

Full Name	Index No.	Class



Anglo-Chinese School (Barker Road)

**PRELIMINARY EXAMINATION 2026
SECONDARY 4 EXPRESS / 5 NORMAL (ACADEMIC)**

**ENGLISH LANGUAGE
1184/02**

1 HOUR 50 MINUTES

18 August 2026

Additional material provided: An 8-page Insert

READ THESE INSTRUCTIONS FIRST

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

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

Write in dark blue or black ballpoint pen.

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

Answer **all** questions.

Write your answers in the spaces provided in this booklet.

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 document consists of 11 printed pages and 1 blank page.

[Turn over

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Section A [5 marks]

Refer to the printout of a poster (**Text 1**) and the extract from a social media post (**Text 2**) on pages 3 and 4 of the Insert for Questions 1 – 4.

- 1** Look at the poster (Text 1). Tick (✓) the correct answer for the statement.

The poster aims to encourage people to

use the ☐ Eco Fund for climate change projects.

believe ☐ that with small gestures, all can make a big difference.

adopt ☐ better habits.

[1]

- 2** Look at the two columns under the title “What We Can Do to Mitigate Climate Change” in the poster (Text 1). What message do they emphasise about managing climate change?

.....
 [1]

- 3** Identify the word in Text 2 which reflects how buying from local food suppliers can be affordable.

.....
 [1]

- 4** Look at Texts 1 and 2 and statements (a) and (b) below.

Tick (✓) the correct answer for each statement.

- (a)** The writer of Text 2 is ...

apathetic ☐

optimistic ☐

self-deprecating ☐.

[1]

(b) Texts 1 and 2 show that

concerted stures may improve the situation.

incentives m authorities may drive community action.

low-carbon festyle choices are always accessible to all.

[1]

Section B [20 marks]

Refer to **Text 3** on pages 5 to 6 of the Insert for Questions 5 – 13.

5 In Paragraph 1, the group of students had just returned to Oxford.

- (a) Explain why “they spent over an hour arguing over whether it was prudent to borrow Mrs Clemen’s carriage to get to Paddington Station.” (lines 3-4)

.....
 [1]

- (b) Explain why the writer says that the return to Oxford “spiralled into a comedy of errors” (line 1).

.....
 [1]

6 In Paragraph 2, the writer says that “the whole of London felt full of hostile eavesdroppers” (line 16) to the students.

- (a) What does “hostile eavesdroppers” refer to?

.....
 [1]

- (b) Based on the expression above, how do you think the students might be feeling?

.....
 [1]

7 In Paragraph 3, the writer says that Letty was “attracting looks” (line 22).

Explain why this was happening to Letty. Give **two** pieces of evidence from Paragraph 3 to support your answer.

.....

 [2]

- 8 Why do you think Ramy “jerked his arm” (line 23) from Letty’s grasp?

.....

.....

..... [2]

- 9 In Paragraph 4, the writer notes that Robin wanted Letty to “just chin up and keep it together like the rest of them” (line 27).

(a) What effect does the above statement have on the reader?

.....

..... [1]

(b) Why does Robin want Letty to do so “like the rest of them” (line 27)?

.....

..... [1]

- 10 In Paragraph 5, the writer used the phrase “despite everything” (line 32) when referring to Robin’s thoughts about University College.

Find two separate words from the same paragraph to describe University College that supports Robin’s thoughts.

(i) [1]

(ii) [1]

- 11 In Paragraph 6, the students responded to food from the head porter. Explain how the language used in this paragraph emphasises how appreciative they are of the food. Support your ideas with **two** details from the paragraph.

.....

.....

.....

..... [2]

- 12** In Paragraph 9, the writer uses the word 'lameley' (line 51) to describe Victoire's response to the head porter regarding Letty's crying.

Explain why Victoire did so 'lameley'.

.....

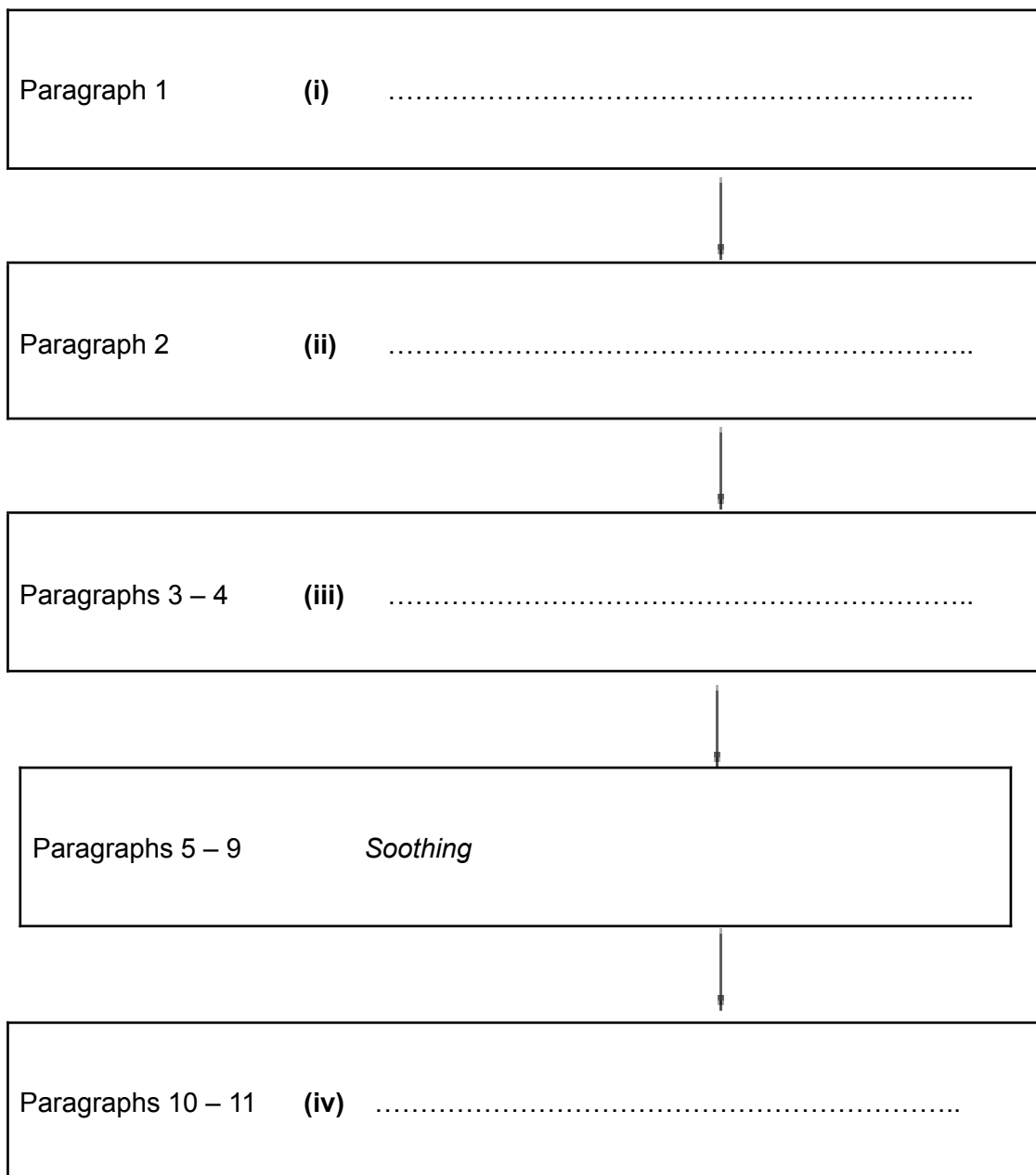
.....

..... [2]

- 13 The structure of the text reflects the stages of the students' experiences. Complete the flow chart by choosing one word from the box to summarise the students' experience at each stage of the return to Oxford.

The stages of the return to Oxford

Denial	Exhaustion	Recovery
Resentment	Stupor	Unease



[4]

Section C [25 marks]

Refer to **Text 4** on pages 7 and 8 of the Insert for Questions 14 – 19.

- 14 (a)** From Paragraph 1, what replaces ‘renewable production’ with the rapid expansion of artificial intelligence (AI) and cloud computing?

.....
 [1]

- (b)** What measures have many nations taken in response?

.....
 [1]

- 15** According to Paragraph 1, what two issues have “renewable production – creation of significant power using wind farms and hydropower dams” (lines 8-9) – resulted in?

.....
 [1]

- 16** In Paragraph 1, the writer comments on “empowerment” (line 11) by renewable production.

- (a)** What is the tone of the writer’s comment?

..... [1]

- (b)** What evidence does the writer give to support his comment?

.....
 [1]

- 17** From Paragraph 2, give **two** ways in which animals have been harmed by the presence of hydropower dams.

(i)
 [1]

(ii)
 [1]

- 18 Here is part of a conversation between two students, Ryan and Jane, who have read the article.

I think that wind farms (a renewable production method) can improve the lives of many people.

But there are serious problems created by wind farms.

Ryan
Jane

- (a) Give
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.....

..... [1]

- (b) Give **two** pieces of evidence from Paragraph 2 to support Jane's view.

(i)

.....

(ii)

..... [2]

- 19** Using your words as far as possible, summarise why governments are supporting nuclear power adoption and how some governments have shown their support for its adoption, as outlined in the text.

Use only information from Paragraphs 3 to 5 of Text 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).

One of the reasons governments support nuclear power adoption is...

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[15]

No. of words:

Content	/ 8
Style	/ 7
TOTAL	/ 15

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