</u>
4.	where the <u>temporal patterns of music mirror our emotional lives</u>	with the <u>musical cadence reflecting our passionate existences</u>

5.	(a) <u>As human beings, we have the capacity</u> (b) <u>and inclination to synchronize our body movement to external rhythmic stimuli,</u>	It is <u>natural for humans to exhibit the capability and instinct to groove to the beat of music we hear</u>
6.	<u>Rhythm can have a powerful effect on movement,</u>	Its <u>tempo can affect how we move</u>
7.	because the <u>auditory system has a rich connection to motor systems in the brain.</u>	as our <u>sense of hearing has strong links to our brain's motor systems.</u>
8.	<u>Listening to music that was played a lot during a significant life event many years ago</u>	<u>Music frequently heard at important milestones in the past</u>
9.	can <u>trigger a deeply nostalgic emotional experience.</u>	may <u>recall an intensely sentimental memory</u>
10.	<u>music generates emotional contagion</u>	<u>Music creates emotional contagion</u>
11.	the phenomenon that <u>perceiving an emotion can sometimes induce the same emotion.</u>	such that <u>observing a feeling may prompt a similar reaction.</u>

One reason for why we are moved by music is that music is an expression of feelings where its various elements and arrangements signify diverse moods. Besides, music is able to imitate emotions with the musical cadence reflecting our passionate existences. Conversely, it is natural for humans to exhibit the capability and instinct to groove to the beat of music we hear – its tempo can affect how we move as our sense of hearing is strongly linked to our brain's motor systems. Moreover, music frequently heard at important milestones of our past may recall an intensely sentimental memory. It can also create emotional contagion, prompting a similar reaction to the feeling observed.

No. of words: 102 (for 12 points)



YUAN CHING SECONDARY SCHOOL
Secondary Four Normal Technical Course
Mid-Year Examination 2019

CANDIDATE
NAME

CLASS

INDEX
NUMBER

<input type="text"/>	<input type="text"/>
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ENGLISH LANGUAGE

1195/01

Paper 1 Writing

6 May 2019

Candidates answer on the Question Paper.
No Additional Materials are required.

1 hour 15 minutes

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number in the spaces provided on all the work you hand in.

Write in dark blue or black pen on both sides of the paper.

Do not use staples, paper clips, glue or correction fluid.

Answer **all** questions.

Write your answers in the spaces provided on the Question Paper.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [] at the head of each section.

For Examiner's Use	
Section A	<input type="text"/>
Section B	<input type="text"/>
Total	<input type="text"/>

This paper consists of **8** printed pages and **1** blank page.

[Turn Over

Section A: Functional Tasks [30 marks]

Read the information in the advertisement below about a Camp Instructor position at *Camp Challenge* and complete the tasks in Part 1 and Part 2.

CAMP CHALLENGE

Looking for Camp Instructors!

At Camp Challenge, our instructors are handpicked for their positive mindsets, love for the outdoors and passion for youth development. We inspire and motivate every youth in our programme to start a journey of self-discovery, learning and growth that will have a positive impact on their future.

As we continue to grow our operations, we seek people who share the same passion for nurturing youths via the great outdoors to join our family. Positions as camp instructors are now open for application!

Requirements

- Relevant experience and/or active sporting or outdoor background will be advantageous;
- Able to commit to overnight camps, for example a 3-day 2-night camp;
- To attend a 2-day training course to level up your facilitation skills.

Course fee: \$25

We regret that only shortlisted candidates will be notified for interview.

So what are you waiting for? Fill in our application form now!

Part 1: Form Filling

Ever since you attended school camps in Secondary Two, you always felt that the position of a camp instructor would be something that would suit you. You are keen to take on that role for self-development and wish to positively influence youths.

You will find the application form on page 3. Using details in the advertisement on page 2 and the information below, complete the application form.

- You are a peer leader in school.
- If your application is accepted, this will be your first job.
- You are an active member of a Cycling Club and you train regularly with the members at Bukit Timah Hill.
- You are allergic to chocolate.

You may invent a name, address and contact details for yourself to fill in the form.

CAMP CHALLENGE

APPLICATION FORM (CAMP INSTRUCTOR)

N.B. This form must be completed in full. All sections must be filled in accurately and legibly.

Name of applicant (Underline Last Name):	NRIC No.:
Date of Birth (dd/mm/yyyy):	Gender: Male/Female*
Address:	
Telephone number:	Email address:

1.	Do you have any previous work experience?	Yes / No*
	If your answer to question 1 is 'Yes', please provide details below.	

2. Do you have any other relevant experience or/and active sporting or outdoor background?
Put a tick in the appropriate box(es) and state the details in the space(s) provided.

No, I do not have relevant experience and active sporting/outdoor background.

Yes, I have relevant experience.

Details: _____

Yes, I have an active sporting/outdoor background.

Details: _____

During the 2-day training course, meals will be provided. Give details of any dietary requirements below or write N/A if not applicable:

I hereby declare that all information given on this form is accurate.

Signature of Applicant

Date (dd/mm/yyyy)

N.B. Where an asterisk* is used or alternative answers are provided, cross out the word(s) that do not apply. DO NOT use any other method of indicating your answer.

[10]

Section B: Guided Writing [30 marks]

Read the text below about *Self-help for a Sprained Ankle* and complete the task on page 7.

Self-help for a Sprained Ankle

Most minor soft tissue injuries can be managed at home. For the first two to three days after your injury, you should follow the **PRICE** procedure.

	<p>Protect your injury from further damage. For example, use a support or splint.</p>
	<p>Rest your injury for the first two to three days. You may need to use crutches if you have also injured your leg and you want to remain mobile. Then reintroduce movement gradually so you do not delay your recovery by losing muscle strength.</p>
	<p>Ice the painful area with a cold compress such as ice or a bag of frozen peas wrapped in a towel. This will help reduce swelling and bruising. Do this for 15 to 20 minutes every two to three hours. Do not apply ice directly to your skin as it can burn your skin.</p>
	<p>Compress the injured area with an elastic bandage or elasticated tubular bandage to help limit swelling and movement. But do not leave the bandage on while you sleep.</p>
	<p>Elevate your injury by resting it above the level of your heart and keep it supported. This could mean lying on the sofa with your foot on some cushions if you have injured your leg.</p>



YUAN CHING SECONDARY SCHOOL

Secondary Four Express / Five Normal Academic Course
Mid-Year Examination 2019

CANDIDATE
NAME

CLASS

INDEX
NUMBER

<input type="text"/>	<input type="text"/>
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ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension
INSERT

06 May 2019

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

This Insert contains Text 1, Text 2 and Text 3.

This paper consists of **6** printed pages.

[Turn Over

Section A

Text 1

Study the webpage below and answer Questions 1- 4 in the Question Paper Booklet.

International Internship for Final Year Students at PSA Singapore

Are you a final year student looking for World Class International Internship?
Are you trying for an internship in a Multi-National Corporation (MNC) at Singapore?
Then this is the ideal choice for you!

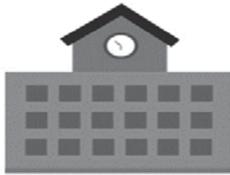


WHAT YOU CAN EXPECT:

- Rewarding and challenging experience whilst working along the best professionals in the industry
 - Meaningful responsibilities where you can apply classroom learning to real world situations
 - Better understanding of the business operations at PSA
- Interns who perform well will be considered for full-time positions upon graduation.**

Requirements:

- You are welcome to apply as long as you have the required skills for the project.
- All students from the Institute of Technical Education, Local Polytechnics and Autonomous Universities are welcome to apply.



STAGE 1

Check with your school and/or internship portal for internship opportunities with PSA.



STAGE 2

For those unable to find suitable opportunities, please visit our Career page and apply online.



STAGE 3

For those shortlisted for an internship with PSA, you may be required to attend an interview.



My intern experience in 2011 taught me that it takes more than academic qualifications to be an engineer. Life skills are very important to succeed in this line. Upon graduation, I joined PSA because there is a structured programme to bring newly joined engineers up to speed.

– Wong Chi Chin

Adapted from <https://www.singaporepsa.com/careers/internship>

Section B

Text 2

The text below is about the experiences of the young Nelson Mandela. Read it carefully and answer Questions 5-16 in the Question Paper Booklet.

- 1 Like all Xhosa children, I acquired knowledge mainly through observation. We were meant to learn through imitation and emulation, not through questions. When I first visited the homes of whites, I was often dumbfounded by the number and nature of questions that children asked of their parents — and their parents' unfailing willingness to answer them. In my household, questions were considered a nuisance; adults imparted information as they considered necessary. 5
- 2 My life, and that of most Xhosas at the time, was shaped by custom, ritual, and taboo. This was the alpha and omega of our existence, and went unquestioned. Men followed the path laid out for them by their fathers; women led the same lives as their mothers had before them. Without being told, I soon assimilated the elaborate rules that governed the relations between men and women. I discovered that a man may not enter a house where a woman has recently given birth, and that a newly married woman would not enter the kraal of her new home without elaborate ceremony. I also learned that to neglect one's ancestors would bring ill-fortune and failure in life. If you dishonoured your ancestors in some fashion, the only way to atone for that lapse was to consult with a traditional healer or tribal elder, who communicated with the ancestors and conveyed profound apologies. All of these beliefs seemed perfectly natural to me. 10
15
20
- 3 I came across few whites as a boy at Qunu. The local magistrate, of course, was white, as was the nearest shopkeeper. Occasionally white travellers or policemen passed through our area. These whites appeared as grand as gods to me, and I was aware that they were to be treated with a mixture of fear and respect. However, their role in my life was a distant one, and I thought little if at all about the white man in general or relations between my own people and these curious and remote figures. 25
- 4 The only rivalry between different clans or tribes in our small world at Qunu was that between the Xhosas and the amaMfengu, a small number of whom lived in our village. AmaMfengu arrived on the eastern Cape after fleeing from Shaka Zulu's armies in a period known as the iMfecane, the great wave of battles and migrations between 1820 and 1840 set in motion by the rise of Shaka and the Zulu state, during which the Zulu warrior sought to conquer and then unite all the tribes under military rule. AmaMfengu, who were not originally Xhosa-speakers, were refugees from the iMfecane and were forced to do jobs that no other African would do. They worked on white farms and in white businesses, something that was looked down upon by the more established Xhosa tribes. But amaMfengu were an industrious people, and because of their contact with Europeans, they were often more educated and "Western" than other Africans. 30
35
40

- 5 When I was a boy, amaMfengu were the most advanced section of the community and furnished our clergymen, policemen, teachers, clerks, and interpreters. They were also amongst the first to become Christians, to build better houses, and to use scientific methods of agriculture, and they were wealthier than their Xhosa compatriots. They confirmed the missionaries' axiom, that to be Christian was to be civilised, and to be civilised was to be Christian. There still existed some hostility toward amaMfengu, but in retrospect, I would attribute this more to jealousy than tribal animosity. This local form of tribalism that I observed as a boy was relatively harmless. At that stage, I did not witness nor even suspect the violent tribal rivalries that would subsequently be promoted by the white rulers of South Africa.

Adapted from 'Long Walk to Freedom' by Nelson Mandela

Section C

Text 3

The text below is about the Mexican free-tailed bat. Read it carefully and answer Questions 17- 24 in the Booklet.

- 1** Down by the cave mouth, something slithers in the dusk. Snakes prowl there sometimes, hoping to eat fallen bats. The floor of the cave itself is alive with insects, small invertebrates, and other predators eager to devour any bat that loses its toehold. Because this is a nursery cave—full of mother and baby bats—the boiling cushion of hungry jaws on the cave floor is rarely disappointed. A local university once brought out a small whale carcass on a flatbed truck and left it in the cave briefly for the bugs to strip clean. It took about two days. Normally, outside the cave, the bugs would be feeding on carrion. Though they were beetles as adults, their half-inch larvae were fuzzy eating machines. The cave itself sprawls 1,000 feet long, 130 feet deep, and is an average of 60 feet in diameter, so there are countless crevices for bats with plenty of floor room for bugs.

5
10
- 2** Researchers who venture into the cave wear respirators and tightly fitting clothes. Not only could they be showered with droppings from the bats overhead, there would be the thick layers of powdery guano, the crawling beetle larvae, the infernal heat, and the intense vapour of ammonia. To the bats, it is bliss: a toasty incubator. For them, hell would be trying to live where we do, it is refrigerated boxes without fresh air or sunlight, which we litter with obstacles and perfume with such nauseating essences as peppermint, lemon, and chlorine bleach.

15
20
- 3** Perhaps they would find it strange that we feed on dismembered animals, killed longer before they are eaten; and yet, paradoxically, we insist on cooking them to the warmth of fresh prey. Small clouds swell outwards from the cave, spinning like an open funnel, as the bats orbit until they are high enough to depart. Like airplanes in a mountain valley, they must circle to climb, so they whisk around one another, wing to wing, in tight ranks. As they revolve, they pick up speed. Over open country, free-tailed bats can cruise at sixty kilometres an hour.

25
- 4** Their mouths are open when they fly because they need them that way to echolocate. They are not snarling or mean; they are just trying not to bump into anything. We associate that look – open mouth and bared teeth – with menace, but they are not being aggressive. That is how their sonar works. You can easily walk down into the centre of the bowl, toward the cave, right into the thick of the fluttering bats without fear. You could stand in the middle of twenty million wild bats and not get hit by any of them. In fact, the only way you can get close to one is to try to catch one in mid-flight. It is not difficult to do, however. All you have to do is flail your hands around for a bit. Once a bat is caught, the ideal fashion in which to hold it is to treat it as if it were a roll of wrapping paper. Do not grip onto it too hard or you may injure it. Its wings held closed by your grip, its small furry brown head sticking out, the little bat will look frightened and fragile. It will use its chin as a pry bar to try

30
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and escape, but it will make no attempt to bite.

- 5 Some bats live to be more than thirty years old. If someone goes on a rampage and kills a bat, they may be killing an animal that has lived on this planet for thirty years. It is not like killing a roach. For their size, they are the longest-lived mammal on earth. But unfortunately, they are also the slowest-reproducing mammal for their size. Mother bats usually only rear one pup a year. If you took a pair of meadow mice and gave them everything they needed for survival, theoretically they and their progeny could leave a million meadow mice by the year's end. If you provided an average pair of bats with the same opportunity, in one year there would be a total of three bats—mother, father, and baby. And bats cluster in large colonies in the most vulnerable places. Bats form some of the world's largest concentrations of warm-blooded animals, and they could be destroyed in five minutes. There are records of people who have wiped out millions of bats in one day.

Adapted from Moon by Whale Light, and Other Adventures Among Bats, Penguins Crocodilians and Whales

- END OF INSERT -



YUAN CHING SECONDARY SCHOOL
Secondary Four Express / Five Normal Academic Course
Mid-Year Examination 2019

CANDIDATE
NAME

CLASS

INDEX
NUMBER

<input type="text"/>	<input type="text"/>
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ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

06 May 2019

1 hour 50 minutes

Candidates answer on the Question Booklet.

Additional Materials : Insert

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number in the spaces provided on all the work you hand in.

Write in dark blue or black ink on both sides of the paper.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **all** questions.

Write your answers in the spaces provided in the Question Paper.

The Insert contains the texts for all the sections.

The number of marks is given in brackets [] at the end of each question or part question.

For Examiner's Use	
Section A	
Section B	
Section C	
Total	

This paper consists of **8** printed pages and **1** Insert.

[Turn Over

Section A [5 marks]

Refer to the webpage (Text 1) on page 2 of the Insert for Questions 1 - 4.

1 Look at the photograph featuring the five people.

What characteristics of the PSA staff are being highlighted in the photograph?

.....

..... [2]

2 Give **one** phrase in the webpage which highlights the fact that being an intern at PSA will not be just a local experience.

.....

..... [1]

3 Explain how the webpage attempts to make the internship application process appear easy and convenient.

.....
..... [1]

4 Study the sharing by PSA staff member, Wong Chi Chin, at the bottom of the webpage.

How does his sharing add value to the purpose of the webpage?
.....
..... [1]

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5 - 16.

5 What surprised the writer during his first visit to the homes of the whites?

.....
.....

[2]

6 Give a word in paragraph 1 that shows asking questions was unwelcomed by the adults in the writer's family.

.....
.....

[1]

7 'All of these beliefs seemed perfectly natural to me.' (lines 20-21)

In your own words, what do you think made the writer accept these beliefs willingly?

.....
.....

[2]

8 'The local magistrate, of course, was white...' (lines 22-23)

What does this phrase suggest about the writer's perception about the whites?

.....
.....

[1]

9 Give a reason as to why the whites must 'be treated with a mixture of fear and respect' by the Xhosas (lines 25-26).

.....
.....

[2]

10 '...their role in my life was a distant one, and I thought little if at all about the white man in general...' (lines 26-27)

Identify the word(s) or phrases in the lines above which suggest:

(i) detachment..... [1]

(ii) indifference..... [1]

11 When did the amaMfengu people arrive on the eastern Cape?

..... [1]

12 What 'jobs' were the amaMfengu people doing that 'no other African would do' (line 37)?

.....
..... [1]

13 **In your own words**, give reasons why the amaMfengu people turned out to be 'the most advanced section of the community' (lines 43-44)?

.....
..... [2]

14 Based on the way the writer described the amaMfengu people in paragraph 5, what was his impression of them?

..... [1]

15 'This local form of tribalism that I observed as a boy was relatively harmless. At that stage, I did not witness nor even suspect the violent tribal rivalries that would subsequently be promoted by the white rulers of South Africa.' (lines 51-54)

How would you describe the writer's character, based on his sentiments about the amaMfengu people from the lines above?

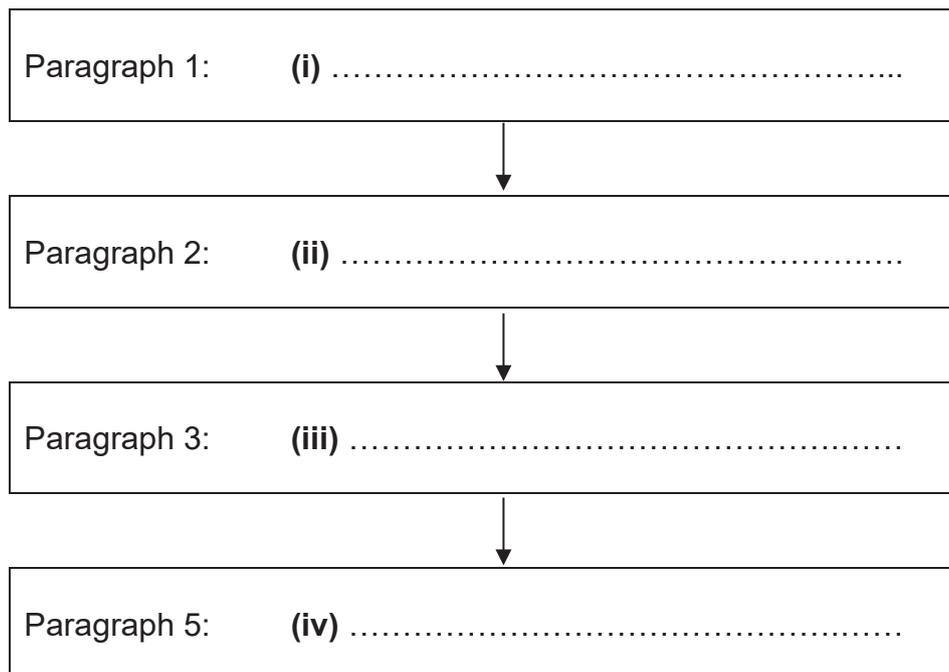
..... [1]

- 16 The structure of the text reflects the state of mind or attitude of the writer about his own people, the whites and the amaMfengu. Complete the flow chart by choosing one word from the box to reflect his general feeling or attitude in each of the paragraphs listed. There are some extra words in the box that you do not need to use.

State of mind or attitude

acceptance	bewilderment	inspired	astonishment
estrangement	nonchalance	admiration	

Flow chart



Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 17 - 24.

17 What feature of the cave makes it an attractive place for predators ‘to devour any bat’ (line 4)?

.....
..... [1]

18 Which phrase in paragraph 1 tells us that the beetles have a huge appetite?

..... [1]

19 Why was there a need for cave researchers to ‘wear respirators and tightly fitting clothes’ (lines 13-14) upon entering the cave?

.....
..... [2]

20 Who do ‘they’ (line 21) refer to?

..... [1]

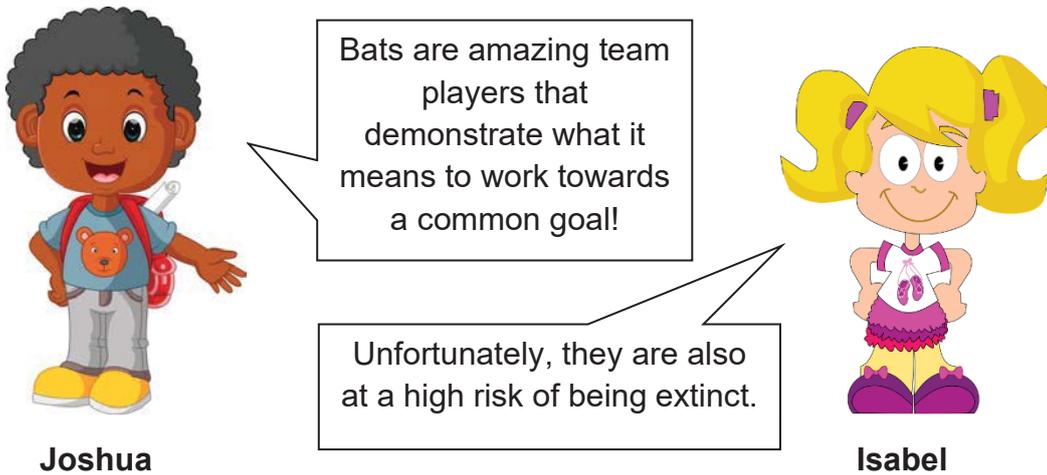
21 What **two** physical characteristics of the bats give them an aggressive appearance?

.....
..... [1]

22 How does one know that the bats do not intentionally cause harm to humans?

.....
..... [1]

23 Here is a part of the conversation between two students, Joshua and Isabel, who have read the article.



(i) With reference to paragraph 3, what evidence could be used to support Joshua's view?

.....
.....
..... [2]

(ii) How would Isabel explain her view?

.....
..... [1]

24 **Using your own words as far as possible**, summarise the facts that tell us that bats are actually harmless creatures that can be easily hurt and rapidly reduced in numbers.

Use only information from paragraphs 4 and 5.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin).

.....
.....
.....
.....
.....
.....

No. of words: [15]

- END OF PAPER -

Marking Scheme

CAMP CHALLENGE

APPLICATION FORM (CAMP INSTRUCTOR)

N.B. This form must be completed in full. All sections must be filled in accurately and legibly.

Name of applicant (Underline Last Name): Any invented name but must be in FULL with last name underlined [1]	NRIC Number: T023xxxxxK [1] (Must begin with T03 to correspond to the age)
Date of Birth (dd/mm/yyyy): Any invented DOB with 2002 as year of birth and in the correct format	Gender: Male/Female* Cross out gender that does not apply <div style="text-align: center; border: 1px solid black; width: 20px; margin: 0 auto;">1</div>
Address: Any invented address [1] <div style="text-align: center; border: 1px solid black; width: 20px; margin: 0 auto;">1</div>	
Telephone number: Any invented telephone number	Email address: Any invented email

1.	Do you have any previous work experience?	Yes / No* [1]
	If your answer to question 1 is 'Yes', please provide details below.	

2. Do you have any other relevant experience or/and active sporting or outdoor background?
Put a tick in the appropriate box(es) and state the details in the space(s) provided.

No, I do not have relevant experience and active sporting/outdoor background.

Yes, I have relevant experience.

Details: I am a peer leader in secondary school. **[1]**

Yes, I have an active sporting/outdoor background.

Details: I am an active member of a Cycling Club and I train regularly with the members at Bukit Timah Hill. **[1]**

During the 2-day training course, meals will be provided. Give details of any dietary requirements below or write N/A if not applicable:

I am allergic to chocolate. **[1]**

I hereby declare that all information given on this form is accurate.

[1]

Signature of Applicant

Date (dd/mm/yyyy)

Any 1 item is omitted, award zero.

Yuan Ching Secondary School
English Department
Table of Specifications

Level/Stream : ____4NT____ Paper : One (1195) Total Marks : __60____ Setter (s) : Kelly

Section A : Functional Tasks (30marks)

Part 1 : Form Filling [10 m]

Part 2 : Functional Writing [20m]

Task Type : Job Application/ Personal statement

Setter's notes on Task Fulfilment

Situation

Students to show understanding that they are writing a personal statement for a job application

Purpose

To persuade the reader to hire him/her as a camp instructor at Camp Challenge

Audience

Students to show awareness of audience – writing to the HR of Camp Challenge

Tone

Formal, polite and persuasive

Elaboration

Students to give details of the following and elaborate using information provided in the question paper and their own ideas (which must be relevant & logical):

- Reasons for wanting to be a camp instructor
 - Since you attended school camps in secondary two, you always felt that you have the flare for the job.
 - You have the desire to inspire youths, be a positive influence to them. You want to be a good role model while guiding them along the way and sharing your personal experiences.
- Personal qualities which would make you a good camp instructor
 - Having been a peer leader in school, you are good at relating to people, and many have described you as being approachable and understanding. Give examples of situations that demonstrate these qualities.

- Outgoing and social individual who enjoys outdoor activities and nature. You believe you will be able to energise the youths through your vibrancy and passion for the outdoors.
- Personal goals you have for yourself as a camp instructor
- Other than wanting to inspire youths, you also feel that this is a great platform for you to develop yourself, professionally as well as in your character.

Given it is a personal statement, it should just be written in paragraphs.

SPATE for Section B: Guided Writing

Section B: Guided Writing

<p>SITUATION Over the weekend, you sprained your ankle while playing basketball. When you got back to school, your teacher thought it would be a good opportunity/teachable moment for you to impart your first-aid knowledge to the rest of your schoolmates.</p>											
<p>PURPOSE Write a speech to the school, teaching the students the self-care for a sprained ankle through your personal account.</p>											
<p>AUDIENCE Your schoolmates</p>											
<p>TONE Formal, enthusiastic</p>											
<p>ELABORATION</p> <table border="1"> <thead> <tr> <th>Task Fulfilment</th> <th>From the text</th> <th>Own ideas/paraphrase</th> </tr> </thead> <tbody> <tr> <td>How you sprained your ankle</td> <td>while playing basketball</td> <td> <ul style="list-style-type: none"> - You met up with some friends to have a game as it is a part of your weekend routine. - You were distracted and you fell over yourself, clumsily. </td> </tr> <tr> <td>How you follow the PRICE procedure to treat your sprained ankle</td> <td> <p>NCDCC member at school, so you applied first-aid to yourself.</p> <p>Protect your injury from further damage. For example, use a support or splint.</p> <p>Rest your injury for the first two to three days. You may need to use crutches if you have also injured your leg and</p> </td> <td> <ul style="list-style-type: none"> - You responded like it was your second nature in part due to the easy to remember acronym, "PRICE". - 'P and R' which stand for protect and rest respectively. The first thing to do is to ensure that your </td> </tr> </tbody> </table>			Task Fulfilment	From the text	Own ideas/paraphrase	How you sprained your ankle	while playing basketball	<ul style="list-style-type: none"> - You met up with some friends to have a game as it is a part of your weekend routine. - You were distracted and you fell over yourself, clumsily. 	How you follow the PRICE procedure to treat your sprained ankle	<p>NCDCC member at school, so you applied first-aid to yourself.</p> <p>Protect your injury from further damage. For example, use a support or splint.</p> <p>Rest your injury for the first two to three days. You may need to use crutches if you have also injured your leg and</p>	<ul style="list-style-type: none"> - You responded like it was your second nature in part due to the easy to remember acronym, "PRICE". - 'P and R' which stand for protect and rest respectively. The first thing to do is to ensure that your
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How you sprained your ankle	while playing basketball	<ul style="list-style-type: none"> - You met up with some friends to have a game as it is a part of your weekend routine. - You were distracted and you fell over yourself, clumsily. 									
How you follow the PRICE procedure to treat your sprained ankle	<p>NCDCC member at school, so you applied first-aid to yourself.</p> <p>Protect your injury from further damage. For example, use a support or splint.</p> <p>Rest your injury for the first two to three days. You may need to use crutches if you have also injured your leg and</p>	<ul style="list-style-type: none"> - You responded like it was your second nature in part due to the easy to remember acronym, "PRICE". - 'P and R' which stand for protect and rest respectively. The first thing to do is to ensure that your 									

	<p>you want to remain mobile. Then reintroduce movement gradually so you do not delay your recovery by losing muscle strength.</p> <p>Ice the painful area with a cold compress such as ice or a bag of frozen peas wrapped in a towel. This will help reduce swelling and bruising. Do this for 15 to 20 minutes every two to three hours. Do not apply ice directly to your skin as it can burn your skin.</p> <p>Compress the injured area with an elastic bandage or elasticated tubular bandage to help limit swelling and movement. But do not leave the bandage on while you sleep.</p> <p>Elevate your injury by resting it above the level of your heart and keep it supported. This could mean lying on the sofa with your foot on some cushions if you have injured your leg.</p>	<p>injury will not worsen and hence, do not put additional weight on the injury by using a support. Luckily for you, you had your very buffed friends to assist you that day. Take time to let the injury heal. You also try to minimise movement as far as possible but gradually introduce movement. Good opportunity to get your siblings to run errands for you.</p> <ul style="list-style-type: none"> - 'I' stands for Ice where you will ice the painful area. Since you did not have a cold compress, you used a frozen packet of peas wrapped in a towel instead. You do this for about 15 minutes each time with an interval of about 3 hours. - 'C' stands for compress. You bandaged your ankle to reduce swelling and bruising. - 'E' stands for Elevate your ankle and use pillows to support it.
<p>What are the advantages of knowing this procedure</p>	<p>Useful Life skill (first advantage)</p>	<ul style="list-style-type: none"> - Relatively easy to remember and apply, even if you are not medically certified. - Handy as applying this procedure in a similar and sudden situation would certainly reduce recovery time. - Especially important if you are active and play a lot of sports where injuries are a common place, unfortunately. Thus knowing some first-

		aid would always be a plus.

Proper layout of a speech is expected

Good morning!

Thank you for your kind attention!



**YUAN CHING SECONDARY SCHOOL
MID-YEAR EXAMINATION 2019
SECONDARY FOUR EXPRESS/ FIVE NORMAL ACADEMIC
ENGLISH LANGUAGE (1128/02)
PAPER TWO
SUGGESTED MARKING SCHEME**

Section A [5 marks]

Refer to the webpage (Text 1) on page 2 of the Insert for Questions 1-4.

1 Look at the photograph featuring the five people.

What characteristics of the PSA staff are being highlighted in the photograph? (INFERENCE)

- **The staff are happy/ satisfied/ fulfilled/ confident working in PSA [1]**
- **The jobs in PSA are suitable for both genders [1]** [2]
- **The staff play different roles in PSA [1]**

Any TWO of the above.

Not accepted:

- *The people are smiling = too vague (inference is needed)*
- *They look friendly/ professional/ approachable = trait must indicate some form of direct personal benefit/ fulfilment to choosing PSA to do an internship*

2 Give **one** phrase in the webpage which highlights the fact that being an intern at PSA will not be just a local experience. (VOCAB)

- **International internship** [1]

Not accepted:

- *World class international internship = 'World class' does not mean it's a global/ international experience.*

3 Explain how the webpage attempts to make the internship application process appear easy and convenient. (APPRECIATION)

- The process is divided/ split into three stages/ steps for the students to follow.

OR

- The process is explained in a flowchart of visual images/ pictures for students to follow.

[1]

Not accepted:

- *Students can apply online = the fact that the text is a webpage on the internet is understood as a convenient marketing tool. It's the design of the page that makes the difference.*

4 Study the sharing by PSA staff member, Wong Chi Chin, at the bottom of the webpage.

How does his sharing add value to the purpose of the webpage? (GENRE)

- It will help final year students to see how they can learn beyond the textbooks / get a taste of working life / through an internship at PSA.

OR

- It will help final year students see how they can learn real-life working situations through an authentic workplace.

[1]

OR

- It helps students to see how a structured programme can prepare final year students for final jobs.

Not accepted:

- *It brings engineers up to speed = direct lifting of this phrase with no elaboration will not be awarded the mark.*

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5-16.

5 What surprised the writer during his first visit to the homes of the whites? (CONTENT)

- **With the number and nature of the questions the children asked (1) of their parents and their parents' unfailing willingness to answer them (1).**

[2]

6 Give a word in paragraph 1 that shows asking questions was unwelcomed by the adults in the writer's family. (VOCAB)

- **Nuisance**

[1]

7 'All of these beliefs seemed perfectly natural to me.' (lines 20-21)

In your own words, what do you think made the writer accept these beliefs willingly? (PARAPHRASE)

Paraphrase from 'shaped by custom, ritual, and taboo...' (lines 8-9)

- **He was influenced by these traditions/ beliefs since young.** (1)

Paraphrase from '...went unquestioned' (line 19)

- **No one raised doubts about/ challenged these beliefs. / It was normal to follow these traditions/ beliefs.** (1)

[2]

Not accepted:

- *Afraid to follow because he will have bad fortune in life = it's not out of fear, but being unassuming that made him follow.*
- *Had to follow and listen to his parents = vague answer, i.e. he can be rebellious towards them and yet still blindly follow those beliefs out of his own will.*

8 'The local magistrate, of course, was white...' (lines 22-23)

What does this phrase suggest about the writer's perception about the whites? (INFERENCE)

He perceived/ viewed them as

- people who had power/ authority over the Xhosas/ were superior to the Xhosas.

[1]

Not accepted:

- *They had good jobs = vague answer that does not indicate the whites were better than the Xhosas in any way, i.e. anybody can have a good job.*

9 Give a reason as to why the whites must 'be treated with a mixture of fear and respect' by the Xhosas (lines 25-26). (INFERENCE)

Infer from 'appeared as grand as gods' (line 25)

- They were in charge/ in control of the law and daily provisions/necessities in the land.

Infer from 'curious and remote figures' (line 28)

- It is known that they are above/ better than the Xhosas in every aspect of life.

[2]

Not accepted:

- *They were afraid that the whites would harm them/ destroy their lives. = the textual clues in paragraph 3 point towards the power the whites had over the law, and control of the daily needs of the Xhosas, rather than any physical harm they can inflict.*
- *Policemen or travellers would pass by the area where the Xhosas lived = no inference is made, just a statement of fact.*

10 '...their role in my life was a distant one, and I thought little if at all about the white man in general...' (lines 26-27) (LANGUAGE USE)

Identify the word(s) or phrases in the lines above which suggest:

(i) detachment - **distant**

[1]

(ii) indifference - **thought little (if at all)**

[1]

11 When did the amaMfengu people arrive on the eastern Cape? (CONTENT)

- They arrived during the period of iMfecane.

Not accepted:

- Between 1820 and 1840 = lines 30-31 indicate clearly the period the amaMfengu people arrived was iMfecane, i.e. "AmaMfengu arrived on the eastern Cape after fleeing from Shaka Zulu's armies in a period known as the iMfecane," (lines 30-31).

[1]

12 What 'jobs' were the amaMfengu people doing that 'no other African would do' (line 37)? (SYNTAX)

- They worked as farmers and businessmen.

[1]

Lifting is allowed from line 38, 'They worked on white farms and in white businesses'

13 In your own words, give reasons why the amaMfengu people turned out to be 'the most advanced section of the community' (lines 41-42)? (INFERENTIAL)

Infer from 'They worked on white farms and in white businesses....But amaMfengu were an industrious people, and because of their contact with Europeans, they were often more educated and "Western" than other Africans' (lines 37-40):

- They had more interactions with the whites
OR
- They were more exposed to the cultural lifestyle/ habits/ practices of the whites
OR
- They had access to the learning/ gaining knowledge the whites had

1 mark for ONE of the points stated above

- as they were hired as labourers by the whites. (1)

Not accepted:

- Zero if any of the following terms OR their inflected forms is mentioned: Europeans, Westerners, Africans, educated, worked, businesses, contact, industrious. (Strictly in your own words. The only exception would be 'whites', which would be the summarising term for Europeans and Westerners.)

[2]

- *They were amongst the first to become Christians, to build better houses, and to use scientific methods of agriculture. = these are the consequences of being advanced, not the reasons/ causes.*

14 Based on the way the writer described the amaMfengu people in paragraph 5, what was his impression of them? (GENRE)

- **Capable/ Intelligent/ Modern/ Advanced/ Well-educated/ Cultured/ Rich**

[1]

Any answer that reflects a favourable impression the writer formed of them

Not accepted:

He respected/ admired them. = This is more of an attitude adopted towards the whites after knowing them at a deeper level, not so much of an impression.

15 'This local form of tribalism that I observed as a boy was relatively harmless. At that stage, I did not witness nor even suspect the violent tribal rivalries that would subsequently be promoted by the white rulers of South Africa.' (lines 51-54)

How would you describe the writer's character, based on his sentiments about the amaMfengu people from the lines above? (APPRECIATION)

- **He was unassuming/ earnest/ unsuspecting/ innocent/ naïve in his thinking.** [1]

Not accepted:

- *Unaware, ignorant, impressionable, immature, oblivious = these traits do not reveal the innocent lack of wisdom and experience due to the young age of the writer, and it's not a fault of his.*

- 16 The structure of the text reflects the state of mind or attitude of the writer about his own people, the whites and the amaMfengu. Complete the flow chart by choosing one word from the box to reflect his general feeling or attitude in each of the paragraphs listed. There are some extra words in the box that you do not need to use. (EVALUATIVE)

State of mind or attitude

acceptance	bewilderment	inspired	astonishment
estrangement	nonchalance	admiration	

Flow chart

Paragraph 1:	(i) astonishment
	↓
Paragraph 2:	(ii) acceptance
	↓
Paragraph 3:	(iii) nonchalance
	↓
Paragraph 5:	(iv) admiration

[4]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 17-24.

17 What feature of the cave makes it an attractive place for predators 'to devour any bat' (lines 3-4)? (CONTENT)

- **It is a nursery cave/ filled with mother and baby bats.** [1]

18 Which phrase in paragraph 1 tells us that the beetles have a huge appetite? (VOCABULARY)

- **eating machines** [1]

Not accepted:

- *feeding of carrions = feeding on decaying flesh does not refer to a big appetite.*
- *Boiling cushion of hungry jaws = figurative language is not the best answer to describe the beetles' huge appetite.*

19 Why was there a need for cave researchers to 'wear respirators and tightly fitting clothes' (lines 13-14) upon entering the cave? (INFERENTIAL)

- **Breathing would be difficult/hard in the cave due to the high temperatures and humidity (1)**
- **To reduce inhaling of the stench/ smell coming from the vapour of ammonia (1)**

1 mark for ONE of the points stated above

- **To reduce unnecessary direct contact with the excretion of the creatures/ animals in the cave (1)** [2]

Infer from:

'Not only could they be showered with droppings from the bats overhead, there would be the thick layers of powdery guano, the crawling beetle larvae, the infernal heat, and the intense vapour of ammonia.' (lines 14-16)

Not accepted:

- *To stop insects from crawling into the bodies = the insects can crawl out of one's body, but droppings stay stained on the human skin, and is hence a more pressing reason to wear tight-fitting clothing.*

20 Who do 'they' (line 21) refer to? (VOCABULARY)

- **The bats**

[1]

Not accepted:

- *Researchers = misinterpretation of text.*

21 What **two** physical characteristics of the bats give them an aggressive appearance? (CONTENT)

- **Open mouth and bared teeth**

[1]

Note: Both characteristics must be stated to earn one mark.

22 How does one know that the bats do not intentionally cause harm to humans? (CONTENT)

[1]

- **One could stand in the middle of twenty million wild bats and not get hit by any of them.**

Not accepted:

- *When caught, they will only attempt to escape and not bite or hurt you. = In a disadvantaged situation, it's priority for the bat to escape and they may accidentally hurt its captor. However, in a situation where they are not caught and are in full capacity to hurt and they don't, it's then a stronger indication that they have no motive/ intention to harm at all.*

23 Here is a part of the conversation between two students, Joshua and Isabel, who have read the article.



Joshua

Bats are amazing team players that demonstrate what it means to work towards a common goal!

Unfortunately, they are also at a high risk of being extinct.



Isabel

(i) With reference to paragraph 3, what evidence could be used to support Joshua's view? (EVALUATIVE)

- In order to leave the cave, bats must work together/ rely on each other to fly in a circular way to climb up, (1)
- by whisking around one another, wing to wing, in tight ranks. (1) [2]

Answers must include the idea of the bats working together as a team to leave the cave.

(ii) How would Isabel explain her view? (EVALUATIVE)

- **Bats are the slowest-reproducing mammal for their size.**
- **Mother bats usually only rear one pup a year.**
- **Bats form some of the world's largest concentrations of warm-blooded animals, and they could be destroyed in five minutes.**
- **There are records of people who have wiped out millions of bats in one day.** [1]

Any ONE of the four answers above is accepted.

- 24 Using your own words as far as possible**, summarise the facts that tell us that bats are actually harmless creatures that can be easily hurt and rapidly reduced in numbers.

Use only information from paragraphs 4 and 5.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin).

In reality, bats are actually harmless creatures because they are...

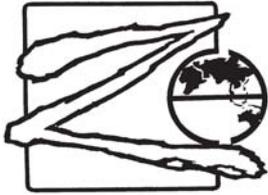
	Original points	Paraphrased points
	Bats are actually harmless creatures that can be easily hurt	
1	they're just <u>trying not to bump into anything</u>	They just want to <u>avoid clashing into things</u>
2	You could <u>stand in the middle of twenty million wild bats and not get hit by any of them.</u>	One would be <u>unharmd when stationed in the midst of many bats.</u>
3	, the only way <u>you can get close to one is to try to catch one in mid-flight.</u> It is <u>not difficult to do</u> , however. All you have to do is <u>flail your hands around for a bit.</u>	A flying bat <u>is easily grasped by swinging your hands to catch it.</u>
4	<u>Do not grip onto it too hard or you may injure it.</u>	It <u>can be hurt</u> if you <u>hold it too tightly.</u>
5	<u>Its wings held closed by your grip, its small furry brown head sticking out, the little bat will look frightened and fragile.</u>	The <u>bat is fearful and weak when in captivity.</u>
6	It will use its chin as a pry bar to <u>try and escape, but it will make no attempt to bite.</u>	It will <u>only want to break free and not to hurt its captor.</u>
	...rapidly reduced in numbers.	
7	they're also the <u>slowest-reproducing mammal</u> for their size.	<u>Female bats take the longest time amongst mammals, to give birth to their young</u>

8	<u>Mother bats usually only rear one pup a year.</u>	, normally <u>one baby a year.</u>
9	And bats <u>cluster in large colonies in the most vulnerable places.</u>	Bats <u>gather in huge groups in areas that expose them to danger.</u>
10	Bats form some of the world's largest concentrations of warm-blooded animals, and <u>they could be destroyed in five minutes.</u>	Hence, they could <u>be eliminated in a short time.</u>
11	There are <u>records of people who have wiped out millions of bats in one day.</u>	The <u>mass killing of bats within a day has a long history.</u>

In reality, bats are actually harmless creatures because they are...
 just want to avoid clashing into things when flying. One would be unharmed when in the midst of many bats. A flying bat is easily grasped by swinging your hands to catch it. It can be hurt if you hold it too tightly. The bat is fearful and weak in captivity. It only wants to break free, and not to attack. Bats gather in huge groups in areas that expose them to danger and hence can be eliminated rapidly.

(79 words)

Candidate Name: _____ Index No: _____ Class: _____



**Zhenghua Secondary School
Mid-Year Examination 2019
Secondary 4 Express and 5 Normal (Academic)
English Language**

**1128/01
6 May 2019
1 hour 50 minutes**

**Paper 1 Writing
Insert**

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READ THESE INSTRUCTIONS FIRST

This Insert contains the text for **Section B**.

This document consists of **2** printed pages and **2** blank pages.

[Turn over

BLANK PAGE

Section B

Read the printout of a poster below and use the information to answer the question on page 3 of the Question Booklet.



Be Responsible Users of Social Media & the Internet

The Internet as well as social media platforms have become an integral part of our online presence. They help us stay connected with others but you should be wary about how much personal information to divulge. Read some of these tips below:

PRIVACY!

Regardless of your privacy settings, keep in mind that your post are visible! Think before you post on social media and keep yourself safe from any kind of identity theft. Do review your passwords from time to time.

BULLY ...NOT!

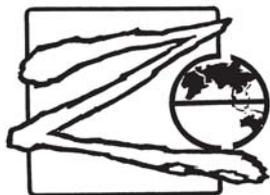
Use discretion when putting content on your social media and do not turn to social media to harass, demean or bully someone. Be careful when surfing the Internet!

BELIEVE...NOT!

Take note of spam emails and deceptive 'free' offers as these are to entice you to click on dangerous links or give up your personal information. Always be wary of offers that sound too good to be true!

BE SAFE! BE SURE! BE

Candidate Name: _____ Index No: _____ Class: _____



**Zhenghua Secondary School
Mid-Year Examination 2019
Secondary 4 Express and 5 Normal (Academic)
English Language**

**1128/01
6 May 2019
1 hour 50 minutes**

Paper 1 Writing

Candidates answer in the Question Booklet.
Additional Materials: Insert

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READ THESE INSTRUCTIONS FIRST

Write your name, index number and class in the spaces provided at the top of this page.
Write in dark blue or black ink on both sides of the paper.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **Section A**, **Section B** and one question from **Section C**.
Write your answers in the spaces provided in the Question Booklet.
The Insert contains the text for **Section B**.

The number of marks is given in brackets [] at the head of each section.
The total number of marks for this paper is seventy [70].

Name of Setter: Ms Rafiyah and Mdm Emilia

For Examiner's Use	
Section A	10
Section B	30
Section C	30
Total	70

Section A [10 marks]

Question 1

Carefully read the text below, consisting of 12 lines, about climate change in Singapore. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is NO error in a line, put a tick (✓) in the space provided.
If the line is incorrect, **circle** the incorrect word and write the correct word in the space provided.
The correct word you provide must not change the original meaning of the sentence.

Examples:

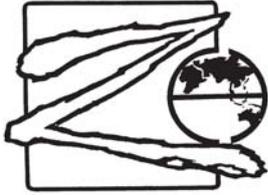
I arrived (to) my destination at 2 pm. at
My mother always wears sensible clothes. ✓

The recent spells of hot weather that Singaporeans have been experiencing	
may not be just temporary heatwaves. The island is heating up twice as fast	1
as the rest for the world. According to the Meteorological Service Singapore	2
(MSS), it is almost 1 degree Celsius hotter today than in the 1950s. What is	3
grim news is that Singapore maximum daily temperatures could reach 35 to	4
37 degress Celsius by 2100 if carbon emissions continued to rise at a	5
similar rate, warned Dr Muhammad Eeqmal Hassim, a senior research scientist	6
with the MSS Centre for Climate Research Singapore. Other country are	7
already experiencing hotter temperatures but this is more alarming with	8
Singapore because of it high level of humidity that is experienced all year	9
round. This could potential lead to grave situations as our bodies struggle	10
to cope with the heat.	



– End of Paper –

Candidate Name: _____ Index No: _____ Class: _____



**Zhenghua Secondary School
Mid-Year Examination 2019
Secondary 4 Express and 5 Normal (Academic)
English Language**

**1128/02
6 May 2019
1 hour 50 minutes**

Paper 2 Comprehension

INSERT

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READ THESE INSTRUCTIONS FIRST

This Insert contains Text 1, Text 2 and Text 3.

Section A

Text 1

Study the poster below and answer Questions 1–4 in the Question Paper Booklet.



SKIP A STRAW. SAVE A SEA TURTLE.



Every day Americans use 500 million plastic straws. Straws are on the top 10 list of marine debris items collected during the International Coastal Cleanup. They have been found stuck in sea turtles' noses and in seabirds' stomachs – proving to be deadly. If plastic continues to infect our ocean, by 2050, there will be more plastic in the ocean than fish.

JOIN US BY EXPLORING OUR PROGRAMMES



Clean Sailors Club

Ready to take on an active role in saving sea turtles? Join a community of passionate sailors with the heart to protect marine life. Meet fellow sailors and sail across the vast oceans to rescue our precious sea creatures.

KELP Kids Club

Sign up to begin educating your child on marine life protection. We have a series of Kids Environmental Lesson Plans catered for children. KELP teaches children all about marine life and ways they can care for them.



Ocean Watch

Register for our monthly newsletter to receive articles related to marine life. Get the latest updates on the everchanging landscape of marine conservation and our exclusive sea events.



VISIT WWW.SAILORSFOR THESEA.ORG FOR MORE INFORMATION

Section B

Text 2

The text below describes a man being held captive as a prisoner-of-war. Read it carefully and answer Questions 5–12 in the Question Paper Booklet.

- 1 The new prisoners waited in a shed which seemed to be the anteroom to the disinfecting chamber. SS men¹ appeared and spread out blankets into which we had to throw all our possessions, all our watches and jewelry. There were still naïve ones among us who asked, to the amusement of the more seasoned ones who were there as helpers, if they could not keep a wedding ring, a medal or a good-luck piece. No one could yet grasp the fact that everything would be taken away. 5
- 2 I tried to take one of the old prisoners into my confidence. Approaching him furtively, I pointed to the roll of paper in the inner pocket of my coat and said, “Look, this is the manuscript of a scientific book. I know what you will say – that I should be grateful to escape with my life, and that should be all I can expect of fate. But I cannot help myself. I must keep this manuscript at all costs; it contains my life’s work. Do you understand that?” 10
- 3 Yes, he was beginning to understand. A grin spread slowly across his face, first piteous, then more amused, mocking, insulting, until he bellowed an expletive at me in answer to my question. At that moment I saw the plain truth and did what marked the culminating point of the first phase of my psychological reaction – I struck out my whole former life. 15
- 4 Suddenly there was a stir among my fellow travelers, who had been standing about with pale, frightened faces, helplessly debating. The man who mocked me had no time to react, for again we heard the hoarsely shouted commands. We were driven with blows into the immediate anteroom of the bath. There we assembled around an SS man who waited until we had all arrived. Then he said, “I will give you two minutes, and I will time you by my watch! In these two minutes you will get fully undressed and drop everything on the floor where you are standing. You must take nothing with you except your shoes, your belt or suspenders, and possibly a truss². I am starting to count – now!” 20 25
- 5 With unthinkable haste, people tore off their clothes. As the time grew shorter, they became increasingly nervous and pulled clumsily at their underwear, belts and shoelaces. Then we heard the first sounds of whipping – leather straps beating down on naked bodies. 30
- 6 Next, we were herded into another room to be shaved; not only our heads were shorn, but not a strand of hair was left on our entire bodies. Then on to the showers, where we lined up again. We hardly recognised each other but with great relief, some people noted that real water dripped from the sprays.

¹ SS men – soldiers of a protective squad of WWII Nazi Germany

² truss – a padded belt/undergarment

- 7 During the later part of our imprisonment, the daily ration consisted of very watery soup given out once daily, and the usual small bread ration. In calories, this diet was absolutely inadequate, especially taking into consideration our heavy manual work and our constant exposure to the cold in insubstantial clothing. 35

- 8 When the last layers of subcutaneous fat had vanished, and we looked like skeletons disguised by skin and rags, we could watch our bodies beginning to devour themselves. The organism digested its own protein, and its muscles disappeared. Then the body had no powers of resistance left. One after another the members of the little community in our hut died. 40

Section C

Text 3

The text below is about the art of Japanese cuisine. Read it carefully and answer Questions 13–19 in the Question Paper Booklet.

- 1 For the average diner, knowledge about and interest in Japanese food seemed to be confined to a few popular dishes until fairly recently. American exposure to Japanese food was largely limited to Japanese steakhouse chain offerings and deep-fried tempura. One primary ingredient which epitomised Japanese food at its pinnacle was raw fish. However, authentically prepared Japanese cuisine using raw fish as its centrepiece was for many years unavailable outside Japan. The ingredient itself was also a major barrier to the undiluted worldwide acclaim of Japanese cuisine. 5
- 2 To the uninitiated diner decades ago, sushi (raw fish and vinegared rice balls) or sashimi (raw fish slices) were breathtakingly aesthetic in concept and very visually tempting, but all interest stopped there. Those who did not wish to offend their hosts surreptitiously deposited sashimi into a convenient paper napkin, or else swallowed it unchewed and washed it down with copious gulps of beer or saké³. It does seem an injustice that for a very long time Japanese food did not receive the widespread recognition that it deserves. Many first-time eaters, though bowled over by its aesthetic presentation, describe Japanese food as insipid, because of the subtlety of Japanese cuisine. It is lost on palates expecting elaborate blends of seasoning. Highly seasoned Chinese or intricately sauced French dishes are more likely to win over experimenting palates. Palates have to be educated to fully appreciate Japanese food beyond the familiar stews, tempura (deep fried), and the lavishly seasoned grilled dishes. Tongues have to learn to become sensitive to the slight nuances of taste, to discern the intrinsic and undisguised natural flavours in each ingredient. 10 15 20
- 3 In classical Japanese cuisine, before each diner is an array of small individual servings painstakingly prepared by the chef, each a work of art framed in its own exquisite receptacle. “Feed the eye first,” is the first order for the Japanese cook. The Japanese care about the ambience as much as the food. Artistry is not limited to the table arrangements, outdoor gardens, or exterior and interior architecture of the venue and main rooms. In the washrooms, you may be fortunate to see an exquisite seasonal floral arrangement in a bamboo receptacle, to match the bamboo paneling on the walls, or perhaps a rustic stone sink. The visual appeal of a feast can be bewildering to the uninitiated. Plates of all possible geometric shapes—square, rectangular, crescent- or fan-shaped—in many colours, sizes, and textures decorate the table. Not all are porcelain—slabs of wood, baskets, and even chestnut husks can hold food. What does this say about food in Japan? At its best, it is an overwhelming sensory aesthetic experience. And it is that meticulous attention to every phase—from selecting the freshest ingredients, choosing the serving receptacles, and most of all, the graciousness of service and attention to guests—that characterises the fine art of hosting a Japanese meal. 25 30 35

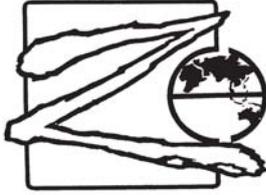
³ saké – Japanese alcoholic drink made of fermented rice, yeast and water

- 4 The key to good food is fresh quality ingredients; this is the recurring message of professional cooks and literature the world over. The Japanese have taken this message to an extreme, and the vegetables and fruit in supermarkets, department stores, and greengrocers in Japan are not only fresh, but also of perfect appearance, shape, and size. Fish and seafood are bright-eyed and glisten attractively: there is none of the dense and incriminating fishy smell that from a distance unmistakably identifies fishmongers elsewhere. 40 45
- 5 Twenty years ago, most Japanese shopped for food every day to ensure freshness, something that would be difficult to do now even in Japan. The realities of working life force people to stock up on food items so that they shop as rarely as possible. These days, even non-local foodstuffs can be of impeccable quality and freshness. Modern freezing and transportation methods have made exotic marine foodstuffs and fresh Asian vegetables and fungi available to all. Organic crop production and local farmers' markets are also making it easier to find chemical-free produce nearby. 50
- 6 Aside from its gustatory and aesthetic appeal, there is one more compelling reason to cook and eat Japanese food. It is good for you. Not only is it a balanced diet in its combination of rice, vegetables, and emphasis on fish and seafood, with a moderate intake of animal protein and fat, but many of its components have disease-preventing qualities. It is the complexity of every phase in the Japanese culinary scene that makes it one of the most respected cuisines in the world. 55 60

Copyright Acknowledgements:

- Text 1 © Image and text adapted from www.sailorsforthesea.org
 Text 2 © Viktor Frankl; *From Death-Camp to Existentialism – A Man's Search for Meaning*; 1946.
 Text 3 © Michael Ashkenazi & Jeanne Jacob; *Food Culture in Japan*; 2003.
 (<https://www.questia.com/library/117362167/food-culture-in-japan>)

Candidate Name: _____ Index No: _____ Class: _____



**Zhenghua Secondary School
Mid-Year Examination 2019
Secondary 4 Express and 5 Normal (Academic)
English Language**

**1128/02
6 May 2019
1 hour 50 minutes**

Paper 2 Comprehension

Additional Materials: Insert

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READ THESE INSTRUCTIONS FIRST

Write your name, class and index number in the spaces provided on the work you hand in.

Write in dark blue or black ink on both sides of the paper.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **all** questions.

Section A is an Insert.

Write your answers in the spaces provided in the Question Paper.

The Insert contains the texts for all the sections.

The number of marks is given in brackets [] at the end of each question or part question.

The total number of marks for this paper is fifty [50].

Name of setter: Ms. Amerlyn Ong
Ms. Geraldine Lim
Ms. Vivian Koh

For Examiner's Use	
Section A	5
Section B	20
Section C	25
Total	50

Section A [5 marks]

Refer to the poster (Text 1) on page 2 of the Insert for Questions 1–4.

- 1 How does the main image at the top of the poster help support the header ‘Skip a Straw. Save a Sea Turtle.’?

.....
.....
.....

[1]

- 2 ‘If plastic continues to infect the ocean, by 2050, there will be more plastic than fish.’

Paying close attention to the underlined word, what is the intended effect of this sentence on the readers?

.....
.....
.....
.....

[2]

- 3 State how the writer tries to persuade the readers to step forward and be more involved in supporting the organisation.

.....
.....

[1]

- 4 Which two groups of people are ‘Sailors for the Sea’ targeting through this poster?

(i)

(ii)

[1]

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5–12.

- 5** Explain, **in your own words**, why some of the new prisoners were described to be 'naïve' (line 3).

.....

.....

.....

.....

[2]

- 6 (a)** In Paragraph 2, the writer spoke to one of the old prisoners. In which **two** ways does he emphasise to them that he did not want his manuscript to be lost?

(i)

.....

[1]

(ii)

.....

[1]

- (b)** Which words or phrases in Paragraph 2 describe the manner in which the writer spoke to the other prisoner?

Descriptions	Word or phrase from the passage
(i) avoid any attention that might lead to trouble	
(ii) telling of a private matter in complete trust	

[1]

[1]

7 'At that moment, I saw the plain truth and did what marked the culminating point of the first phase of my psychological reaction – I struck out my whole former life.' (lines 15–17)

(a) According to Paragraph 3, what does 'the plain truth' refer to?

.....
.....

[1]

(b) What does the word 'culminating' suggest about how the writer reacted?

.....
.....

[1]

8 Paragraph 5 begins, 'With unthinkable haste, people tore off their clothes.' Why do you think the prisoners did so 'with unthinkable haste'?

.....
.....
.....
.....

[2]

9 (a) Identify one example of personification in Paragraph 5.

.....

[1]

(b) What is the effect of the use of personification in (a)?

.....
.....

[1]

10 Which two expressions in Paragraph 6 suggest that the prisoners were under absolute control of their captors?

.....
.....

[1]

11 At the end of the text, the writer observes the change in appearance of the prisoners over time. Explain how the language used in Paragraph 8 makes the prisoners appear unhealthy. Support your ideas with three details from the paragraph.

.....

.....

.....

.....

.....

.....

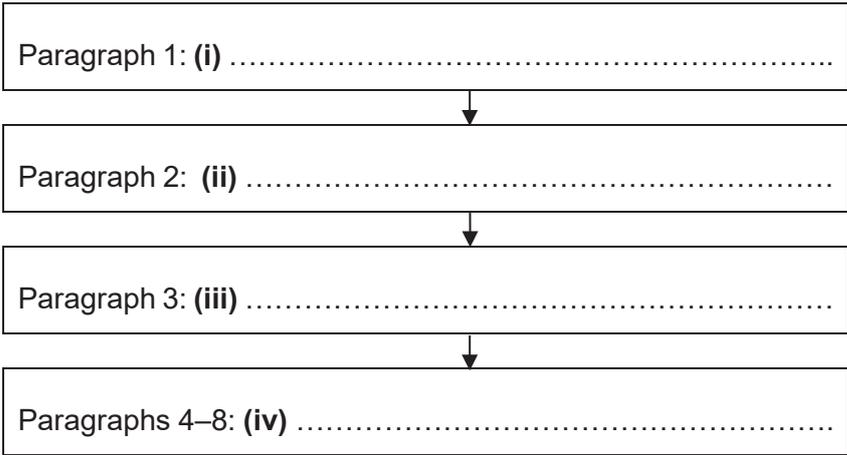
[3]

12 The structure of the text reflects the writer’s thoughts and feelings throughout his imprisonment. Complete the flowchart by choosing one word from the box to summarise the main thought or feeling presented in each part of the text. There are some extra words in the box you do not need to use.

The writer’s thoughts and feelings

submission	uncertainty	unawareness	realisation
desperation	oblivion	tolerance	

Flow chart



[4]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 13–19.

- 13 In Paragraph 2, the writer mentions that the uninitiated diner decades ago were attracted to the visual appeal of sushi and sashimi, but ‘all interest stopped there’ (line 11). What does the writer mean?

.....
 [1]

- 14 ‘Those who did not wish to offend their hosts surreptitiously deposited sashimi into a convenient paper napkin, or else swallowed it unchewed and washed it down with copious gulps of beer or saké.’ (lines 11–13)

What do the underlined words mean?

- (i) ‘surreptitiously’

..... [1]

- (ii) ‘copious’

..... [1]

- 15 ‘It does seem an injustice that for a very long time Japanese food did not receive the widespread recognition that it deserves.’ (lines 13–15)

What does this suggest about the writer’s attitude towards Japanese cuisine and its recognition in the world?

.....
 [1]

- 16 What do many first-timers expect of Japanese food, and how does it taste in reality? Answer **in your own words**.

Expectation	
Reality	

[1]

[1]

17 Here is a part of a conversation between two students, Juliana and Andy, who have read the article.



(a) With reference to Paragraph 5, how can Juliana explain her position?

.....

.....

.....

.....

[2]

(b) Provide two ways in which Andy can support his position.

.....

.....

[1]

18 Other than its taste and attractive visuals, state **two** reasons from Paragraph 6 that explain why one should consume Japanese food.

.....

.....

[1]

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about climate change in Singapore. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is NO error in a line, put a tick (✓) in the space provided.

If the line is incorrect, **circle** the incorrect word and write the correct word in the space provided.

The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived (to) my destination at 2 pm.

..... at

My mother always wears sensible clothes.

..... ✓

The recent spells of hot weather that Singaporeans have been experiencing

may not be just temporary heatwaves. The island is heating up twice as fast

1 ✓

as the rest **for** the world. According to the Meteorological Service Singapore

2 of (Prep)

(MSS), it is almost 1 degree Celsius hotter today than in the 1950s. What is

3 ✓

grim news is that **Singapore** maximum daily temperatures could reach 35 to

4 grimmer/Singapore's(poss)

37 degrees Celsius by 2100, if carbon emissions **continued** to rise at a

5 degrees/continue (T)

similar rate, **warned** Dr Muhammad Eeqmal Hassim, a senior research scientist

6 warns (T)

with the MSS Centre for Climate Research Singapore. Other **country** are

7 countries (Plural)

already experiencing hotter temperatures but this is more alarming **with**

8 for (Prep)

Singapore because of **it** high level of humidity that is experienced all year

9 its (det)

round. This could **potential** lead to grave situations as our bodies struggle

10 potentially (adv)

to cope with the heat.

Section A [5 marks]

Refer to the advertisement (Text 1) on page 2 of the Insert for Questions 1–4.

- 1 How does the main image at the top of the poster help support the header ‘Skip a Straw. Save a Sea Turtle.’?

The image shows a sea turtle struggling for air/drowning *suffocating/dying*. This evokes sympathy/*pity/empathy* in the readers, which may encourage them to stop using straws in order to protect sea creatures. [1]

Note: Students must first describe the image (drowning) before explaining how the image supports the header in persuading readers not to use plastic straws.

DNA: Either describing the image/explaining the header (no reference to both parts)

- 2 ‘If plastic continues to **infect** our ocean, by 2050, there will be more plastic than fish.’

Paying close attention to the bolded word, what is the intended effect of this sentence on the readers?

Through likening the use of plastic to a disease which could plague/damage/harm the ocean [1], the writer wishes to warn the audience not to contribute to the loss of marine creatures [1] like fish, which would soon be outnumbered. [2]

- 3 State how the writer tries to persuade the readers to step forward and be more involved in supporting the organisation.

The use of imperatives like ‘Join (a community)’, ‘Sign up...’ and ‘Register...’
OR

The use of rhetorical questions like ‘Ready to take on an active role in saving sea turtles?’ [1]

Note: Need to state the language devices i.e simply quoting is not acceptable

- 4 Which two groups of people are ‘Sailors for the Sea’ targeting through this poster?

(i) **Parents of young children**

(ii) **Marine animal lovers/ Marine enthusiasts/ People concerned about marine conservation** [1]

Both groups for one mark

OAA: people who use plastic straws

DNA: Kids/parents

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5–12.

- 5 Explain, in your own words, why some of the new prisoners were described to be 'naïve' (line 3).

The new prisoners did not **fully understand/comprehend** [1] that they were not allowed to keep any of their belongings/possessions, even the **most treasured/valued ones** [1].

[2]

(DNA: 'grasp the fact that everything would be taken away', 'could not keep a wedding ring, a medal or a good-luck piece')

DNA: prisoners 'asked' if they could throw the possessions (doesnt convey naivety)

- 6 (a) In Paragraph 2, the writer spoke to one of the old prisoners. In which two ways does he emphasise to them that he did not want his manuscript to be lost?

(i) **He starts the conversation/sentence with 'Look' (an imperative) which demands that the listener pay attention to what he has to say.**

(ii) **He uses the modal 'must' and the phrase 'at all costs' to emphasise that he will do all it takes to protect his manuscript.**

(iii) **He ends with the question 'Do you understand that?', demanding a reply/cooperation from the other prisoner that he would help to protect the manuscript.**

Note: Choose any 2 of the 3 possible answers; 1 mark for each point

[2]

- (b) Which words or phrases in Paragraph 2 describe the manner in which the writer spoke to the other prisoner?

Descriptions	Word or phrase from the passage
(i) avoid any attention that might lead to trouble	'furtively'
(ii) telling of a private matter in complete trust	'into my confidence' DNA: "take one of the prisoners into my confidence"

[1]

[1]

- 7 'At that moment, I saw the plain truth and did what marked the culminating point of the first phase of my psychological reaction – I struck out my whole former life.' (lines 15–17)

(a) According to Paragraph 3, what does 'the plain truth' refer to?

It would be impossible for the writer to preserve his manuscript, no matter how hard he tried. [1]

(b) What does the word 'culminating' suggest about how the writer reacted?

It was a pivotal turning point for him/ a sudden realisation that he could not return to his old life (before he was held captive). [1]

DNA: shocked, defeated, disappointed, devastated

- 8 Paragraph 5 begins, 'With unthinkable haste, people tore off their clothes.' Why do you think the prisoners did so 'with unthinkable haste'?

They had a limited amount of time (only two minutes) to do as they were told./ They did not have the luxury of time to think or react. [1]

They also had to remove their clothing quickly out of fear (of punishment). [1] [2]

DNA: extremely afraid to go against them (why?) & only given 2 mins to do so (doesn't explain the fact that they had no time to think)

- 9 (a) Identify one example of personification in Paragraph 5.

'leather straps beating down on naked bodies' [1]

DNA

'time grew shorter.'

(b) What is the effect of the use of personification in (a)?

It emphasises how powerful/forceful the whipping from the straps was, which rendered the prisoners helpless. [1]

- 10 Which two expressions in Paragraph 6 suggest that the prisoners were under absolute control of their captors?

'[we] were herded' and 'lined up again' (need to have 'again')

Note: Both expressions for 1 mark

DNA: 'lined up'

[1]

- 11 At the end of the text, the writer observes the change in appearance of the prisoners over time. Explain how the language used in Paragraph 8 makes the prisoners appear unhealthy. Support your ideas with three details from the paragraph.

The simile 'looked like skeletons disguised with skin and rags' implies that the prisoners' bodies were devoid of fat OR the prisoners were severely bony/malnourished/ emaciated/thin as a rake. [1]

The phrase 'our bodies beginning to devour themselves' suggests that they lost a lot of weight as time went by. [1]

The phrase 'the body had no powers of resistance left' suggests that the prisoners were weak/not strong/no energy [1]

The phrase 'organism digested its own proteins and its muscles' suggests that the prisoners were malnourished/starving/deprived of food that they were eating themselves away. [3]

The phrase ' muscles disappeared' suggests that that the prisoners were weak/getting weaker.

The phrase ' last layers of subcutaneous fat had vanished' suggests that they were losing weight/ getting skinner/thinner.

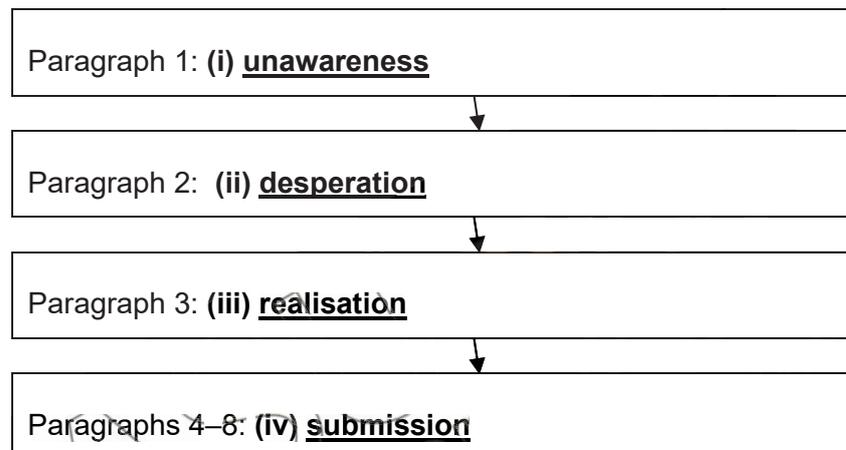
Note: Quotation and explanation must both be correct in order to award 1 mark for each point.

- 12 The structure of the text reflects the writer's thoughts and feelings throughout his imprisonment. Complete the flowchart by choosing one word from the box to summarise the main thought or feeling presented in each part of the text. There are some extra words in the box you do not need to use.

The writer's thoughts and feelings

submission	uncertainty	unawareness	realisation
desperation	oblivion	tolerance	

Flow chart



[4]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 13–19.

- 13 In Paragraph 2, the writer mentions that the uninitiated diner decades ago were attracted to the visual appeal of sushi and sashimi, but 'all interest stopped there' (line 11). What does the writer mean?

People who were unfamiliar with Japanese cuisine, while attracted by how sushi and sashimi looked, were unwilling/not keen to try or taste them. [1]

**DNA: they did not like (the taste of) Japanese food → 'jumping the gun' (only need to unpack 'no interest')
did not try/ did not want to eat**

- 14 'Those who did not wish to offend their hosts surreptitiously deposited sashimi into a convenient paper napkin, or else swallowed it unchewed and washed it down with copious gulps of beer or saké.' (lines 11–13)

What do the underlined words mean?

- (i) 'surreptitiously' – **secretly/ stealthily/ in a discreet manner**

[1]

AA: sneakily

DNA: carefully (not accurate enough) / answers in wrong form (e.g. 'not obvious') [1]

(ii) 'copious' – large/huge/very/extremely big

AA: many

DNA: continuous/repeated

*For this question, DNA if student provided more than one answer (mark the first answer).

- 15 'It does seem an injustice that for a very long time Japanese food did not receive the widespread recognition that it deserves.' (lines 13–15)

What does this suggest about the writer's attitude towards Japanese cuisine and its recognition in the world?

The writer has an indignant/ a disapproving attitude that Japanese food was not as well-appreciated as it should have been. [1]

AA (because students are doing so badly! :(): The writer is dissatisfied/ annoyed/ upset/ unhappy that... (but need to point out to students that these are not 'attitudes', so these are not the best answers)

AA: disappointed

DNA: ...feels that it is unfair (merely unpacking 'injustice' → and so?) / sad (not accurate)

DNA: angry

- 16 What do many first-timers expect of Japanese food, and how does it taste in reality? Answer in your own words.

Expectation	<p>Well-flavoured OR different types/a mixture of condiments</p> <p>AA: strong flavours/ well seasoned (DNA: 'expecting elaborate blends of seasoning' though the word 'seasoning' does not need to be paraphrased)</p> <p>DNA: tasty (subjective and too vague) DNA: nice (pls highlight to students to avoid using the word nice. Nice is the all-inclusive word for Singaporeans)</p>	[1]
Reality	<p>Bland/ Flavourless/ Tasteless (DNA: 'insipid' / 'subtle')</p> <p>DNA: bad</p> <p>AA: not very seasoned/ unseasoned/ lighter flavour Answers need to be negative, not positive eg subtle is wrong</p>	[1]

- 17 Here is a part of a conversation between two students, Juliana and Andy, who have read the article.



- (a) With reference to Paragraph 5, how can Juliana explain her position?

(from text: 'Organic crop production and local farmers' markets are also making it easier to find chemical-free produce nearby.' → cannot lift, since this is an 'explain' question)

Crops are grown without the use of chemicals (like fertilisers and pesticides) [1] and these agricultural products are easily accessible as they are sold at local farmers' markets [1]. [2]

DNA lifting, need to explain/ paraphrase

- (b) Provide two ways in which Andy can support his position.

Modern freezing and transportation have allowed the people in Japan to do so. [1]

Direct lifting from text capturing the two ways would be accepted ('Modern freezing and transportation methods have made exotic foodstuffs and fresh Asian vegetables and fungi available to all.'). but **excess would be denied** (e.g. most Japanese shopped for food every day to ensure freshness (read carefully → that is twenty years ago!) and modern freezing and transportation methods have made exotic marine food...)

DNA excess 1st part- Organic crop production and local farmers' market make it easier to find fresh ingredients. Modern freezing and transportation methods make it easy to get very fresh ingredients.

- 18 Other than its taste and attractive visuals, state **two** reasons from Paragraph 6 that explain why one should consume Japanese food.

It consists of a balanced diet (in its combination of rice, vegetables, ...) and many of its components have disease-preventing qualities. [1]

Note: Award 1 mark only when both points are mentioned

***Excess denied**

- 19 Using your own words as far as possible**, summarise the fine art of hosting a Japanese meal.

Use only information from paragraphs 3 to 4.

Your summary must be in continuous writing (not note form).

It must not be longer than 80 words (not counting the words given to help you begin).

The fine art of hosting a Japanese meal starts with ...

	From text	Paraphrased
1	before each diner is an <u>array</u> of small <u>individual</u> servings <u>painstakingly</u> (required, DNA if <u>missing</u>) prepared by the chef	A variety of food is meticulously made in single portions by the chef and
2	...each a <u>work of art</u> framed in its own exquisite receptacle	each dish, as delicate as a piece of art, is placed in its beautifully-detailed container.
3	Plates of all possible geometric <u>shapes</u> → square, rectangular, crescent- or fan-shaped – in many <u>colours</u> , <u>sizes</u> , and <u>textures</u> decorate the table. Not all are porcelain – slabs of wood, baskets, even chestnut husks can hold food	Different types - shapes, colours, sizes, textures and materials- of plates are also used.
4	The Japanese care about the <u>ambience</u> (DNA if spelt wrongly) as much as the food.	Another element is the atmosphere in which they dine in.
5	Artistry is not limited to the <u>table arrangements</u> , <u>outdoor gardens</u> , or <u>exterior and interior architecture</u> of the venue and main rooms. In the <u>washrooms</u> ...	Hosts ensure that not just the main dining area is tastefully decorated, but every peripheral aspect, ranging from the table set-up, the outdoor gardens, the

		architecture of the location, and even the washrooms, is well-considered.
6	the graciousness of service...	Hospitable service is ensured
7	attention to guests	and guests' needs are well attended to.
8	(ingredients) are not only fresh (NOTE: 'vegetables in the grocery stores/ supermarkets are very fresh' → does not really answer the question (what's that go to do with the fine art?))	Lastly, only the freshest,
9	but also of perfect appearance, shape, and size.	and flawless ingredients are used.

[15]

Content – 1 mark for each correct point, up to 8 marks

Language (refer to rubrics on 'Summary Style Descriptors') – up to 7 marks

Minus 1 mark if no word count is given.

Summary

The fine art of hosting a Japanese meal starts with a variety of food that is meticulously made in single portions¹ and each dish is delicately placed in its beautifully-detailed container². Different types of plates, ranging from shapes, colours, sizes, textures and materials, are also used³. Another element is the atmosphere in which they dine in⁴. Hosts ensure that the main dining area as well as the peripheral aspects are tastefully decorated⁵. Hospital service is ensured⁶ and guests' needs are well attended to⁷. Lastly, only the freshest⁸ and the most flawless ingredients are being used⁹.

(77 words for 8 points)

