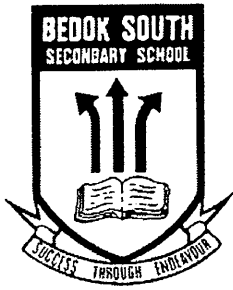


2012 - 2013

SECONDARY 4 NA ENGLISH (SA1) (SA2)

1	BEDOK SOUTH	2012	SA2
2	BISHAN PARK	2012	SA1
3	GREENRIDGE	2012	SA1
4	TEMASEK	2013	SA1
5	GREENRIDGE	2013	SA1
6	BUKIT VIEW	2013	SA1
7	BEDOK TOWN	2013	SA1
8	BEDOK SOUTH	2013	SA1
9	BEDOK GREEN	2013	SA1
10	ANGLO-CHINESE	2013	SA1
11	TEMASEK	2013	SA2
12	BEDOK TOWN	2013	SA2
13	BEDOK GREEN	2013	SA2
14	BEDOK SOUTH	2013	SA2



BEDOK SOUTH SECONDARY SCHOOL

PRELIMINARY EXAMINATION 2012

ENGLISH LANGUAGE SYALLABUS A

Paper 1 Composition (1189/01)

DATE 16 July 2012

TIME 1 hour 45 minutes

LEVEL Secondary 4 Normal Academic

Additional Materials: Answer Paper

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 on both sides of the Answer Paper.
Do not use staples, paper clips, highlighters, and glue or correction fluid.

Answer both **Section One** and **Section Two**

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 question.

Setter: Miss Sophia Yap

This document consists of 2 printed pages

[Turn Over]

Section One [30 marks]

You are advised to write between 250 and 400 words on one of the following topics.

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

1. What do you think are the necessary skills after you leave secondary school?
2. Write about two or three things that young people enjoy doing.
3. Passion.
4. Write about a time when you failed to complete a task on time and landed yourself in trouble.
5. What advice would you give to someone who is addicted to computer games?
6. Write about someone who has made an impact in your life.

Section Two [30 marks]

Begin your answer on a fresh page.

You are advised to write between 180 and 250 words for this section.

You should read the information carefully and plan your answer before beginning to write.

Your class has not done well at the Mid Year examinations. Your School Principal has analysed the results and spoken to your class.

Write a letter to him to provide feedback on the school's efforts and suggest how the school can better help your class prepare for the coming 'N' level examination.

Your letter must include the address, salutation and close.

Your letter **must** include the following:

- What the form tutors and subject teachers have done
- Some helpful programmes the school has implemented
- How these programmes have helped your class to prepare for the 'N' level examination
- What the least useful programme is and why it has not been that helpful to your class
- Your suggestions on how your teachers and the school can further help you and how your class will make the best use of them if your suggestions are carried out

You should include any other information that you think would be helpful.

Read Passage A and Passage B and answer the questions which are printed in the separate Question Paper in the spaces provided on that Question Paper.

Passage A [25 marks]

How an Amazon Tribe Used Google to Save Their Land

Brazil's Surui tribe fought the loggers and developers threatening their lands for years, but nothing worked until they went high-tech.

- 1 If you zoom in on the Surui reserve via Google Earth, you will see a green oasis surrounded by devastation. Once, the Paiter-Surui tribe thrived in the heart of the Amazon rain forest in Brazil. But after the tribe's first encounters with Westerners several decades ago, they were nearly wiped out; diseases brought by outsiders reduced the Surui's numbers from 5,000 to about 250. 5
- 2 Today, some 1,300 tribespeople live in 23 villages across 600,000 acres. Though they are as likely to wear T-shirts and jeans as feathered headdresses, the Surui are determined to preserve and protect the tribal culture of their Amazon enclave. They are under 10
siege again, from illegal logging and deforestation, but this time it's different. The Surui have put aside their bows and arrows and taken up a new weapon: the Internet.
- 3 Much of the credit for the tribe's Web savvy goes to the leader of the Surui, Chief Almir Narayamoga. "We decided to use computers 15
and technology to bring attention to our situation," says Narayamoga, 36. The first in his tribe to attend college, Chief Narayamoga learned how to use computers at the Federal University of Goiás in Goiânia, a city of 1.2 million. In 2007, he fled the Surui homeland after his fight against logging reportedly led 20
renegade loggers to place a \$100,000 bounty on his head. (Since 1998, 11 murders of Amazon tribal leaders have been attributed to loggers.) That same year, sponsored by the Amazon Conservation Team (ACT), he traveled to the United States and paid a visit to Google headquarters in California. He came armed with a big idea. 25
- 4 The chief asked about the possibility of charting the Surui territory using Google Earth software, annotating the reserve with tags and photos marking villages, hunting grounds, and sacred sites, along with areas targeted by logging and mining companies. An online 30
tour of the reserve, he believed, would help protect the Surui by showing the world the effects of deforestation and the attacks on tribal land. It would also inform the government about illegal operations. This way, Narayamoga hoped to raise funds to restore the rain forest by planting one million trees. "Training and 35
education is now our kind of war," he says. "We know we have to

adapt.”

- 5 Narayamoga’s visit to Google was deemed a great success. The multinational internet search corporation sent teams to the Amazon to train the Surui in using computers, cameras, and smart phones to photograph logging sites, which could be pinpointed using GPS technology and then uploaded to Google Earth. The Surui have now mapped the entire reserve and recorded the biodiversity and the density of the rain forest within it. 40
- 6 Kate Hurowitz, a Google executive who traveled to the Amazon to work with the tribe, was impressed. “Chief Narayamoga is a true leader,” she says. “He really thinks beyond the local to the global.” Four years into their high-tech foray, the Surui maintain the website paiter.org, with blogs, videos, and photographs for their supporters around the world. Many of the videos and maps use English subtitles; the Surui have a tribal language, Paiter-Surui, but use Portuguese, the language of Brazil, online. 45 50
- 7 There is no phone service or wireless connection on the reserve, so the tribespeople drive for close to two hours down dirt roads to Cacoal, the nearest town with a Wi-Fi connection.
- 8 While their location mapping is supported by donations from ACT and other groups today, Narayamoga hopes the tribe will become financially independent within ten years, with coffee production and ecotourism the two likeliest revenue sources. “The great thing about the Surui is that they try to find their own solutions to the problems they face,” says Vasco van Roosmalen, head of ACT in Brazil. “If you look at the arc of destruction of the Amazonian rain forest, the areas that still have forest are indigenous lands. The [tribe is] absolutely crucial to holding back deforestation. 55 60
- 9 The Surui’s bigger plan is above and beyond fighting deforestation and illegal logging. With their tree-planting efforts under way, the tribe will make a formal request to join a UN-sponsored carbon-trading program under which they would, in essence, be paid by the industrialised world to preserve the rain forest. 65
- 10 The Surui call Google ragogmakan, meaning “messenger,” because trading bows and arrows for laptops has both galvanised the tribe and helped to get their message out. “Two or three years ago, nobody believed that we’d get all the loggers out of our lands, but we did,” Narayamoga says. “It’s the start of change.” 70

Adapted from Reader’s Digest Online March 2012. Written by Barbara Kantrowitz

Passage B [40 marks]

Milk

- 1 Milk is a beverage consumers won't particularly drink for its taste. They just want the balance of nutrients to get through a busy day.
- 2 There are many household brands available in supermarkets that Singaporean children have grown up with. These milk brands are targeted mostly at families. Statistics show that children especially 5
love to stick to the unique taste of one brand for a particular period of time. "We have not changed our signature taste because it's what consumers have come to love and trust," says the general manager of corporate marketing at Fraser and Neave (F&N) in Singapore, a company that has not changed the distinctive flavour 10
of its original milk drink.
- 3 Taste evolution for milk tends to be more stable compared to other forms of beverages. "Consumers predominantly drink milk for the nutrients. It's one of the most natural ways to give your body the vitamins and minerals it needs," says the senior product manager 15
of a milk and juices group in Singapore.
- 4 The goodness of milk can come in many forms. There are numerous varieties of full-bodied whole milk, low fat milk, fat-free skimmed milk, lactose-free milk, flavoured milk or anything in between which provide natural milk nutrients. 20
- 5 But consumers are always looking for better nutritional value. That's an expectation that milk makers have to fulfill. For the mother who is unable to breast-feed, specially processed powdered milk is available for newborns to six-year-olds. For this range of milk, consumers look for ingredients for mental 25
development. On the other spectrum of milk products, powdered milk for adults are widely available to aid healthy bones and help prevent osteoporosis, a severe bone deteriorative disease.
- 6 According to a local milk company, there is a trend towards healthier products. Children love the full cream milk for that 30
creamier taste. "We offer the same great taste in low fat, high calcium fresh milk for those who are more concerned with the fat content," says a product manager of a home-grown company.
- 7 There are a growing number of health-conscious consumers and a trend towards functional and value-added food and beverages. The 35
main driver of change is through the fortification of the milk to

increase calcium absorption, mental development and overall body well-being. In recent years, non-fat products have been launched for the health and figure conscious group. Milk with dual benefits from good bacteria and a new soy milk, give complete essential nutrients from five essential food groups. 40

- 8 Trusted Brand dairies offer more than just milk to satisfy the healthy palette. Yoghurt drinks, cultured milk drinks and soy milks are just a few examples. Pasteurized, powder and cup yoghurts appeal to working women, especially mothers who need strong bones and need to keep healthy on top of things. 45
- 9 A leading milk company recently launched oat milk. Being the first in the market, this product, made from low fat high calcium fresh milk and enriched with nutritious oats, has since popularised. It's the perfect milk to start one's day. 50
- 10 Nonetheless, whichever milk product you drink at the end of the day, it is not clear, though, which actual drink provides the best source of nutrients, or whether if it is milk in the first place that offers these necessities best.

Adapted from Reader's Digest Nov 2005
<http://www.organicfacts.net/health-benefits/animal-product/health-benefits-of-milk.html>

Section 1 [15 marks]

Fill in the blank with a suitable word.

Write each answer in the space provided in the passage.

We are very influenced by what we see and hear. If we see others (1) a particular kind of bag, most of us would waste no time and (2) on the bandwagon, snatching up that same bag once we have (3) our eyes on it. Questions about suitability, if asked at all, will most (4) receive a resounding yes, not because the shopper has thought over the subject but solely because the bag fits the trend now.

Advertisers are attuned to this queer innate behaviour of humans. In fact, they use it to (5) advantage very often. Why do we see so many products ranging (6) perfumes to fruit juice to baby diapers endorsed (7) famous stars? We see how successful these people (8), and we are led to (9) that somehow the orange juice that they are posing with is the key to their good looks and charm. Thus the only way to be like them is to (10) suit and drink the same orange juice.

Who benefits ultimately? Well, for one, the producers get to (11) money as tons of consumers flood in to buy their goods. The stars get (12) just to stand next to a bottle of perfume. Not (13) is lost for the consumer, though. Some may actually (14) from owning the goods that they sought to (15)

2
[Turn over]

Section 2 [65 marks]

NOTE: When a question asks you to answer in your own words, YOU MUST NOT COPY THE WORDS IN THE PASSAGE IN YOUR ANSWER.

Passage A

Read Passage A and then answer Questions 1- 13.

From paragraph 1

- 1 'Once, the Paiter-Surui tribe thrived in the heart of the Amazon rain forest in Brazil.'
(lines 2-3)

Which **one** of the following sentences means the same as the sentence above?
Tick the sentence you choose.

The Paiter-Surui tribe is one of the most successful tribes in the Amazon rain forest in Brazil.

☐

The Paiter-Surui tribe has been the ruling tribe in the Amazon rain forest for a long time.

☐

The Paiter-Surui tribe used to flourish in the Amazon rain forest.

☐

The Paiter-Surui tribe is responsible for keeping the Amazon rain forest alive.

☐

[1]

- 2 Write down a phrase from the paragraph which means the Paiter-Surui tribe was almost made extinct.

The phrase is

[1]

- 3 Explain **in your own words** how the Paiter-Surui tribe was almost made extinct.

.....

.....

[2]

3
[Turn over]

From paragraph 2

- 4 For each of the following statements, tick either T (true), F (false) or CT (cannot tell from the passage).

	T	F	CT
The tribespeople no longer wear feathered headdresses.	☐	☐	☐
The Surui tribe has previously been attacked by illegal logging and deforestation.	☐	☐	☐
The illegal loggers are attacking the tribe a different way this time round.	☐	☐	☐
The Surui are using traditional methods to fight the loggers now.	☐	☐	☐

[4]

- 5 '...but this time it's different'. (lines 11-12)

What does this statement tell you about the current situation? **Answer in your own words.**

The tribe has decided to

..... [2]

From paragraph 3

- 6 Show your understanding of the paragraph by putting **one word of your own** in each of the blanks.

The tribe's leader decided to use technology totheir plight. He had learned to use computers at university and later used it against illegal loggers. He had to from a renegade logger who tried to kill him in retaliation. In 2007, he made ato the United States to visit Google headquarters where he shared histo save his homeland. [4]

4
[Turn over

From paragraph 4

- 7 Explain the outcome the chief wanted to achieve by using Google Earth software.

The chief believed that the software would be able to.....
.....
..... [2]

From paragraph 5

- 8 Google loaned a few types of equipment to the Surui tribe. Write down the type of equipment and their functions as mentioned in the paragraph in the blanks provided.

Equipment	Function
	Upload information to Google Earth
Cameras	
GPS Technology	

[3]

From paragraph 6

- 9 Why do you think Hurowitz is impressed with the Surui tribe?

They are able to use
..... [1]

From paragraph 7

- 10 What evidence is there from the paragraph to suggest that the Surui tribe is very committed to maintaining their website?

..... [1]

From paragraph 8

- 11 Which word tells you that the Surui plays a vital role in bringing about a change in their situation?

The word is [1]

5

[Turn over

From paragraph 9

- 12 'The Surui's bigger plan is above and beyond fighting deforestation and illegal logging.' (lines 64-65)

Without copying from the passage, complete the following sentences.

The tribe eventually wants to make an to the United Nations. They hope to be by the industrialised world to achieve their mission.

[2]

From paragraph 10

- 13 Which of the following best explains what 'galvanised' means? Put a tick in the box against the answer you choose.

governed

☐

motivated

☐

provoked

☐

simulated

☐

[1]

Passage B

Read Passage B and then answer Questions 14 – 24.

From paragraph 1

- 14 Consumers drink milk to get 'the balance of nutrients'. (line 2)
Tick the box which best explains what 'nutrients' mean.

Foods ☐

Fibres ☐

Nourishment ☐

Ingredients ☐

[1]

From paragraph 2

- 15 'Children especially love to *stick* to the *unique* taste of one brand for a particular *period* of time.' (lines 5 -7)

Explain what the writer is saying here about children. Do not use any of the *italicised* words in your answer.

Children will

..... [3]

- 16 Write down **one** word in the paragraph which means the same as 'taste'.

The word is [1]

From paragraph 3

- 17 'Taste evolution for milk tends to be more stable compared to other forms of beverages.' (lines 12-13)

Explain **in your own words** what the writer is saying here about the other forms of beverages.

The other beverages tend to

..... [1]

7
[Turn over]

- 18 Show your understanding of the paragraph by filling each of the blanks with one word not used in the paragraph.

One of the senior product executives of a beverage felt that
drinking milk provides our body the nutrients it [2]

From paragraph 5

- 19 For each of the following statements, tick either T (true), F (false) or CT (cannot tell from the passage)

	T	F	CT
Milk makers are obliged to improve the nutritional value of their products.	☐	☐	☐
Mothers do not need to breast-feed anymore.	☐	☐	☐
Milk for a five-year-old has special ingredients to promote cognitive development.	☐	☐	☐

[3]

From paragraphs 6 and 7

- 20 Whom did the milk company offer low fat, high calcium fresh milk to? **Answer in your own words.**

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

- 21 What trends do people follow when choosing their food?

People tend to
..... [2]

From paragraph 8

- 22 Write down one word in the paragraph which means the same as 'entice'.

The word is [1]

8
[Turn over]

From the whole of Passage B

23 Choose from the meanings given the most suitable one for the words as they are used in the passage. Put a tick in the box alongside the answer you choose.

- | | | | |
|-----|-------------------------|--------------|--------------------------|
| (a) | evolution (line 12) | development | ☐ |
| | | expansion | ☐ |
| | | progression | ☐ |
| | | change | ☐ |
| b) | predominantly (line 13) | primarily | ☐ |
| | | absolutely | ☐ |
| | | always | ☐ |
| | | seemingly | ☐ |
| c) | deteriorative (line 28) | corrosive | ☐ |
| | | degenerative | ☐ |
| | | regressive | ☐ |
| | | erosive | ☐ |

9
[Turn over

d)	fortification (line 36)	reinforcement	☐
		improvement	☐
		enhancement	☐
		protection	☐
e)	launched (line 47)	elevated	☐
		propelled	☐
		introduced	☐
		promoted	☐

[5]

10
[Turn over

24 Using only material from paragraphs 1 to 9, write a summary of the reasons why people drink certain types of milk and what milk companies have been doing to appeal to their customers.

Drinking milk

12
[Turn over

Section 1 [15 marks]

Fill in the blank with a suitable word.

Write each answer in the space provided in the passage.

We are very influenced by what we see and hear. If we see others carrying/ having a particular kind of bag, most of us would waste no time and jump/ hop on the bandwagon, snatching up that same bag once we have set/ laid our eyes on it. Questions about suitability, if asked at all, will most often/likely/possibly/plausibly/ probably receive a resounding yes, not because the shopper has thought over the subject but solely because the bag fits the trend now.

Advertisers are attuned with this queer innate behaviour of humans. In fact, they use it to their advantage very often. Why do we see so many products ranging from perfumes to fruit juice to baby diapers endorsed by famous stars? We see how successful these people are, and we are led to think/believe that somehow the orange juice that they are posing with is the key to their good looks and charm. Thus the only way to be like them is to follow suit and drink the same orange juice.

Who benefits ultimately? Well, for one, the producers get to earn/make money as tons of consumers flood in to buy their goods. The stars get paid just to stand next to a bottle of perfume. Not all is lost for the consumer, though. Some may actually benefit from owning the goods that they sought to buy/purchase.

Section 2 [65 marks]

NOTE: When a question asks you to answer in your own words, YOU MUST NOT COPY THE WORDS IN THE PASSAGE IN YOUR ANSWER.

Passage A

Read Passage A and then answer Questions 1- 13.

From paragraph 1

- 1 'Once, the Paiter-Surui tribe thrived in the heart of the Amazon rain forest in Brazil.'
(lines 2-3)

Which **one** of the following sentences means the same as the sentence above?
Tick the sentence you choose.

The Paiter-Surui tribe is one of the most successful tribes in the Amazon rain forest in Brazil.

☐

The Paiter-Surui tribe has been the ruling tribe in the Amazon rain forest for a long time.

☐

The Paiter-Surui tribe used to flourish in the Amazon rain forest.

☒

The Paiter-Surui tribe is responsible for keeping the Amazon rain forest alive.

☐

[1]

- 2 Write down a phrase from the paragraph which means the Paiter-Surui tribe was almost made extinct.

Ans: nearly wiped out

[1]

- 3 Explain **in your own words** how the Paiter-Surui tribe was almost made extinct.

Ans: Contact with people from outside the tribe (1) introduced illnesses (1) which killed many in the tribe.

(Ban: diseases, outsiders, Westerners)

[2]

From paragraph 2

- 4 For each of the following statements, tick either T (true), F (false) or CT (cannot tell from the passage).

	T	F	CT
The tribespeople no longer wear feathered headdresses.	☐	☒	☐
The Surui tribe has previously been attacked by illegal logging and deforestation.	☒	☐	☐
The illegal loggers are attacking the tribe a different way this time round.	☐	☐	☒
The Surui are using traditional methods to fight the loggers now.	☐	☒	☐

[4]

- 5 '...but this time it's different'. (lines 11-12)

What does this statement tell you about the current situation? **Answer in your own words.**

The tribe has decided to stop using traditional methods of defending themselves (1) but use modern technology like the Internet (1) instead. [2]

From paragraph 3

- 6 Show your understanding of the paragraph by putting **one word of your own** in each of the blanks.

The tribe's leader decided to use technology to highlight (BAN: bring attention to) their plight. He had learned to use computers at university and later used it against illegal loggers. He had to escape (BAN: flee) from a renegade logger who tried to kill him in retaliation. In 2007, he made a trip/ journey (BAN: travelled) to the United States to visit Google headquarters where he shared his plan/ proposal (BAN: big idea) to save his homeland. [4]

From paragraph 4

- 7 Explain the outcome the chief wanted to achieve by using Google Earth software.

The chief believed that the software would be able to
show the world the effects of deforestation and attacks on tribal land, [1]
and inform the government about illegal operations.[1]

[2]

From paragraph 5

- 8 Google loaned a few types of equipment to the Surui tribe. Write down the type of equipment and their functions as mentioned in the paragraph in the blanks provided.

Equipment	Function
<u>Computers</u>	Upload information to Google Earth
<u>Cameras</u>	<u>Photograph logging sites</u>
<u>GPS Technology</u>	<u>Pinpoint locations</u>

[3]

From paragraph 6

- 9 Why do you think Hurowitz is impressed with the Surui tribe?

They are able to use technology to help them in gaining support for their cause. [1]

From paragraph 7

- 10 What evidence is there from the paragraph to suggest that the tribe people are very committed to maintaining their website?

They had to travel for a long time in order to get a Wi-Fi connection.
DENY: if totally lifted

[1]

From paragraph 8

- 11 Which word tells you that the Surui plays a vital role in bringing about a change in their situation?

They word is 'crucial'. [1]

From paragraph 9

- 12 'The Surui's bigger plan is above and beyond fighting deforestation and illegal logging.' (lines 64-65)

Without copying from the passage, complete the following sentences.

The tribe eventually wants to make an appeal to the United Nations. They hope to be funded by the industrialised world to achieve their mission. [2]

From paragraph 10

- 13 Which of the following best explains what 'galvanised' means? Put a tick in the box against the answer you choose.

governed	☐
motivated	☒
provoked	☐
simulated	☐

[1]

Passage B

Read Passage B and then answer Questions 14 – 24.

From paragraph 1

- 14 Consumers drink milk to get 'the balance of nutrients'. (line 2)
Tick the box which best explains what 'nutrients' mean.

Foods ☐

Fibres ☐

Nourishment ☒

Ingredients ☐

[1]

From paragraph 2

- 15 'Children especially love to *stick* to the *unique* taste of one brand for a particular *period* of time.' (lines 5 -7)

Explain what the writer is saying here about children. Do not use any of the *italicised* words in your answer.

Children will not switch to another brand of milk for a while once they are used to its distinctive/ particular taste.

[3]

- 16 Write down **one** word in the paragraph which means the same as 'taste'.

The word is flavour.

[1]

From paragraph 3

- 17 'Taste evolution for milk tends to be more stable compared to other forms of beverages.' (lines 12-13)

Explain **in your own words** what the writer is saying here about the other forms of beverages.

The other beverages tend to (a) change flavour (b) more frequently. (a + b = 1 m)
DENY: "not stable"

[1]

- 18 Show your understanding of the paragraph by filling each of the blanks with one word not used in the paragraph.

One of the senior product executives of a beverage company (ban group) felt that drinking milk provides our body the nutrients it requires (ban needs) . [2]

From paragraph 5

- 19 For each of the following statements, tick either T (true), F (false) or CT (cannot tell from the passage)

	T	F	CT
Milk makers are obliged to improve the nutritional value of their products.	☒	☐	☐
Mothers do not need to breast-feed anymore.	☐	☒	☐
Milk for a five-year-old has special ingredients to promote cognitive development.	☒	☐	☐

[3]

From paragraphs 6 and 7

- 20 Who did the milk company offer low fat, high calcium fresh milk to? **Answer in your own words.**

For people who are conscious/worried of putting on weight.
(Ban "concerned", "fat content", "health-conscious") [1]

- 21 What trends do people follow when choosing their food?

People tend to choose healthier products (line 23) [1] and functional and value-added food and beverages. (line 27) [2]

From paragraph 8

- 22 Write down one word in the paragraph which means the same as 'entice'.

They word is 'appeal'. [1]

From the whole of Passage B

23 Choose from the meanings given the most suitable one for the words as they are used in the passage. Put a tick in the box alongside the answer you choose.

- | | | | |
|-----|-------------------------|--------------|-------------------------------------|
| (a) | evolution (line 12) | development | ☐ |
| | | expansion | ☐ |
| | | progression | ☐ |
| | | change | ☒ |
| b) | predominantly (line 13) | primarily | ☒ |
| | | absolutely | ☐ |
| | | always | ☐ |
| | | seemingly | ☐ |
| c) | deteriorative (line 28) | corrosive | ☐ |
| | | degenerative | ☒ |
| | | regressive | ☐ |
| | | erosive | ☐ |

d)	fortification (line 36)	reinforcement	☐
		improvement	☐
		enhancement	☒
		protection	☐
e)	launched (line 47)	elevated	☐
		propelled	☐
		introduced	☒
		promoted	☐

[5]

From Passage B

- 24 Using only material from paragraphs 1 to 9, write a summary of the reasons why people drink certain types of (different types of people drink) milk and what milk companies have been doing to appeal to their customers.

Write your summary in not more than **130** words (not counting the words given to help you begin). Do not write in note form.

Examples and Reasons why different types of people drink certain types of milk

- 1) Gives one the balance of nutrients to get through a busy day (1,2)

OR: Consumers drink milk mainly for the nutrients (3,13)

- 2) Children are used to the taste of that particular type of milk (2,6)
3) Natural way of giving your body the vitamins and minerals it needs (3,14)
4) Consumers are looking for better nutritional value (5,21)

OR: Health conscious consumers are inclined to functional and value-added food and beverages (7,34)

- 5) Some mothers are unable to breast feed and have to rely on processed powdered milk (5,23)
6) ... which should contain ingredients for mental development (5,25)
7) Powdered milk for adults aid healthy bones (5,27)
8) ... and prevent osteoporosis (5,28)
9) Children love full cream milk for the creamier taste (6,30)

What milk companies have been doing to appeal to customers

- 1) They target mostly at families (2,5)
2) One company has not changed the distinctive flavour of its original milk drink (2,10)
3) A local company offers full cream milk in low fat (6,31)
4) ... and high calcium milk who are more concerned with the fat content (6,32)
5) Fortified their milk (7,36)
6) Non-fat products have been launched for the health and figure conscious group (7,38)
7) Some companies offer yoghurt drinks, cultured milk drinks and soy milk. (8,43)
8) A leading company launched oat milk (9,47)

Name	Index Number	Class
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**BISHAN PARK SECONDARY SCHOOL
FIRST SEMESTER EXAMINATION 2012
SECONDARY FOUR NORMAL ACADEMIC**

**ENGLISH LANGUAGE
Paper 1 Composition**

1189/01

**26 April 2012
1 hour 45 minutes**

Additional Materials: Writing Paper

READ THESE INSTRUCTIONS FIRST

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

There are **two** sections in this paper.
Answer **one** question from Section One and the compulsory question in Section Two.
Begin your answer to each question on a fresh sheet of writing paper.
At the end of the examination, fasten all your work securely together.

Hand in **Section One** and **Section Two** separately.

The number of marks is given in brackets [] at the head of each section.
Mistakes in spelling, punctuation and grammar will be penalised in all parts of the paper.

For Examiner's Use

Setter's Name: Kavitha Kanniah

This question paper consists of 2 printed pages.

[Turn Over]

SECTION ONE [30 MARKS]

Write a composition of between 250 – 400 words on ONE of the following topics.

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

- 1 Camping.
- 2 How can we cultivate good relationships with our neighbours?
- 3 'A person is born intelligent. His environment plays no part in it.' Do you agree or disagree with this statement?
- 4 Write about a terrifying bus ride you had.
- 5 Describe a place you often visit when you feel stressed. Why do you visit this place?
- 6 Why is reading books an uncommon activity among teenagers? How can we encourage teenagers to read more?

SECTION TWO [30 MARKS]

Begin your answer on a fresh page.

You are advised to write between 180 and 250 words for this section.

You should read the information carefully and plan your answer before beginning to write.

You are Thomyzad, the leader of your Co-Curricular Activity (CCA) and were told to organise a series of visits to a Home as part of the Community Involvement Programme (CIP).

Write a letter to Mugitürk Home for the Aged to request for permission to do community service there.

Address to: The Director
 Mugitürk Home for the Aged
 20 Tanglin Road
 Singapore 500001

You must include information about the following:

- The purpose of the visits
- The number of CCA members going to the Home
- Suggestions on the services your CCA members can offer
- Suggested dates and time for the visits and the number of CIP sessions

You should include any further information which you think would be helpful.

Name	Index Number	Class
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**BISHAN PARK SECONDARY SCHOOL
FIRST SEMESTER EXAMINATION 2012
SECONDARY FOUR NORMAL ACADEMIC**

ENGLISH LANGUAGE
Paper 2 Language Use and Comprehension

1189/02

**26 April 2012
1 hour 40 minutes**

INSERT

READ THESE INSTRUCTIONS FIRST

This insert contains the comprehension passages for Section 2.

For Examiner's Use

Setter's Name: Kavitha Kanniah

This insert consists of 3 printed pages.

[Turn Over]

Read the following passages and answer the questions which are printed in the separate question paper in the spaces provided.

Passage A (25 marks)

- 1 Volcanoes destroy and volcanoes create. The catastrophic eruption of Mount St. Helens on May 18, 1980, made clear the destructive power of a volcano. Yet, over a time span longer than human memory and record, volcanoes have played a key role in forming and modifying the planet upon which we live. More than 80 percent of the Earth's surface – above and below sea level – is of volcanic origin. Gaseous emissions from volcanic vents over hundreds of millions of years formed the Earth's earliest oceans and atmosphere, which supplied the ingredients vital to evolve and sustain life. Countless volcanic eruptions have produced mountains, plateaus, and plains, which subsequent erosion and weathering have sculpted into majestic landscapes and formed fertile soils. 5 10
- 2 Ironically, these volcanic soils and fertile terrains have attracted, and continue to attract, people to live on the flanks of volcanoes. Thus, as population density increases in regions of active or potentially active volcanoes, mankind must become increasingly aware of the hazards and learn not to "crowd" the volcanoes. People living in the shadow of volcanoes must live in harmony with them and expect, and should plan for periodic violent unleashing of their pent-up energy. 15
- 3 The word 'volcano' comes from the little island of Vulcano in the Mediterranean Sea off Sicily. Centuries ago, the people living in this area believed that Vulcano was the chimney of the forge of Vulcan – the blacksmith of the Roman gods. They thought that the hot lava fragments and clouds of dust erupting from Vulcano came from Vulcan's forge as he beat out thunderbolts for Jupiter, the King of Gods, and weapons for Mars, the God of War. In Polynesia, the people attributed eruptive activity to the beautiful but wrathful Pele, Goddess of Volcanoes, whenever she was angry or spiteful. Today we know that volcanic eruptions are not supernatural but can be studied by scientists. 20 25
- 4 Volcanoes are mountains but they are very different from other mountains. They are not formed by folding and crumpling but by uplift and erosion. Volcanoes are built by the accumulation of their own eruptive products. A volcano is most commonly a conical hill or mountain built around a vent that connects with reservoirs of molten rock below the surface of the Earth. The term 'volcano' also refers to the opening or vent through which the molten rock and associated gases are expelled. 30 35
- 5 Molten rock below the surface of the Earth that rises in volcanic vents is known as magma, but after it erupts from a volcano it is called lava. Originating many tens of miles beneath the ground, the ascending magma commonly contains some crystals, fragments of surrounding (unmelted) rocks, and dissolved gases, but it is primarily a liquid comprising oxygen and minerals like silicon, aluminum, iron, magnesium, calcium, sodium, potassium, titanium, and manganese. Magmas also contain many other chemical elements in trace quantities. Upon cooling, the liquid magma may precipitate crystals of various minerals until solidification is complete to form an igneous or magmatic rock. 40 45

Passage B (40 marks)

- 1 Wrapped in a suffocating embrace, Sambo, a member of the Gbaya ethnic group in Cameroon, wrestles an 11-foot African rock python before calling for another hunter to help free him from its coils...
- 2 Armed with cleverness and courage, hunters crawl into the lairs of serpents up to 20 feet long, grab them bare-handed, and pull them out by their heads. Crouched over the darkness of an aardvark burrow, Sambo watches his friend Adamou David disappear headfirst in pursuit of a python. Sambo recalled his first trip to hunt the gbagok – “great snake” – a traditional Gbaya initiation into adulthood. Sambo, then 15, turned from a hole like this in terror. His father forced him into the burrow, blocking the exit until he brought back a snake. From this experience, Sambo learnt that ‘Death is not something to play with.’ In the past forty years, Sambo has mastered his fear, but he starts each hunt by killing a chicken and sprinkling its blood on his knife and spear as an offering to his ancestors for success.
- 3 Famed hunters, Gbaya men have long stalked pythons for meat and skins, tracking the snakes in tree-studded savanna and forest-lined stream valleys of their sparsely populated homeland, the Adamawa Plateau. In the November to March dry season, the snakes slither into abandoned sections of aardvark burrows to lie dormant or to lay their eggs. Since few pythons are found near the hunters’ road side villages, Sambo, Adamou and Sambo’s 22-year-old son trek days into the bush, where they ignite fires to burn the undergrowth covering burrow entrances.
- 4 Following the trails left in ash by pythons, the hunters crawl into the burrows with torches, working their bodies along narrow corridors greased with their sweat. They must gauge if they can move forward without becoming stuck and whether, if the tunnel allows no space to turn around, they can make it back in reverse. If a tunnel is too narrow or steep or winding, the hunters dig a series of holes cutting as deep as 15 feet into the hard soil to find the chamber where a snake lies coiled.
- 5 The snakes have no venom, but their back-curved teeth, which grip the prey during constriction, can also tear into flesh ‘like saw blades,’ says Adamou. Pulling himself forward in a burrow, Adamou lights his way with burning straw: ‘In the hole, we are like soldiers going after an enemy; we always feel in control.’ Face to face with a python, Adamou holds out a flame, which he believes keeps the snake from striking. He positions his left hand, shielded with antelope skin, to cover the snake’s eyes while he grabs just behind its head. After Adamou has taken hold of the snake, he drags it very slowly out with both hands, moving gradually backwards, so the python remains composed and does not resist.
- 6 Once unearthed, pythons writhe into action, straining to draw themselves back into their holes or wrap hunters in coils that suffocate. To subdue a snake dug from its lair, Adamou pins its head with a forked stick, while a friend pulls on the tail. Away from its hole, an 18-foot, 150-pound python twists to escape Sambo’s grip on its head. The struggle will end with a slit to the throat that leaves the snakeskin undamaged.

7 Sambou and Adamou stake out skins to dry in their camp, near hearths where they boil python eggs to eat and smoke the snake's flesh to carry to villages. "If you were to bring this meat to an elder, he would hold your hands and spit in them as a blessing," Adamou says. Traders offer up to \$60 for the meat and skin of a large python. Meanwhile, commercial hunting has led to international restrictions on trade in python skins. Hence, the Gbaya tradition of crawling into burrows may dwindle before the snakes' numbers do.

50
55

Name	Index Number	Class
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**BISHAN PARK SECONDARY SCHOOL
FIRST SEMESTER EXAMINATION 2012
SECONDARY FOUR NORMAL ACADEMIC**

ENGLISH LANGUAGE
Paper 2 Language Use and Comprehension

1189/02

26 April 2012
1 hour 40 minutes

Candidates are to answer on the Question Paper.
No additional materials are required.

READ THESE INSTRUCTIONS FIRST

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

Answer **all** questions.
Write your answers in the spaces provided on the Question Paper.

The number of marks is given in brackets [] at the end of each question or part question.
The insert contains the comprehension passages for Section 2.
Mistakes in spelling, punctuation and grammar may be penalised in any part of the paper.

For Examiner's Use

Setter's Name: Kavitha Kanniah

This question paper consists of 8 printed pages.

[Turn Over

Section 1 [15 marks]

Fill in each blank with a suitable word.

Write each answer in the space provided in the passage.

The moment I felt the house (1), I leaped out of bed and rushed out to the front door. I was sure the house would fall before I got out. It rocked, like a ship on 'rough sea'.

Streams of people (2) into the streets to join a mourning, groaning, sobbing, wailing, weeping, and praying (3).....

The deathly-still air was very oppressive. Quiver (4)..... quiver followed, until it seemed as if the (5) heart of this old earth was broken and was throbbing and dying (6)..... slowly and gently.

People were beginning to get out from town and circulate all kinds of (7)..... reports about the loss of life, that San Francisco was sinking, that the water was two blocks up Market Street. Everyone was filled (8)..... fear.

Then the awful fires (9)..... out and there was no water. We heard that the big fire in the mission was (10)..... by a man and woman (11)....., after being made to put out the first fire they made, built (12)..... as soon as the policeman left. He came back, called them out and shot them dead.

Night came on, (13)..... there was no night for us. The reflection of the fire extended over the city changing night into (14).....

Police (15)..... the city to prevent thefts and keep people from using lights in the houses, as some were crazy enough to do it on the sly. One woman was shot after being twice ordered to put out a light.

[15]

Section 2 [65 marks]

NOTE: When a question asks you to answer in your own words, YOU MUST NOT COPY THE WORDS IN THE PASSAGE IN YOUR ANSWER.

Passage A

Read Passage A and then answer Questions 1-12.

From paragraph 1

- 1 Pick another word from the paragraph that has the same meaning as the word 'destructive' (line 2).
.....[1]
- 2 Which part of the volcanic activity contributed to the formation of an earth that would support life?
.....[1]
- 3 Explain **in your own words**, why the earliest oceans and atmosphere were important.
.....
.....
.....[3]
- 4 How are 'majestic landscapes' (line 11) formed?
.....
.....[2]

From paragraph 2

- 5 Complete the sentence below by filling in each blank with **one** word to explain the irony behind people who choose to 'live on the flanks of volcanoes' (line 14').
- Owing to the possibility of volcanoes erupting unexpectedly, people should stay (a)..... from volcanoes. However, many still prefer to live (b)..... them because volcanic soil and terrains are (c)..... and suitable for planting crops.
- [3]

- 6 **In your own words**, state **two** things people living near volcanoes must have or do.

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

From paragraph 3

- 7 Show your understanding of this paragraph by filling in the blanks, Use **ONE** word only in each blank, and make sure you **do not copy words from the passage**.

People living (a)..... of years ago had two
(b)..... to explain volcanic activities. One says that volcanoes
erupt whenever Vulcan – the blacksmith of the Roman gods –
(c)..... weapons for the Roman gods. The other one suggests
that volcanic eruptions are caused by the (d)..... Pele, the
Goddess of Volcanoes. Now, people rely on scientific (e)..... to
explain volcanic activities.

[5]

From paragraph 4

- 8 What is the difference between the formation of volcanoes and other mountains?

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

- 9 What are the **two** purposes of the vent in a volcano?

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

From paragraph 5

- 10 State **two** differences between magma and lava.

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

- 11 Name the main component found in magma.
.....[1]
- 12 How are magmatic rocks formed?
.....[1]

Passage B

Read Passage B and then answer Questions 13 – 24.

From paragraph 1

- 13 What do the words 'suffocating embrace' (line 1) suggest about the snake's hold on Sambo?
.....[1]
- 14 Paying close attention to lines 4-6, give **two** possible reasons why one would require 'courage' to catch a python.
.....
.....[2]

From paragraph 2

- 15(a) Why does Sambo kill a chicken before a snake hunt?
.....[1]
- 15(b) Use **one** word to describe him. Pay close reference to your answer to Question 15(a).
.....[1]
- 16 What is the traditional Gbaya initiation into adulthood?
.....[1]
- 17 Sambo learnt that 'Death is not something to play with.' (line 12). What does this statement tell us about snake hunting?
.....[1]

From paragraph 3

- 18 Suggest a possible reason why few pythons are found 'near the hunters' roadside villages' (lines 21).

.....[1]

From paragraph 5

- 19 '...like saw blades' (line 33). What does this phrase reveal about a python's teeth?

.....[1]

From paragraph 6

- 20 A snake hunter needs courage when he is hunting snakes. State **two** other qualities he must possess.

	Snake-hunting Actions	Qualities Needed
(a)	To subdue a snake dug from its lair, Adamou pins its head with a forked stick...	
(b)	The struggle will end with a slit to the throat that leaves the snakeskin undamaged.	

[2]

- 21 Explain **in your own words** why Adamou had to drag the snake out of the burrow very slowly.

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

From paragraph 6

- 22 Why do you think it is important for the snake skin to be left undamaged?

.....[1]

From paragraph 7

- 23 Suggest a reason why Gbaya hunters smoke the snake's flesh.

.....[1]

From the whole passage

- 24 Choose from the following meanings given the most suitable one for the words used in the passage. Put a tick in the box alongside the answer you choose. [5]

(a) crouched (line 6)	bent	☐
	knelt	☐
	lowered	☐
	squatted	☐
(b) sparsely populated (line 18)	thinly spread	☐
	densely inhabited	☐
	closely monitored	☐
	sparingly distributed	☐
(c) dormant (line 20)	still	☐
	active	☐
	asleep	☐
	passive	☐
(d) shielded (line 38)	covered	☐
	wrapped	☐
	protected	☐
	concealed	☐
(d) subdue (line 43)	overdue	☐
	overtake	☐
	overcome	☐
	overpower	☐

- Write your summary in not more than **130 words** (not counting the words given to help you to begin).

2012 Sec 4A EL SA 1
Answers

Section 1 – Cloze Passage [15 marks]

- 1 tremble / shake
- 2 poured / ran
- 3 crowd
- 4 after
- 5 very / whole / entire
- 6 away / very
- 7 frightening / shocking
- 8 with
- 9 broke
- 10 caused / started
- 11 who
- 12 another
- 13 but / however / unfortunately
- 14 day
- 15 patrolled

Section 2

1.	Passage A Catastrophic	1
2.	Gaseous emissions	1
3.	They produced the substances / materials [1] (do not accept 'supplied / ingredients') important [1] (do not accept 'vital') to start and maintain [1] (do not accept 'evolve / sustain') life.	3
4.	Volcanic eruptions produce mountains, plateaus and plains [1], which are sculpted into majestic landscapes by erosion and weathering [1].	2
5a.	away	1
5b.	near	1
5c.	fertile	1
6.	They must live with volcanoes in a pleasing manner [1] (do not accept 'in harmony') and learnt to anticipate and prepare [1] (do not accept 'expect /	

	<i>plan</i>) for volcanic eruptions.	2
7a.	hundreds (<i>do not accept 'centuries'</i>)	
7b.	stories / theories	
7c.	made / produced	
7d.	frustrated / irate / furious / revengeful	
7e.	facts / theories	5
8.	Volcanoes are formed by <u>uplifting and erosion [1]</u> , unlike mountains which are formed by <u>folding and crumpling [1]</u> .	2
9.	It connects the molten rock with the Earth surface. It expels molten rock and related gases.	2
10.	Magma is molten rock while lava is the erupted substances.	2
11.	It is a liquid comprising oxygen and other minerals.	1
12.	The liquid magma, when cooled, precipitates crystals of various minerals and solidify to form an igneous or magmatic rock.	1
	<u>Passage B</u>	
13.	very tight / relentless / unyielding / strangling	1
14.	They needed to crawl into the lairs of the serpent [1] and grab the snake with their bare hands [1].	2
15(a)	He killed a chicken as an offering to his ancestors for success.	1
15(b)	Superstitious	1
16.	The young boy had to kill a python / hunt a gbagok on his own.	1
17.	dangerous / life-threatening / risky	1
18.	Road side villages are too close to humans / Hunters at road side villages would catch them.	1
19.	They are very sharp.	1
20(a)	strength [1]	
20(b)	skill [1]	2
21	They move the python slowly so as <u>to calm</u> / <u>not agitate</u> (<i>do not accept 'so the python remains composed'</i>) the snake [1] and ensure that it <u>stays still</u> / <u>does not fight back</u> / <u>does not struggle</u> / <u>does not attack</u> (<i>do not accept 'does not resist'</i>) [1]	2
22.	To sell for / fetch a high price.	1
23.	To preserve it / so that it can last longer.	1

24(a)	crouched – bent	
(b)	sparsely populated – thinly spread	
(c)	dormant – still	
(d)	shielded – protected	
(e)	subdue – overpower	5

25. Summary points:

Gbaya men hunt pythons by first...

1. tracking the snakes in the savanna and valleys.
2. First, they light fires to burn the undergrowth covering burrow entrances.
3. Next, they follow the trails left by pythons
4. and crawl into the burrows armed with torches
5. They need to ensure that the passage/tunnel is broad enough for them to turn with ease.
6. If the tunnels are too narrow/steep, they dig holes
7. before looking/ locating the chamber where the snake lies.
8. When they face the snake, they distract it with a fire / burning straw.
- OR** They hold out a flame to keep the snake from striking.
9. When ready, they use an antelope skin to cover the snake's eyes
10. while grabbing it behind its head.
11. Once they have successfully captured it, they drag it out slowly with both hands.
12. Once outside the burrow, one pins the snake's head with a forked stick
13. while another pulls its tail.
14. The struggle ends with a small slit on its throat.
15. The snakes' skins are dried
16. while their eggs were boiled for consumption.
17. Snakes' flesh is blessed by an elder
18. or smoked and carried to the villages for sale.

Content: 15m (max 15 points)
Style: 5m
Total: 20m

Name	Register Number	Class
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GREENRIDGE SECONDARY SCHOOL

Mid-Year Examination 2012

Secondary 4 Normal Academics

English Language Syllabus A
Paper 1: Writing

1189/01
23 April 2012
1 hour 4 minutes
Maximum Marks: 60

Additional Materials: Answer Paper

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READ THESE INSTRUCTIONS FIRST

Do not open this booklet until you are told to do so.
Write in dark blue or black pen.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer both **Section One** and **Section Two**

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

Setter: Mr Oday

This document consists of 2 printed pages, including this cover page.

Section One [30 marks]

You are advised to write between 250 and 400 words on ONE of the following topics. At the head of your composition write the number of the topic you have chosen.

- 1 Describe an outing you particularly enjoyed.
- 2 Grandparents.
- 3 Children should be given more time to enjoy their childhood than being forced to study all the time. Do you agree with this statement?
- 4 Write about why you think teenagers find it difficult to handle money sensibly.
- 5 Write a story which begins with the words: 'I, being wounded, have no other choice but to find my way out of this jungle fast.'
- 6 Write about your recent visit to an Information Technology (IT) fair.

Section Two [30 marks]

Begin your answer on a fresh page.

You are advised to write between 180 and 250 words for this section.

You should read the information carefully and plan your answer before beginning to write.

Your friend, Thomas, is planning to visit Singapore in June with his Sister, Kazika. He has written to ask you about shopping in Singapore. His sister wants to buy some branded dresses while he himself is only interested in window shopping. Write a letter to him giving the following information:

- Why you were delighted to receive his letter
- The shopping areas you would recommend
- Your preferred department store(s) and their specialities
- A must visit two places of interest
- Suggestion for accommodation

You should write your letter in a friendly and polite tone. You may use other details if necessary.

END OF PAPER

Read Passage A and Passage B and answer the questions which are printed in the separate Question Paper in the spaces provided on that Question Paper.

Passage A [25 marks]

1	On 18 October 2011, Terry Thompson of Zanesville, Ohio, set loose captive tigers along with dozens of other exotic animals in his private zoo before taking his own life. As town residents cowered in fear, overmatched Ohio police were forced to kill nearly all the animals.	
2	Reporting on the aftermath of the tragedy, it became clear just how little regulation exists around such private zoos. Even though there had been several complaints about Thompson's personal wildlife collection leading up to the incident, police could do little about it.	5
3	I thought about the Zanesville story again this holiday as my family made its Christmas-night pilgrimage to the movies. Among the films was the family drama <i>'We Bought a Zoo'</i> , loosely based on the real-life story of a British journalist named Benjamin Mee, who, in the wake of his wife's illness and eventual death, makes the half-crazy decision to buy, fix up and reopen a zoo in rural England. Mee has zero experience with wild animals before he takes over his own zoo. "You don't need any special knowledge to run a zoo," Mee says in an interview. "What you need is a lot of heart."	10
4	I imagine the professionals at the National Zoo in Washington might want to point out that, in fact, special knowledge - and perhaps even a graduate degree - is useful for running a zoo. But my trouble with films like <i>'We Bought a Zoo'</i> goes beyond the sugary script. Just as the Zanesville tragedy raised questions about the safety of owning exotic animals, some animal-rights groups have taken <i>'We Bought a Zoo'</i> to task for putting scores of wild animals to work in the movie and glorifying private zoos along the way. "The messages coming out of such movies is very disappointing," says Julia Gallucci, a primatologist with People for the Ethical Treatment of Animals.	15 20 25
5	It's true that life is better for animals in Hollywood now than it once was. To get footage of a cowboy on horseback jumping into a lake for the film <i>'Jesse James'</i> , filmmakers pushed a blindfolded horse off a high cliff; the animal suffered a broken back and had to be destroyed. That episode helped get the American Humane Association (AHA) involved in Hollywood, and in 1980, the film industry's rules were amended to include regulations requiring proper treatment of animals. The agreement allowed AHA representatives on set and gave birth to the famous "No animals were harmed in the making of this film" end credit.	30
6	But even with AHA experts present, accidents and abuse can happen - a giraffe died on set during the filming of the 2011 comedy <i>'Zookeeper'</i> . The interspecies clashes may be due to the fact that wild animals are not meant to perform with human beings or even safely coexist with them, and need to be coerced to do so. "When you deal with animals like tigers and elephants, their instinctive behaviour can cause them to kill human beings," says Gallucci. "It's who they are."	35 40

7	AHA representatives were on the scene for the filming of 'We Bought a Zoo' and the movie received the group's highest rating - even the bees used for one scene were well taken care of. But to me the issue isn't so much what's happening on movie sets as the message the films are sending. Zoos aren't something anyone with a dollar and a dream should be running, and wild animals shouldn't be used for our entertainment. Lions and tigers aren't actors, even if we put them in Hollywood. It's not who they are. Walsh, Bryan. "Why Wild Animals and Hollywood Don't Mix". [On-line]. Available: http://www.time.com/time/health/article/0,8599,2103595,00.html	45
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Passage B [40 marks]

1	Eco-tourism, eco-travel, and just generally being "eco" have become popular tourism sales pitches. But what is true eco-tourism? And is eco-tourism such a great thing anyway?	
2	Defining 'eco-tourism' has proven to be difficult given all the different players attempting to define it. People tend to define things in terms that are beneficial to themselves, hence the variety of definitions. The International Eco-tourism Society defines 'eco-tourism' as 'responsible travel to natural areas that conserves the environment and improves the welfare of local people'. A loose interpretation of this definition allows many companies to promote themselves as something that they are not.	5 10
3	There are many different benefits that can be derived from eco-tourism if it is used as a tool by local communities rather than large outside interests. It is a promising means of advancing social, economic, and environmental objectives in developing countries.	
4	Wildlife and its habitats in developing countries are becoming increasingly popular attractions for international tourism. Many of the richest areas, biologically, are in the developing world. Growing numbers of eco-tourists are flocking to the mountains of Nepal, the tropical forests of Costa Rica, and the beaches of Sri Lanka. They bring with them money to spend, money that creates jobs and incomes for households and communities in and around national parks and other protected areas. Eco-tourism enterprises, tour and guide services, lodges as well as satellite activities such as crafts industries, transportation and food services, also generate revenues. Governments can then use this income in operating and protecting natural habitats.	15 20 25
5	By recognizing the importance of protecting biological diversity, eco-tourism is raising appreciation for biological resources and leading to better conservation practices by developing country populations. It must of course be properly regulated and managed to protect against adverse environmental and cultural effects that can come with overbuilding of tourist facilities and influx of populations around fragile ecosystems.	30

6	With all the hype surrounding eco-tourism, it is refreshing to hear an alternative perspective. Many eco-tourism claims concerning its benefits are exaggerated, or owe more to marketing than genuine sustainability. Not only are such projects planned and carried out without local consent and support, they often threaten local cultures, economies, and natural resource bases.	35
7	Critics regard eco-tourism as an 'eco-facade': a tactic concealing the mainstream tourism industry's exploitative practices by 'greening' it. Of particular concern is the side stepping of crucial questions in the promotion of eco-tourism, regarding the global economy and widening income gap, particularly in Third World countries. Significant social and political issues such as the maldistribution of resources, inequalities in political representation and power, and the growth of unsustainable consumption patterns are marginalised or ignored.	40
8	Eco-tourism may sound benign, but one of its most serious impacts is the expropriation of 'virgin' territories - wildlife parks and other wilderness areas - which are packaged for eco-tourists as the green option. Eco-tourism is highly consumer-centered, catering mostly to urbanised societies and the new middle-class 'alternative lifestyles'.	45
9	Diverse local social and economic activities are replaced by an eco-tourism monoculture. Contrary to claims, local people do not necessarily benefit from eco-tourism. Tourism-related employment is greatly overrated; locals are usually left with low-paying service jobs such as porters, and food and souvenir vendors. In addition, they are not assured of year-round employment; workers may be laid off during the off-season. Most money, as with conventional tourism, is made by foreign airlines, tourism operators, and developers who repatriate profit to their own economically more advanced countries.	50 55
<i>"Eco-tourism". [On-line]. Available: http://www.untamedpath.com/index.html</i>		

End of Insert

Section 1 [15 marks]

Fill in each blank with a suitable word.

Write each answer in the space provided in the passage.

New research suggests that soccer players are at (1)_____ of brain injury, especially those who head the ball a lot.

Researchers in America carried out tests (2)_____ 38 amateur football players over the age of 30 who had played the sport (3)_____ childhood. Doctors gave them MRI brain scans and tests to assess their brain function. The players were asked to estimate the number of times they had (4)_____ a ball in the past year.

The research findings indicate a degree of brain injury not (5)_____ present in people who do not play soccer. Doctors reported the (6)_____ to be a form of concussion known as mild traumatic brain injury (TBI). This can easily (7)_____ in soccer due to the frequent impact of the head with a ball that can (8)_____ at speeds close to 100 kph.

Lead author Doctor Michael Lipton explained the effect heading a ball can have on the brain: "Heading a soccer ball is not an impact of a (9)_____ that will cut nerve fibres in the brain, but repetitive heading may set (10)_____ a cascade of responses that can lead to a degeneration of brain cells." He added: "Brain injury and cognitive impairment can result (11)_____ heading a soccer ball with high frequency. These are findings that should be taken into (12)_____ in planning future research to develop approaches to (13)_____ soccer players."

Doctor Lipton concluded it would be difficult to (14)_____ brain injury in children as it takes years of heading a ball for the damage to show (15)_____ in brain scans.

Section 2 [65 marks]

NOTE: If a question asks you to answer in your own words, YOU MUST NOT COPY THE WORDS IN THE PASSAGE IN YOUR ANSWER.

Passage A

Read Passage A and then answer Questions 1 – 14.

From paragraph 1:

1. How did Terry Thompson die? Put a tick in the box against the answer you choose.

He killed himself.

☐

He was killed by the police.

☐

He was killed by the wild animals.

☐

[1]

2. Write down **one** word from the paragraph which shows that the police had difficulty handling the situation.

The word is _____.

[1]

From paragraph 2:

3. Why do you think the Zanesville incident was considered a 'tragedy' (line 5)?

It was because _____ [2]

4. Why were the police unable to respond to the complaints about Thompson's private zoo? **Answer in your own words.**

It was because _____ [2]

From paragraph 3:

5. Write down **one** word from the paragraph which suggests that the author and his family watch movies every Christmas night.

The word is _____.

[1]

6. The following statements are about Benjamin Mee (lines 10 to 16). Put T in the boxes of those which are true. Put F in the boxes of those which are false.

He inspired the making of the movie ' <i>We Bought a Zoo</i> '.	
He decided to buy a zoo as a result of his wife's illness and death.	
His decision to buy a zoo was totally rational.	

[3]

7. "What you need is a lot of heart." (line 16). What do you think Mee could be suggesting by that?

He could be suggesting that to run a zoo, one needs _____

[1]

From paragraph 4:

8. Show your understanding of the paragraph by filling each of the blanks with **one word of your own**.

The author _____ that the professionals at the National Zoo in Washington would _____ with Mee's comment that one does not need special knowledge to run a zoo. The author also finds it a problem that films like '*We Bought a Zoo*' put _____ wild animals to work in the movie and they _____ private zoos along the way.

[4]

From paragraph 5:

9. What eventually happened to the horse used to film '*Jesse James*'? **Answer in your own words.**

The horse _____

[1]

10. What did the agreement (line 32) allow? **Answer in your own words.**

It allowed the AHA representatives _____

[2]

From paragraph 6:

11. Explain the irony in line 36.

It is ironic that _____

[2]

12. Write down **one** word which shows that wild animals are forced to do things against their nature while filming.

The words is _____. [1]

From paragraph 7:

13. What do you think was the author's intention of citing how the set treated the bees used in filming (lines 43 - 44)?

The author wanted to _____
_____. [2]

14. What are the **two** wrong messages the author was worried films might be sending?
Answer in your own words.

He was worried that people might think that _____
_____. [2]

Passage B

Read Passage B and then answer Questions 15 – 21.

From paragraph 1:

15. Quote **two consecutive words** which suggest that eco-tourism might not be 'such a great thing anyway' (lines 2 - 3). Explain your answer.

The words are '_____'. The phrase suggests that _____
_____. [3]

From paragraph 2:

16. Why is it a challenge to explain what 'eco-tourism' exactly is?

It is because _____ [2]

17. a) How does the International Eco-tourism Society define eco-tourism? **Answer in your own words.**

Eco-tourism is _____
_____. [3]

b) 'A loose interpretation of this definition allows many companies to promote themselves as something that they are not.' (lines 9 - 10)

Write down one word which appeared later in the passage that has similar meaning as the above sentence.

The word is '_____'. [1]

From paragraph 3:

18. a) Quote the word which says that certain condition must exist for eco-tourism to be beneficial.

The word is '_____'. [1]

b) What is the condition that must exist?

Eco-tourism must _____
_____. [1]

19. 'It is a promising means of advancing social, economic, and environmental objectives in developing countries' (lines 12 - 14).

Write down four words from the sentence, next to their correct meanings.

The word from the sentence	What the word means
	purposes
	potential
	progressing
	way

[4]

From the whole of Passage B

20. Choose from the meanings given the most suitable one for the words given in the passage. Put a tick in the box alongside the answer you choose.

a) flocking (line 18)	flying	☐
	sending	☐
	going in large numbers	☐
	seeing great details	☐
b) adverse (line 29)	positive	☐
	manageable	☐
	frightening	☐
	unfavourable	☐
c) hype (line 32)	excitement	☐
	discussion	☐
	benefits	☐
	problems	☐
d) benign (line 45)	harmless	☐
	unusual	☐
	awkward	☐
	unimportant	☐
e) conventional (line 56)	novel	☐
	controversial	☐
	special	☐
	usual	☐

[5]

From Passage B

21. Using only material from paragraphs 4 to 9, write a summary of the benefits and challenges that come with eco-tourism.

Write your summary in not more than **130** words (not counting the words given to help you to begin). Do not write in note form.

Eco-tourism brings benefits to countries involved when _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[20]

End of Paper

2012 4NA EL MYE

Cloze passage

1. Risk (x danger)
2. on
3. since
4. headed
5. usually/commonly/normally/often (x likely)
6. condition/injury
7. occur/happen (x result)
8. travel/move/go
9. magnitude/force/power
10. off
11. from
12. consideration/account
13. protect/help/benefit
14. detect/spot (x find/discover)
15. up

½ marks for SP mistake. 0 marks for grammar mistakes

Comprehension

1. (literal) He killed himself. [1]
2. (vocab literal) overmatched [1]
3. (inferential) it was because it involved the death of a person [1] and several exotic animals [1].
4. (own words) it was because there was not much (x little) rules/guidelines/laws (x regulation) about such practices so they could not take actions [2]
5. (vocab literal) pilgrimage [1]
6. (vocab literal) T, T, F [3]
7. (inferential) patience/love/care for the animals (x a big heart, effort, confidence, courage, responsibility) [1]
8. (summary, own words) thinks (X imagine), disagree, many/numerous (X scores of), praise/overpraise/promote (X glorify, support, encourage) [4]
9. (own words) The horse was put to death (X destroyed, active form, tenses error) [1]
10. (own words) it allowed the AHA representatives to be present [1] during the filming (x on set) [1]
11. (irony) It is ironic that an animal had died, which was saddening, while filming a comedy which was meant to bring joy. / It is ironic that an animal still died even though the AHA representatives, who were supposed to ensure animal welfare during filming, were present. / It is ironic that the movie, which is titled 'zookeeper' and likely to be about caring for animals, caused the death of an animal while filming, showing how careless the crew actually was. [2]
12. (vocab) coerced [1]
13. (inferential) the author wanted to **emphasise** how the movie managed to receive the highest rating from the AHA [2]
14. (own words) He was worried that people might think that anyone with money (x dollar) and vision (x dream) could run a zoo [1], and that animals may be used for our amusement and pleasure (x entertainment) [1]
15. (vocab, inferential) 'sales pitch' [1]. It suggests that those promoting eco-tourism are just trying to market their product and services to increase their profits [1] and not truly wanting to save the environment or help the people [1].
16. (literal) there are many different players trying to give their own definition [1] that would be to their interest [1]
17. (own words) It is going to natural areas and being accountable (x responsible) for his own actions [1]. In doing so, the traveller preserves/saves (x conserves) the

- environment [1] and helps to better (x improve) the well-being (x welfare) of the people [1]. (vocab) the word is 'eco-facade' [1]
18. (literal) the word is 'if' [1]. Eco-tourism must be used as a tool by local communities rather than large outside interests to be beneficial. [1]
 19. (vocab) objectives, promising, advancing/developing, means [4]
 20. Going in large numbers, unfavourable, excitement, harmless, usual [5]
 21. 15 points + 5 marks for language:

Benefits

1. Eco-tourists bring with them money to spend (line 19)
2. money that **creates jobs** and **incomes** for the people around national parks and other protected areas (line 20)
3. related businesses generate **revenues** (line 23)
4. Governments can then use this income in **operating and protecting natural habitats** (line 24)
5. By **recognizing the importance** of protecting biological diversity (line 26)
6. **raising appreciation** for biological resources (line 27)
7. leading to **better conservation practices** by developing country populations (line 28)

Challenges

8. projects are planned and carried out **without local consent and support** (line 35)
9. often **threaten** local cultures, economies, and natural resource bases (line 36) / overbuilding of tourist facilities and influx of populations around fragile ecosystems (line 30)
10. **side stepping of crucial questions** in the promotion of eco-tourism (line 39) / Significant social and political issues are marginalised or ignored (line 44)
11. expropriation of 'virgin' territories (line 46)
12. Diverse local social and economic activities are **replaced by an eco-tourism monoculture** (line 50)
13. locals are usually left with **low-paying service jobs** (line 52)
14. not assured of year-round employment (line 54) / workers may be **laid off** during the off-season (line 55)
15. Most money, as with conventional tourism, is made by foreign airlines, tourism operators, and developers (line 56)
16. who repatriate profit to their own economically more advanced countries (line 57)

Name: _____ Index Number: _____ Class: _____



TEMASEK SECONDARY SCHOOL

Mid-Year Examination 2013

Secondary Four Normal Academic

ENGLISH LANGUAGE

1190/01

Paper 1 Writing

INSERT AND ANSWER SHEET

SECTION A

READ THESE INSTRUCTIONS FIRST

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

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

Write in dark blue or black ink.

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

Section A is to be submitted separately at the end of the paper.

Write your answers in the spaces provided.

This document consists of 2 printed pages

No part of the paper is to be reproduced without the approval of the Principal of Temasek Secondary School.

Section A

Editing [10 marks]

Carefully read the text below, consisting of 12 lines, about polluted rivers. The first and last lines are correct. For ten lines, there is one grammatical error in each line.

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.....

The Ganges is one of the world's most populated and exploited rivers; a staggering 450 million people relies on its waters for their livelihood. It is consider to be one of the most polluted waterways on Earth. That the fate of the world's rivers is so tied to river dolphins has been identify only recently. A paper published in the journal *Nature* says that the worlds rivers are on a crisis of "ominous proportions". Nearly 80 percent of the world's population live in areas of polluted waters, threaten human well-beings and putting thousands of species on risk of extinction. It is clear that we can no longer looked at human water security and biodiversity threats as separate issue. South Asia is one of the most water-stress regions. It contained large and rapidly increasing populations who are being deprived of clean water at an alarming rate.

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

Source: Adapted from 'River of Life: A Mutual Dependency' by Sarah Curran-Ragan.

MYE 2013

ENGLISH PAPER

ANSWER KEY

Section A

Editing [10 marks]

Carefully read the text below, consisting of 12 lines, about polluted rivers. The first and last lines are correct. For ten lines, there is one grammatical error in each line.

Circle the incorrect word and write the correct word in the space provided.

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1. rely
2. considered
3. identified
4. world's
5. in
6. threatening
7. at
8. look
9. issues
10. contains

Source: Adapted from 'River of Life: A Mutual Dependency' by Sarah Curran-Ragan.



TEMASEK SECONDARY SCHOOL

Mid-Year Examination 2013

Secondary Four Normal Academic

ENGLISH LANGUAGE

1190/01

Paper 1 Writing

1 hour 50 minutes

Question Booklet

Additional Material: Writing paper

READ THESE INSTRUCTIONS FIRST

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

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 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 Sections A, B and C separately**.

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

This document consists of **4** printed pages

Section B [30 marks]

You are advised to write between 180 and 250 words for this section.

You should study the information found in the promotional flyer attached (insert) carefully and plan your answer before beginning to write.

Your school has made it compulsory for service learning to be included in all CCAs. As the newly-appointed Chairperson of the Class Service Learning Committee, your form teacher has asked you to think of how best to get your classmates from different CCAs to be involved in a community service project for the elderly. She has specified that it must not be a one-time visit to an old folks' home. You are excited at the prospect of a partnership with 'GoldenCare'- a day care centre - on learning that it is looking for a school in its vicinity to implement a pilot project on service learning.

Write a proposal to your form teacher, giving details of the partnership to promote the physical, mental and emotional health of the elderly. In your proposal, you should suggest:

- a programme of activities involving at least 3 relevant CCAs
- how the involvement can benefit the elderly and the students alike
- how participation by the students can add value to their CCA programme

Write your proposal in clear, accurate English and in a persuasive tone, to convince your form teacher that it will make service learning practical and meaningful for your class.

You should use your own words as much as possible.

Section C [30 marks]

Begin your answer on a fresh page.

You are advised to write between 250 and 400 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 a time when you or someone you know had to make a sacrifice.
- 2** Describe a thing or a place that you dislike initially but which you develop a liking for later on.
- 3** Which would you rather be - a leader or a follower? Give your reasons.
- 4** "Without formal education one cannot succeed in life." Do you agree?



GOLDENCARE

Where Old is Gold and Service Glitters



8.30 am – 6.00pm every day except weekends and public holidays

Start a new chapter in life after your retirement. Join GoldenCare - a day care centre - where you are valued for what you are because we believe that old is gold. And, of course, gold is the service standard we seek to offer.



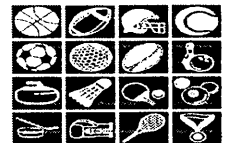
Our mission:

To provide the elderly with a day care sanctuary that promotes physical, mental and emotional health in an interactive environment that is socially nurturing.



Who qualifies and what is the cost per person?

All retirees who are interested in meeting people and engaging in productive activities. The cost will be decided on a case by case basis by the interview panel. It covers participation in all the programmes as well as 3 meals- breakfast, lunch and afternoon tea. The Lily Kong Foundation, which is the main sponsor, wants to make it affordable to all.



What are the programmes?

Currently, we have recruited retirees from the following careers -*sports, performing arts and music, horticulture, medicine and health sciences, nutrition, education, food industry as well as community and social services*- to run the programmes for you. These instructors are well-qualified in their respective fields.



How we intend to reach out to the community?

We want to start a partnership with schools to implement a pilot project on Service Learning. The time frame for the partnership is at least 1 semester but we are open to a flexible arrangement with student volunteers to help design and facilitate the running of programmes. We assure schools that this would be a win-win situation as there is so much that students and our retirees (instructors and the elderly folks) can learn from each other.





TEMASEK SECONDARY SCHOOL

Mid Year Examination 2013

Secondary Four Normal Academic

ENGLISH LANGUAGE

1190/02

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 Paper Booklet.

NUH
National University Hospital

A member of the NUHS

PATIENTS & VISITORS | MEDICAL PROFESSIONALS | EVENTS & HEALTH INFORMATION | ABOUT US

Overview | New Developments | Clinical Outcomes | Milestones | Awards & Achievements | Corporate Publications | Tenders | Join Us | Useful Links

Our People, Our Pride.
Nurturing the best talent for the future.

Join Us

Click here to find out more about our career opportunities

Nurturing the best talent for the future.

At NUH, our people are our greatest asset. Our team of healthcare professionals is dedicated to providing the best care for our patients.

Our dynamic environment offers ample opportunities for growth and development if you are energetic, enthusiastic and compassionate and possess the drive to excel, learn and to fulfill your career aspirations.

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Tel: 65 6775 1111
Fax: 65 6775 1150
Email: info@nuh.com.sg

Accreditation logos: ISO 9001, ISO 14001, TUV, etc.

Awards:



[Turn over

Section B

Text 2

The text below is a short story about a woman discovering she is HIV positive. Read it carefully and answer Questions 5 – 13 in the Question Paper Booklet.

- 1 They're endless and faceless and they stopped tugging at his heartstrings a long time ago. "So..." she begins, clutching at the handbag in front of her as if it will shield her from what is to come. "So... wh-what did the blood test reveal?" Her eyes dart around nervously, and she sits peculiarly erect in the patients' chair, back stiff and rigid against the tattered green of the leather backing. 5
- 2 "The endoscope diagnosis how?"
"The scan-"
"-MRI-"
"X-ray-"
"-bout the PET image yester-" 10
"-se Gamma camera?"
"Well..."
- 3 Adam casts his mind around for the best way to say this. It's not a matter of pity, but merely an issue of tact and professionalism; and after a moment of consideration, he decides that being blunt would be the best for everyone concerned. 15
- 4 "I'm afraid, Ms Seng, that the blood tests indicate that you're suffering from early-stage HIV."
That is all. No precursors, no entreaties to remain calm, just the facts.
"I'm sorry."
- 5 The words have a peculiar effect on the woman. She's in her early twenties, probably. Her olive brown skin masks the drawn features she must have suffered from the strain of *not knowing*; it tells of the darkness of ignorance, and the terrible apprehension that from her thin – too thin – hands must have plagued her. 20
- 6 They all handle it differently, but in the end it all is the same. Some succumb to the drug of denial; their eyes go wide with incredulity and disbelief. They implore a re-test, demand that a mistake has been made, beg for a solution. 25
- 7 Some buckle under the strain; their minds scramble frantically to correlate the neat little pathways of their ordered lives with the train wreck that has been shoved in front of their faces. They nod, stare at you with their suddenly empty face; placidly accept everything you say, and walk out of the clinic with a detached calm that is so fragile and precarious it crumbles at the slightest touch. 30
- 8 As, apparently, Ms Seng is doing. Her face goes a horrid white that is sickening against her tan, and her chin trembles, but no tears threaten.
- 9 "No..." she croaks. "Oh God, oh God, oh God..." He can almost see, in the fleeting emotions across her face, what's on her mind; there's horror and shock and an overwhelming fear of death...brought suddenly closer now by the death sentence she imagines her disease to be. 35
- 10 Not that she's inaccurate in thinking that, of course. It's the nineties, and science attempts to outdo itself with brand-new bells and whistles every day, but after every clash with HIV it always retreats to lick its wounds. 40

[Turn over

- 11 "There are treatments available, ma'am," he says gently. It's easier to be gentle, now that he's gotten the hard part over with. He never ceases to marvel at how *volatile* humans are, that within the breadth of five minutes they can go from uneasy to devastated to pained; and he wonders, exasperatedly, why everyone can't just be stoic and take things in their stride. 45
- 12 Visibly pulling herself together, she takes a long, shuddering breath and is quiet for a while. He studies her face, intrigued by the subtle muscles at play beneath her skin, that might – if given meaning and thereby life – offer some indication of the strife in her mind.
- 13 Finally, quiet and numb, she says, "How long?" 50
He thinks for a moment.
"Not everyone is affected the same way. It's entirely possib-"
"Please," she says weakly, "how long?" The anguish in her voice trembles in the room, and for a moment Adam wonders if he'll forever associate the sharp scent of the cleaners in hospitals with that particular brand of emotional torment. 55
- 14 He doesn't hesitate. The patient knows what she wants; and he'll offer that information to her without any preamble.
"On average, I'd say about ten years before it develops into AIDS."
"And then?"
"And then... you'd probably have around nine months." 60

Adapted from 'The Hospital' by Pek Wen Jie

[Turn over

Section C

Text 3

The text below is a writer's observation of the macaws' behaviour. Read it carefully and answer Questions 14 – 21 in the Question Paper Booklet.

- 1 When the morning sun clears the Amazon tree line in southeastern Peru and strikes a gray-pink clay bank on the upper Tambopata River, one of the world's dazzling wildlife gatherings is nearing its riotous peak.
- 2 The steep bank has become a pulsing, 130-foot-high palette of red, blue, yellow, and green as more than a thousand parrots squabble over choice perches to grab a peakful of clay, a vital but mysterious part of their diet. More than a dozen parrot species will visit the clay lick* throughout the day, but this midmorning crush belongs to the giants of the parrot world, the macaws. 5
- 3 Hidden in a blind a hundred feet away, I watch the congregation. Flying in on wings of royal blue with a hint of green, the husky red-and-green macaw is the largest, weighing three pounds and measuring more than three feet from head to tail. The slightly slimmer scarlet macaw unfurls darker blue wings with brilliant yellow shoulders. The blue-and-yellow macaw flashes feathers more turquoise and gold. All three shake tails as long as their bodies and boast probably the most powerful bites in the bird world. 10
- 4 Macaws seem to mate for life, so most arrive at the lick in pairs. Some are shepherding offspring. The juveniles are perfectly capable of biting off their own clay, but they're spoiled. Bleating relentlessly at their parents, they usually get their way, and the adults regurgitate clay into their mouths, pampering them as they have since the day they hatched. 15
- 5 Only a third of the macaws can get on the lick at a time. About every half minute the rotation changes, and those shrieking for their turn from surrounding trees and vines surge forward. The air reels with colour. 20
- 6 Now one macaw sees an eagle soaring above and screams an alarm that catapults the birds into flight. Ten adults peel off from the flock and circle just above the predator, which can attack only by diving. They assault it with their loudest cries, and the eagle quickly flies away. I came to appreciate the close-range power of that ultimate macaw shriek early on in my ten years of studying these extraordinary birds. A trumpet blown straight into your ear would not feel worse. 25
- 7 Gaudy, raucous birds would seem to be easy subjects to track. But when macaws fly into the dense forest canopy to search for food, they become invisible and almost silent. 30
- 8 To learn what they were eating, my assistants and I spent the first two seasons of the study walking the forest and listening for the subtle sounds of debris falling onto the thin layer of leaf litter, a sure sign that parrots or monkeys were feeding in the canopy 120 to 180 feet above.
- 9 If the falling seeds or fruit had scoop-shaped beak marks, we knew we had found parrots, and we hoped they would be large macaws. If we waited in silence, the birds would often reveal themselves by squawking quietly-communicating, we now know, with family members. Then we could locate them with high-powered telescopes and observe their feeding behaviour. 35

[Turn over

- 10 We discovered that macaws break through the pulp of fruits to get directly to the seeds, which they crack and eat. They also eat the pulp of some fruits and occasionally flowers and leaves. But their main goal is seeds, making macaws unlike most birds in the tropical forest. 40
- 11 In feeding, a macaw displays mammal-like dexterity. Each muscular leg powers a foot of four clawed toes, two facing forward, two backward. The bird can hang upside down or reach sideways effortlessly, anchored by one foot to pick fruit with the other. Its hooked beak can act as a third foot for climbing. Once the bird has lifted a fruit to its beak, it cannot see it, but its thick tongue judges the shape and works with the skills of a thumb to rotate the fruit and position its seed for cracking. No seed appears to be a match for that beak. We find macaws eating in mahoganies, kapoks, coral bean trees and rubber trees-among a list of 60 or so favourites. But I think they experiment with everything. Its part of their curious nature to bite and test. In a forest of maybe 2000 species of flowering or fruiting trees, plants and vines, they may come upon something they haven't seen before, that blooms only every few years. However if they have no lack of food why are they eating riverbank clay? 45 50 55
- 12 We found that the clay is high in salts and minerals the birds may not get from their primarily vegetarian diet. Even more intriguing, as we analysed the commonly eaten seeds, we discovered that many held toxic chemical compounds-tannins and alkaloids. I tried chewing the seeds myself. Some were sweet at first taste, then my mouth began to tingle, burn and swell. 60
- 13 It is likely that macaws take almost daily doses of clay to detoxify themselves. Clay binds to the toxins and speeds them through the body. Indians in the high Andes eat clay to counter the effects of bitter wild potatoes. Another clue is the seasonal fluctuation of visits to clay licks. Most years macaws eat less clay during May and June, at the start of the dry season, when many plants are flowering. By late July, the licks are active again, and the macaw crowds peak in August and September, the driest time of the year. We suspect that as food sources dwindle, macaws may have to fall back on more toxic seeds. 65

Source: *National Geographic* Vol. 185. No. 1 January 1994

*lick: deposits of clay



TEMASEK SECONDARY SCHOOL
Mid Year Examination 2013
Secondary Four Normal Academic

Name..... () Class.....

ENGLISH LANGUAGE

1190/02

Paper 2 Comprehension

1 hour 50 minutes

Candidates answer on the Question Booklet

Additional Material: Insert

READ THESE INSTRUCTIONS FIRST

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

Write your name, index number and class 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, 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.

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

This document consists of **8** printed pages and **0** blank page.

[Turn over

Section A [5 marks]

Text 1

Refer to the webpage (Text 1) on page 2 of the Insert for Questions 1 – 3.

For
Examiner's
Use

- 1 Look at the photograph at the top of the webpage. With reference to the webpage, who do the people in the photograph represent?

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

- 2 Refer to the sub-heading **Nurturing the best talent for the future** and the information presented under it.

Give two reasons why the information presented will appeal to those interested to apply for the job.

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

- 3 The web page aims to be user-friendly. What details are placed in this web page to show this? Tick two only.

The smiling faces of the people in the photograph

☐

The awards shown at the bottom of the page

☐

The tag, "Find a doctor"

☐

They are on facebook

☐

[2]

[Turn over

Section B [20 marks]

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

For
Examiners
Use

- 4 At the beginning of the text, the doctor meets his patient who has been diagnosed with HIV. Which phrase in paragraph 1 shows that he is detached from his patients?

.....
[1]

- 5 "So..." she begins, clutching at the handbag in front of her as if it will shield her from what is to come. "So... wh-what did the blood test reveal?" Her eyes dart around nervously, and she sits peculiarly erect in the patients' chair, back stiff and rigid against the tattered green of the leather backing.

Identify the phrases from the sentence above, which correspond to the following emotions.

Emotions felt	Matching descriptions from the given sentence
Tense	
Vulnerable; a need to be protected	
Frightened and unsure	

[3]

- 6 Which word in paragraph 1 has the same meaning as "worn out" in line 5?

.....[1]

- 7 "She must have suffered from the strain of *not knowing*". (line 22)

a) What does 'strain' suggest about the patient's emotions?

.....[1]

b) Explain why 'not knowing' would cause her strain.

.....[1]

[Turn over]

- 8 (a) Which imagery used in paragraph 7 suggests that the patients' knowledge of their illness is a devastating one for them?

.....[1]

- (b) In what way is this imagery effective?

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

- 9 The patients are described as walking out 'with a detached calm that is so fragile and precarious it crumbles at the slightest touch.' (lines 31-32)

In your own words, explain what the writer is suggesting about this calm.

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

- 10 In paragraph 10 the writer states 'science attempts to outdo itself with brand-new bells and whistles everyday' (lines 38-39).

What does the phrase 'outdo itself' suggest?

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

- 11 In paragraph 10 the writer says 'after every clash with HIV it always retreats to lick its wounds' (lines 39-40).

Which two separate words suggests that science is a person?

.....[1]

- 12 What do the following descriptions found in paragraph 11 tell you about the doctor?

Description	What it tells you about the doctor
It's easier to be gentle, now that he's gotten the hard part over with.	
He never ceases to marvel at how <i>volatile</i> humans are	
He wonders, exasperatedly, why everyone can't just be stoic and take things in their stride.	

[3]

[Turn over]

- 13 The writer uses personifications 'their minds scramble frantically' (line 27) and 'The anguish in her voice trembles in the room' (line 53).

What do these personifications suggest about how the patient(s) feel?

Personifications	Patient(s)' feelings
'their minds scramble frantically'	
'The anguish in her voice trembles in the room'	

[2]

- 13 Which of the descriptions in paragraphs 12 and 13 suggest that the patient is beginning to accept her fate. Tick 2 boxes only.

'Visibly pulling herself together, she takes a long, shuddering breath and is quiet for a while.'

☐

'...intrigued by the subtle muscles at play beneath her skin, that might – ...offer some indication of the strife in her mind.'

☐

'Finally, quiet and numb, she says, "How long?"'

☐

'"Please," she says weakly, "how long?" The anguish in her voice trembles in the room...'

☐

[2]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 14 – 17.

For
Examiner's
Use

- 14 Read the text and match the paragraphs with the headings.
Write the correct letter (A – G). The first one has been done for you. There is another letter you will not need to use.

DO NOT USE ANY LETTER MORE THAN ONCE.

Paragraph 2C.....

Paragraph 4

Paragraph 6

Paragraph 9

Paragraph 11

Paragraph 13

- A Feeding methods
- B Behaviour of adult and juvenile macaws
- C Gathering of parrots and macaws
- D Finding the macaws
- E The macaws' diet
- F Defending themselves
- G Reasons for eating clay

[5]

- 15 The writer says that 'A trumpet blown straight into your ear would not feel worse.'
(lines 27-28)?

What does this tell us about the macaw's shriek?

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

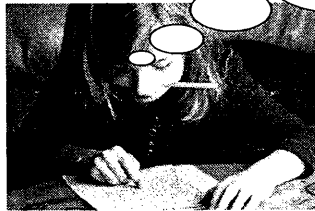
[Turn over]

- 16 In paragraph 10 the writer states, 'But their main goal is seeds, making macaws unlike most birds in the tropical forest' (lines 42-43).

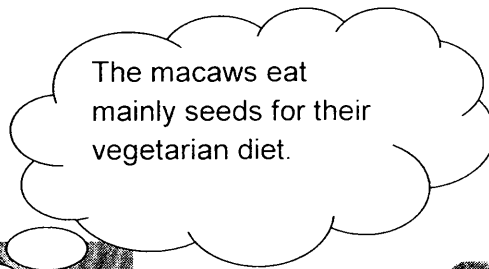
What is the writer's assumption about what the other birds eat?

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

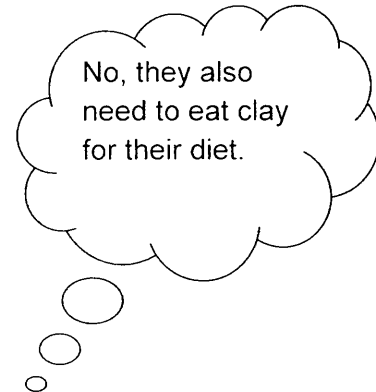
17



Hilary



Tom



- (i) Identify one example from paragraph 11 that Hilary can give to support her view

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

- (ii) How would Tom explain his position with reference to paragraph 12 and 13?

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

[Turn over

- Use only information from paragraphs 10 and 11.**

Macaws exhibit interesting feeding behaviour by.....

11/11/2019

[15]

End of paper



ENGLISH LANGUAGE SYLLABUS A

1190/04

Paper 4 Oral Communication

Approximately 20 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

The oral test you are about to take will consist of the following two parts:

Part 1 – Reading Aloud

You will be required to read aloud the text printed on page 2.

Part 2 – Spoken Interaction

You will engage in a discussion with the Examiners on a topic based on the picture printed on page 3. You may now study the text and the picture. You have 10 minutes to do so.

This document consists of **4** printed pages and **1** Insert.

Theme: Education**PART 1 – READING ALOUD**

You visited a school in a remote part of Australia as part of a student exchange programme and found out about how the education system there is different from ours. You have written a speech to share what you have learnt about the education system in the remote part of the world with your class.

Good morning Mrs Lim and fellow classmates. During the December holidays, I visited a school in outback Australia and discovered some interesting features of the education system there, which are very different from ours. When I was in class one day, I heard the teacher asking her student about the weather over the telephone. I found the conversation very odd. Why does she need to ask her student who was not in class about the weather? I thought to myself.

The answer is that in some of the very remote parts of the world, going to school and learning are very different from what we are used to in the developed regions. In some parts of Australia, for instance, many children don't actually go to school at all. However, they learn, they take exams, and when they are grown up they are as knowledgeable about most things as people who have spent their childhood in big cities, going to school each day.

For these children, the radio becomes the teacher. Each day they tune in and listen to lessons being given to a class of children spread over an enormous area of the country. Homework assignments are given and the work sent to the teacher by mail. Once a week the student will have a telephone tutorial with the teacher who will comment on the written homework sent in and answer any questions the student may have. Sometimes a student and a teacher may work together for a whole year or even longer without ever meeting. It sounds strange, but it happens and it works!

This is something which I found interesting during my visit to Australia. Do feel free to ask me questions should you want to learn more about the education system in such remote areas. Thank you for your attention.

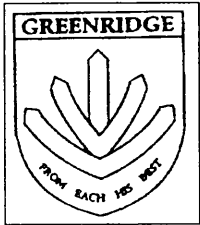
Part 2 – SPOKEN INTERACTION

Study the picture.



Examiners should use all the prompts provided to engage candidates in a discussion. Examiners should also pursue any points which the candidates may mention.

- (a) Would you like to do your homework in a group like the one shown in the picture? Why or why not?
- (b) Where do you prefer to go to do your homework?
- (c) How important is homework as part of your studies?



GREENRIDGE SECONDARY SCHOOL

MID-YEAR EXAMINATION 2013
Secondary 4 Normal (Academic)

ENGLISH LANGUAGE

Paper 1 Writing
Insert

1190/01

3 May 2013

1 hour 50 minutes

Maximum Marks: 70

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READ THESE INSTRUCTIONS FIRST

Write your name, register number and class in the spaces provided on all the work you hand in.
Write in dark blue or black ink on both sides of the Answer Paper.
Do not use staples, paper clips, highlighters, glue or correction fluid.

This insert contains **Section A**.
Write your answers in the spaces provided.

Fasten the completed **Section A** insert to your Answer Paper to **Section B**.

Setter: Miss Hidayah

This document consists of **2** printed pages, including this cover page.

Section A [10 marks]

Carefully read the text below, consisting of 12 lines about the possibility of coffee lengthening one's age. The first and last lines are correct. For the remaining ten lines there is **one** grammatical error in each line.

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

For many people, it is their kick-start to the day but a new study has found that drinking certain types of coffee could also helped you to live longer. Researchers studied the 1 _____ elderly inhabitants of Greek Island Ikaria, which boasted the highest rate of longevity 2 _____ on the world. They found that a cup of boiled Greek coffee could hold the key to good 3 _____ cardiovascular health, according to a new study publishing in SAGE journal Vascular 4 _____ Medicine. However, those who drank normal coffee, like those favour in the UK, did not 5 _____ display the same good health. Study author Dr Gerasimos, by the University of Athens 6 _____ Medical School, said: 'Boiled Greek type of coffee, which are rich in polyphenols and 7 _____ antioxidants and contains only a moderate amount of caffeine, seemed to gather 8 _____ benefits compared to other coffee beverages. Ikarians are twice of likely to live past the 9 _____ age of 90 than in any other part of Europe. Healthy checks and questionnaires are used 10 _____ to get details on participants' medical health, lifestyles and coffee drinking.

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about the possibility of coffee lengthening one's age. The first and last lines are correct. For the remaining ten lines, there is one grammatical error in each line.

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

For many people, it is their kick-start to the day but a new study has found that drinking certain types of coffee could also helped you to live longer. Researchers studied the elderly inhabitants of Greek Island Ikaria, which boasted the highest rate of longevity on the world. They found that a cup of boiled Greek coffee could hold the key to good cardiovascular health, according to a new study publishing in SAGE journal Vascular Medicine. However, those who drank normal coffee, like those favour in the UK, did not display the same good health. Study author Dr Gerasimos, by the University of Athens Medical School, said: 'Boiled Greek type of coffee, which are rich in polyphenols and antioxidants and contains only a moderate amount of caffeine, seemed to gather benefits compared to other coffee beverages. Ikarians are twice of likely to live past the age of 90 than in any other part of Europe. Healthy checks and questionnaires are used to get details on participants' medical health, lifestyles and coffee drinking.

1 help

2 who

3 in

4 published

5 favoured

6 from/of

7 is

8 seems

9 as

10 Health



GREENRIDGE SECONDARY SCHOOL

MID-YEAR EXAMINATION 2013
Secondary 4 Normal (Academic)

ENGLISH LANGUAGE

Paper 1 Writing

1190/01

3 May 2013

1 hour 50 minutes

Maximum Marks: 70

Additional Materials: Answer Paper

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READ THESE INSTRUCTIONS FIRST

Write your name, register number and class in the spaces provided on all the work you hand in.
Write in dark blue or black ink on both sides of the Answer 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 Answer Paper provided.

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

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

Setter: Miss Hidayah

This document consists of 4 printed pages, including this cover page, and 1 Insert.

Section B [30 marks]

You are advised to write between 180 and 250 words for this section.

You should look at the poster on page 3 carefully and plan your answer before beginning to write.

You are the Chairperson of the National Education (NE) Club in your school. Your committee will be organising a mini-carnival to be held in school in commemoration of this year's Racial Harmony Day on Saturday, 20 July 2013 from 9am – 1pm. Funds raised from the food, drinks and games stalls will be used for future NE projects and events.

Your Principal wants you to inform the parents from the school's Parent Support Group on the mini-carnival. Write a formal letter to convince the parents to bring their family and friends to participate in the carnival and at the same time, help the NE Club to raise money.

Your letter should include the following details:

- What the carnival is about including details of time and venue
- Purpose for organising it
- Description of three activities that will be happening
- How they will benefit from participating in these activities
- Information on the sale of food and drinks

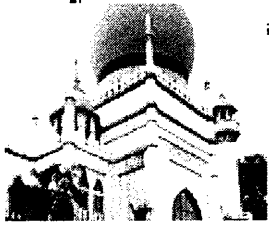
Write your letter in clear, accurate English and in a friendly yet polite tone, encouraging the parents to consider taking part in this carnival.

You may add any other details that might be of interest. You should use your own words as much as possible.

What's Happening?

MULTI-RELIGIOUS & CULTURE EXHIBITION

- Provides information on the culture of the various ethnic groups in Singapore
- Description of the main religions and unique, historical places of worship here



Do you know that the base of the dome of the Sultan Mosque is made of soy sauce glass bottle caps?

FOOD & DRINK STALLS

- Try out the different types of local food such as Chinese dumpling, Malay *kueh* and Indian *muruku* crackers.
- A cup of Bandung with pearl or jelly → \$1.50 only



MINI-CARNIVAL

Date: Saturday, 20 July 2013

Time: 9am - 1pm

Venue: Broadway Secondary School Hall



TRADITIONAL GAMES BOOTH

- Bond with your family and friends by trying out a variety of traditional games like hopscotch, five stones and spinning tops.
- Compete in the Chapteh competition to kick the Chapteh for the longest time to obtain a prize!
- Beautify your hands with simple henna painting at \$2 only!



COSTUME PHOTO BOOTH

- Create memories by dressing up in an ethnic costume and get your photograph taken with your family, and friends of different races for just \$1!

HISTORICAL DOCUMENTARY SCREENING

- Watch documentaries on the 1965 racial riots, Hock Lee Bus riots and Maria Hertogh riots.
- Learn the impacts of racial riots and the importance of preserving social cohesion.

Section C [30 marks]

Begin your answer on a fresh page.

You are advised to write between 250 and 400 words on one of the following topics.

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

- 1** Describe a time when you carried out volunteer work. What were the difficulties faced and lessons learnt?
- 2** Television is the leading cause of aggression in today's society. Do you agree?
- 3** As quoted by William Shakespeare, "A friend is one who knows you as you are, accepts what you have become, and still, gently allows you to grow." Describe three important qualities to be a good friend.
- 4** Jealousy.

END OF PAPER



GREENRIDGE SECONDARY SCHOOL

MID-YEAR EXAMINATION 2013
Secondary 4 Normal (Academic)

ENGLISH LANGUAGE

Paper 2 Comprehension
Insert

1190/02

3 May 2013

1 hour 50 minutes

Maximum Marks: 50

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READ THESE INSTRUCTIONS FIRST

Write your name, register number and class 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.

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

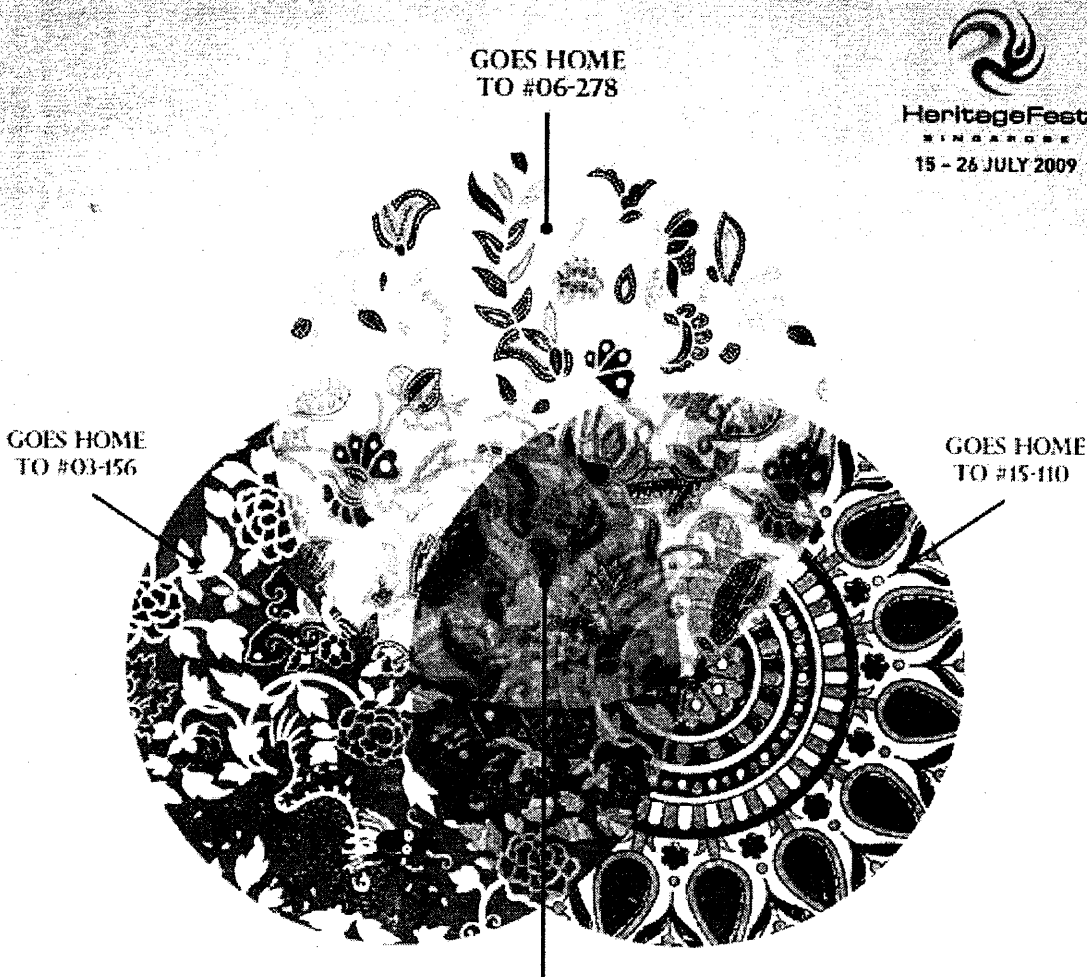
Setter: Miss Cindy Chai

This document consists of **6** printed pages, including this cover page.

Section A

Text 1

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



GOES HOME TO #06-278

GOES HOME TO #03-156

GOES HOME TO #15-110

HeritageFest
SINGAPORE
15 - 26 JULY 2009

WHEREVER WE COME FROM, WE'RE GOING TO
SINGAPORE
HERITAGEFEST
2009

DISCOVER ALL THAT WE SHARE AS NEIGHBOURS.

Wherever you come from, as Singaporeans, we all have a common destiny. We share more with those around us than we often realise, whether it be a story, a history, passions, tastes or a way of life. Now, it's all coming together at the heritage event of the year – Singapore HeritageFest 2009. Join us as we celebrate our diversity, explore the things that bind us together, and learn about our neighbours' cultures. Find out more at www.heritagefest.sg

Section B**Text 2**

The text below describes a new family moving into the neighbourhood. Read it carefully and answer Questions 5-15 in the Question Booklet.

- 1 "Here they come, Mother," beckoned Tom when a big truck drove up in the teeming rain and stopped in front of the empty cottage across the street. Mother hurried in from the kitchen and we pressed our noses against the window pane. That truck, contained the Duvitch family and all their earthly possessions. Mr. Duvitch and the biggest boy carefully helped Mrs. Duvitch from the seat and walked her into the house, supporting her all the way. Another big boy, carrying a well-bundled baby, followed. A stream of young Duvitches, accompanied by a big brown houndlike dog, poured out of the back of the truck and stood in a huddle in the rain. 5
- 2 The barnyard sounds we heard escaped from two crates of hens the Duvitches had fetched along and from a burlap bag in which a small flock of ducks had been stowed. While the livestock made noises according to its kind, the Duvitches were quiet – almost solemn. They showed no elation at finding themselves in a new neighborhood and a very pretty neighborhood at that. 10
- 3 All afternoon, Mother, Tom and myself had been watching out for them, with rather mixed emotions. For the Duvitches were immigrants and the first of their nationality to settle in our small smug town. Coming to our obscure part of the state a year before, they had moved into a rotting old farmhouse two miles north of town, long abandoned. After the slashing hurricane of mid-March, the moss-rotten dwelling looked like the house in the fairy tale that remained standing only because it did not know which way to fall and the Duvitches were forced to give it up. 15 20
- 4 "I wonder if they can handle everything," murmured Mother, looking through the rain at the dreary street scene.
- "Perhaps not," said Tom. "I wonder if it'll be all right for Andy and me to help them move in their stuff."
- 5 This request, as Mother well knew, was not inspired by genuine feeling for the Duvitches but by curiosity and she shook her head. It was a strict family rule that any illness which kept us out of school would automatically keep us indoors. 25
- 6 But the Duvitches got along very well without help from us. As it turned out, they were old hands at moving. For years before coming to America they had been on the move, to escape starvation, separation, possible assassination. Every child capable of two-legged locomotion pitched in and helped carry the things from the truck. In no time at all, it seemed, the truck was empty and the Duvitches were shut up tight in their new home. 30
- 7 That was the signal for Mother to step into the kitchen. She returned swathed in her hooded raincoat, carrying a basket containing a vacuum jug of chicken soup, a baked tuna fish dish, steaming hot; a loaf of fresh bread and a chocolate cake. 35

These she took to the house across the street and gave the basket and all to the boy who answered her knock. It wasn't her plan to stop for a visit that day but to wait a week or so and call when the Duvitches were all settled.

- 8 The next day when the three of us – Mother, Tom and myself – were having lunch, we heard a faint tap at the back door. I answered it and there stood a pale dark-eyed boy, looking very solemn, holding our basket. It contained the empty vacuum jug, casserole dish and cake plate, all of which shone, and a tiny very shapely potted rose tree, in exquisite pink-tipped bud, the handsomest plant – and the only plant of its kind – ever seen in that neighborhood. 40
- 9 "I send them a few scraps of food," murmured Mother, a few seconds later, deeply touched, "and get this queenly gift!" 45
- 10 That was our last traffic with the Duvitch family for over two years. When Mother stopped to visit them a week after their coming, the little girl who opened the door a few inches said, "Mamma sick; she stay in bed today." Mrs. Duvitch never crossed the street to our house and Mother, a rather formal woman, made no further attempts to see the family. 50

Passage adapted from 'The strangers who came to town' by Ambrose Flake

Section C

Text 3

The article below is about deforestation. Read it carefully and answer Questions 16-20.

- 1 Deforestation is clearing Earth's forests on a massive scale, often resulting in damage to the quality of the land. Forests still cover about 30 percent of the world's land area, but swaths the size of Panama are lost each and every year. The world's rain forests could completely vanish in a hundred years at the current rate of deforestation. 5
- 2 Forests are cut down for many reasons, but most of them are related to money or to people's need to provide for their families. The biggest driver of deforestation is agriculture. Farmers cut forests to provide more room for planting crops or grazing livestock. Often many small farmers will each clear a few acres to feed their families by cutting down trees and burning them in a process known as "slash and burn" agriculture. Logging operations, which provide the world's wood and paper products, also cut countless trees each year. Loggers, some of them acting illegally, also build roads to access more and more remote forests – which leads to further deforestation. Forests are also cut as a result of growing urban sprawl to make space for humans to live in. 10 15
- 3 Not all deforestation is intentional. Some are caused by a combination of human and natural factors like wildfires which destroy acres of forests and subsequent overgrazing, which may prevent the growth of young trees.
- 4 Deforestation has many negative effects on the environment. The most dramatic impact is a loss of habitat for millions of species. Seventy percent of Earth's land animals and plants live in forests, and many cannot survive the deforestation that destroys their homes. Dependence on the forests for their basic survival is another reason why these animals will be severely affected. The intricate ecosystem that we all are a part of on Earth will also be adversely affected as the forest forms the base of all food chains. Deforestation also drives climate change. Forest soils are moist, but without protection from sun-blocking tree cover, they quickly dry out. Trees also help perpetuate the water cycle by returning water vapor back into the atmosphere. Without trees to fill these roles, many former forest lands can quickly become barren deserts. 20 25
- 5 Removing trees deprives the forest of portions of its canopy, which blocks the sun's rays during the day and holds in heat at night. This disruption leads to more extreme temperature swings that can be harmful to plants and animals. Trees also play a critical role in absorbing the greenhouse gases that fuel global warming. Fewer forests means larger amounts of greenhouse gases entering the atmosphere – and increased speed and severity of global warming. 30 35
- 6 The quickest solution to deforestation would be to simply stop cutting down trees. A more workable solution is to carefully manage forest resources by eliminating clear-cutting to make sure that forest environments remain intact. The cutting that does occur should be balanced by the planting of enough young trees to replace

the older ones felled in any given forest.

40

- 7 Although deforestation rates have slowed a bit in recent years, the reality that forests are huge pots of gold when cut down cannot be ignored by human. Also, new tree plantations are being grown each year, but their total still equals a tiny fraction of the Earth's forested land.

Passage adapted from <http://environment.nationalgeographic.com/environment/global-warming/deforestation-overview/>

END OF INSERT



GREENRIDGE SECONDARY SCHOOL

MID-YEAR EXAMINATION 2013
Secondary 4 Normal (Academic)

ENGLISH LANGUAGE

Paper 2 Comprehension

1190/02

3 May 2013

1 hour 50 minutes

Candidates answer on the Question Booklet.

Maximum Marks: 50

Additional Materials: Insert

[illegible]

READ THESE INSTRUCTIONS FIRST

Write your name, register number and class 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 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	
Total	

Setter: Miss Cindy Chai

This document consists of 7 printed pages, including this cover page, and 1 Insert.

Section A [5 marks]

Refer to the poster (Text 1) on page 2 of the Insert for Questions 1-3.

- 1** What does the term 'wherever we come from' refer to?

[1]

- 2** In the poster, there is a phrase 'discover all that we share as neighbours'. What does the word 'discover' suggest?

[1]

- 3** The purpose of the poster is to encourage people to take part in the event. It achieves this effect by: (Tick 2 boxes only.)

Use of the word 'we'

☐

Provision of the website 'www.heritagefest.com'

☐

The phrase 'join us'

☐

Three intersecting circles

☐

Bolding of the event's name

☐

Logo of the event

☐

[2]

- 4** The three intersecting circles in the middle of the picture is the highlight of the poster. What do you think it represents?

[1]

Section B [20 marks]**Refer to Text 2 on pages 3-4 of the Insert for Questions 5-15.**

- 5 There were many members in the Duvitch family. Quote a phrase that tells you so.

_____ [1]

- 6 Which of the following terms in paragraph 1 suggest that the author and his family were excited about the arrival of the Duvitch? (Tick two boxes only.)

'beckoned Tom'

☐

'hurried in from the kitchen'

☐

'pressed our noses to the window pane'

☐

'scrutinised the entire unloading process'

☐

[2]

- 7 Why do you think Mrs Duvitch had to be supported all the way?

_____ [1]

- 8 In paragraph 2, the author mentioned that 'they showed no elation...neighbourhood at that.' (lines 12-13).

a. **In your own words**, what does this sentence tell you about the author's perception of moving?

_____ [1]

b. What does this sentence tell you about how the author felt about his own neighbourhood? **Use your own words.**

_____ [1]

- 9 What is the author suggesting by using 'smug' (line 16) to describe his town?

[1]

- 10 In paragraph 3, it was mentioned that the Duvitch had moved because their previous house became uninhabitable. Identify phrases in the passage that tell you about the condition of the house.

Condition of the house	Phrases from the passage
Decaying and ancient	
Desolate	
Covered with moss	
About to collapse	

[4]

- 11 What was the real reason why the author and his brother offered to help the Duvitches?

[1]

- 12 List two reasons why the Duvitches moved so often.

[2]

- 13 What does the term 'old hands' (line 29) tell you about the Duvitches?

[1]

- 14 How did the author's mother feel about the flowers?

[1]

15 Look at the conversation between two girls about the passage.



Daisy

The author and his family
were mean people!

No, I think that they were not
so bad.



May

Quote two pieces of evidence from the passage that each girl can use to support their stand.

Daisy: _____

May: _____

_____ [4]

Section C [25 marks]

Refer to Text 3 on pages 5-6 of the Insert for Questions 16-20.

- 16** Read the text and match the paragraph with the headings.
Write the correct letter (**A-G**). The first one has been done for you. There is one other letter you will not need to use.

DO NOT USE ANY LETTER MORE THAN ONCE.

PARAGRAPH 1 A

PARAGRAPH 2

PARAGRAPH 3

PARAGRAPH 4 – 5

PARAGRAPH 6

PARAGRAPH 7

- A Earth and deforestation
- B Natural factors of deforestation
- C Driving factors of cutting down forests
- D Ways to combat deforestation
- E More can still be done to save forests
- F Consequences of deforestation
- G Importance of conservation of forests

[5]

- 17** What does the term 'massive scale'(line1) tell you about the extent of deforestation?

_____ [1]

- 18** What are the two reasons that loggers cut forests down?

_____ [2]

- 19** What is the diet for domestic animals?

_____ [1]

20 What is the indirect cause of the increased speed and severity of global warming?

[1]

21 Using your own words as far as possible, summarise the importance of forests.

Use only the material from the entire Text 3.

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).

When we cut down forests, we will

(No of words _____) [15]

END OF PAPER

N

Name	Register Number	Class
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GREENRIDGE SECONDARY SCHOOL

MID-YEAR EXAMINATION 2013
Secondary 4 Normal (Academic)

ENGLISH LANGUAGE
Paper 2 Comprehension

1190/02
3 May 2013
1 hour 50 minutes

Candidates answer on the Question Booklet.
Additional Materials: Insert

Maximum Marks: 50

GREENRIDGE SECONDARY SCHOOL GREENRIDGE SECONDARY SCHOOL GREENRIDGE SECONDARY SCHOOL GREENRIDGE SECONDARY SCHOOL GREENRIDGE SECONDARY SCHOOL GREENRIDGE
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READ THESE INSTRUCTIONS FIRST

Write your name, register number and class 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 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.

Setter: Miss Cindy Chai

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

This document consists of **6** printed pages including this cover page.

Section A [5 marks]

Text 1

Refer to the poster (Text 1) on page 2 of the Insert for Questions 1-3.

- 1 What does the term 'wherever we come from' refer to?

It refers to the backgrounds that we come from. [1]

- 2 In the poster, there is a phrase 'discover all that we share as neighbours'. What does the word 'discover' suggest?

There are many things that we might not know that are common with our neighbours. [1]

- 3 The purpose of the poster is to incite people to take part in the event. It achieves this effect by: (Tick 2 boxes only.)

Use of the word 'we'



Provision of the website 'www.heritagefest.com'



The phrase 'join us'



Three intersecting circles



Bolding of the event's name



Logo of the event



[2]

- 4 The three intersecting circles in the middle of the picture is the highlight of the poster. What do you think it represents?

It represents neighbours who stay in the same block and how much they have in common.

[1]

Section B [20 marks]

Refer to Text 2 on page 3-4 of the Insert for Questions 4-12.

- 5 There were many members in the Duvitch family. Quote a term that tells you so.

'stream of young Duvitches' [1]

- 6 Which of the following terms in paragraph 1 suggests that the author and his family were excited about the arrival of the Duvitch? (Tick two boxes only.)

'cried Tom'

☐

'hurried in from the kitchen'

☒

'pressed our noses to the window pane'

☒

'scrutinised the entire unloading process'

☐

[2]

- 7 Why do you think Mrs Duvitch has to be supported all the way?

She was ill. [1]

- 8 In paragraph 2, the author mentioned that 'they showed no elation...neighbourhood at that.' (line 12-13).

- a. In your own words, what does it tell you about the author's perception of moving?

It should be a happy affair [1]

- b. What does this sentence tells you about how the author felt about his own neighbourhood? Use your own words.

He was proud of it. [1]

- 9 What's the author suggesting by using 'smug'(line 16) to describe his town?

The people in the town were very proud/ did not welcome foreigners. [1]

- 10 In paragraph 3, it was mentioned that the Duvitch had moved because their previous house became uninhabitable. Identify phrases in the passage that tell you about the condition of the house.

Condition of the house	Phrases from the passage
Decaying and ancient	'rotting old'

Left alone	'long abandoned'
Covered with moss	'moss-infested'
About to collapse	'didn't know which way to fall'

[4]

- 11 What do you think was the real reason why the author and his brother offered to help the Duvitches?

They wanted to pry into their privacy/ they were curious. [1]

- 12 Why have the Duvitches moved so often? List two reasons.

They wanted to escape starvation and separation. [2]

- 13 What does the term 'old hands' (line 29) tell you about the Duvitches?).

They were experienced at moving. [1]

- 14 How did the author's mother feel about the flowers?

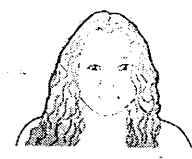
Touched/ impressed. [1]

- 15 Look at the conversation between two girls about the passage.



Daisy

The author and his family were mean people!



May

No, I think that they were not so bad.

Who do you agree with? Quote 2 pieces of evidence from the passage that each girl can use to support their stand.

Daisy: 'This request, as Mother well knew, was not inspired by genuine feeling for the Duvitches but by curiosity and she shook her head. & 'Mother, a rather formal woman, made no further attempts to see the family.'

May: 'These she took to the house across the street and gave the basket and all to the boy who answered her knock. & "'I send them a few scraps of food," murmured Mother, a few seconds later, deeply touched, "and get this queenly gift!"

Section C [25 marks]

Refer to Text 3 on page 5-6 of the Insert for Questions 13-17.

- 16** Read the text and match the paragraph with the headings.
Write the correct letter (**A-G**). The first one has been done for you. There is one other letter you will not need to use.

DO NOT USE ANY LETTER MORE THAN ONCE.

PARAGRAPH 1 _____ **A** _____

PARAGRAPH 2 _____ **C** _____

PARAGRAPH 3 _____ **B** _____

PARAGRAPH 4-5 _____ **F** _____

PARAGRAPH 6 _____ **D** _____

PARAGRAPH 7 _____ **E** _____

- A** Earth and deforestation
- B** Natural factors of deforestation
- C** Benefits of cutting down forests
- D** Ways to combat deforestation
- E** More can still be done to save forests
- F** Consequences of deforestation
- G** Importance of conservation of forests

[5]

- 17** What does the term 'massive scale' tell you about the extent of deforestation?

It is happening at a very fast rate. [1]

- 18** What are the two reasons that loggers cut forests down?

To provide wood and paper products[1] to build roads to access more remote forests [1]

- 19** What is the diet for domestic animals in the forests?

Young trees. [1]

- 20** What's the indirect cause of increased speed and severity of global warming?

Deforestation. [1]

21 Using your own words as far as possible, summarise the importance of forests.

Use only the material from the entire of Text 3.

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).

When we cut down forests, we will

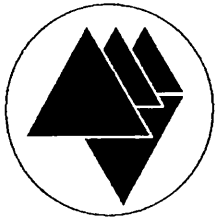
Words from passage	Own words
Deforestation is clearing Earth's forests on a massive scale, often resulting in damage to the quality of the land.	Affect the quality of the land.
Provision of wood and paper products	Supplies wood and paper products
Habitats for millions of species	Homes for many species
Prevent drying of forest soil	Impediment of drying of forest soil.
Perpetuate the water cycle	Drives the water cycle.
Blocks sun's rays during day	Keep the sun's rays out.
Holds in the heat at night	Traps the heat inside the forest.
Trees also play a critical role in absorbing the greenhouse gases that fuel global warming.	Vital in taking in of greenhouse gases that causes global warming.
The intricate ecosystem that we all are a part of on Earth will also be adversely affected as the forest forms the base of all food chains.	Primary producers in all food chains and will disrupt the whole ecosystem on Earth.
This disruption leads to more extreme temperature swings that can be harmful to plants and animals.	Temperature is also maintained by forests.

When we cut down forests, we will affect the quality of the land. Forests **not only** supply wood and paper products, **they are also** homes to many species. **Drying** of forest soil is impeded **and** the water cycle is also driven by the forests. Forests keep sunlight out **while trapping** the heat inside the forest at night, **thus maintaining the temperature**. **They are vital** in taking in greenhouse gases that cause global warming. **Being the primary producer** in the whole ecosystem, life on Earth will be disrupted. (80 words)

END OF PAPER

Name: _____ ()

Class: _____



**BUKIT VIEW SECONDARY SCHOOL
MID-YEAR EXAMINATIONS 2013
SECONDARY FOUR NORMAL ACADEMIC**

**ENGLISH LANGUAGE 1189/01
Paper 1 Composition**

**29 April 2013
1 hour 45 minutes**

READ THESE INSTRUCTIONS FIRST

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

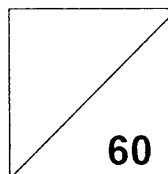
Write your name, index number and class on every sheet of writing paper used.

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

Answer both **Section One** and **Section Two**.

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 question.



Setter: Mr Quake Eugene

Parent's Signature: _____

This question paper consists of 2 printed pages including the cover page.

Section One [30 marks]

You are advised to write between 250 and 400 words on one of the following topics.

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

- 1 Describe what happened when a Mass Rapid Transit (MRT) train broke down in the tunnel and explain how people who were affected managed the situation.
- 2 Write about some of the funny times which you and your friends have enjoyed in the past year.
- 3 Patience.
- 4 "Primary school pupils should all carry mobile phones to be contactable by their parents at all times." What do you think?
- 5 What are the advantages and disadvantages of keeping pets at home?
- 6 Write about what happened when the day did not go as planned but eventually turned out better than expected.

Section Two [30 marks]

Begin on a fresh sheet of paper.

You are advised to write between 180 and 250 words for this section.

You should read the information carefully and plan your answer before beginning to write.

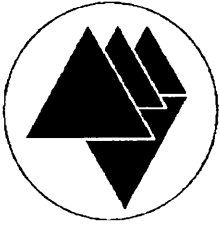
Your school is organising Values in Action (VIA) programmes for all the graduating classes and your class have been asked to give feedback on which organisation your class want to work with for the VIA project.

Write a **proposal** to your Principal informing him of your choice and explain to him why that organisation is the most suitable choice. Your proposal **must** include the following information:

- Background information on the organisation that you have chosen
- why this organisation was chosen
- what the organisation needs help with
- what kind of activities will be carried out during the project
- why it is worthwhile contributing to the project.

You should write your proposal in a **polite and persuasive tone**. You should include any further information which you think would be helpful.

Class : _____



BUKIT VIEW SECONDARY SCHOOL
MID YEAR EXAMINATION 2013
Secondary Four Normal Academic

[illegible]

14 May 2013
1 hour 40 minutes

INSERT

READ THESE INSTRUCTIONS FIRST

This insert contains the comprehension passages for Section 2.

Setter: Ms Justina Tan

Parent's Signature : _____

This insert consists of **3** printed pages including the cover page.

Read Passage A and Passage B and answer the questions which are printed in the separate Question Paper in the spaces provided on the Question Paper.

Passage A (25 marks)

Fast food Restaurants

- 1 Unless you are in a particularly remote area, you will not go far in most developed countries without finding a fast-food restaurant. You also would not go far without seeing cars, even if most of those cars are taxis. Much of the time, fast-food restaurants and cars seem to be everywhere. This is really no coincidence - without cars, we would not have fast food.
- 2 The fast food phenomenon evolved from drive-in restaurants built in southern California in the early 1940s. Restaurateurs wanted to take advantage of the rising popularity of cars, so they designed restaurants that let people order and eat without leaving their vehicles. Drive-ins were busy and successful, but they generally used the same short-order style of food preparation that other restaurants did. The service was not speedy and the food was not necessarily hot by the time the customer received it. 5 10
- 3 Richard and Maurice McDonald owned such a restaurant. After running it successfully for eleven years, they decided to improve it. They wanted to make food faster, sell it cheaper and spend less time worrying about replacing cooks and restaurant staff. The brothers closed the restaurant and redesigned its food-preparation area to work less like a restaurant and more like an automobile assembly line. 15
- 4 Their old drive-in had already made them rich, but the new restaurant - which became McDonald's - made the brothers famous. Restaurateurs travelled from all over the country to copy their system of fast food preparation, which they called the "Speedee Service System". Without cars, Carl and Maurice would not have had a drive-in restaurant to tinker with. Without assembly lines, they would not have had a basis for their method of preparing food. 20
- 5 Before the McDonald brothers invented their fast-food production system, some restaurants did make food pretty quickly. These restaurants employed short-order cooks who specialised in making food that did not require a lot of preparation time. Being a short-order cook took skill and training, and good cooks were in high demand. The Speedee system, however, was completely different. Instead of using a skilled cook to make food quickly, it used many unskilled workers, each of whom did one small, specific step in the food-preparation process. 25
- 6 Efficiency was the name of the game. Instead of being designed to facilitate the preparation of a variety of food relatively quickly, the purpose of the kitchen was to make a very large amount of a very few items. For example, when Ray Kroc, who founded the McDonald's corporation, visited the restaurant for the first time in 1954, he was selling milkshake machines that could make five shakes at once. The McDonald brothers wanted eight of them. 30
- 7 Copies of the Speedee Service System spread throughout California and the rest of the United States as restaurateurs adapted the techniques for their own restaurants. Many of the chains that copied the McDonald brothers' ideas still exist - they serve everything from tacos to chicken. Even though they serve vastly different types of food, they have some basic traits in common. For instance, when a customer visits a restaurant, they always place their order and collect their food at a counter. In a drive-through, customers would place orders at a speaker or a window, and someone hands it to them through a window. The food would arrive individually wrapped in a bag or on a tray and customers could eat most of the food without using a knife or fork. In addition, the food is relatively inexpensive. Individual restaurants in the same chain physically resemble or are identical to one another. Most importantly, even if customers visit different restaurants from the same chain, the menu and food are pretty much the same. Food has thus become a product of mass-production. 35 40

Passage B [40 marks]

Lance Armstrong

- 1 The story of Lance Armstrong, including his rise and fall, is like a fairy tale. It is the story of a man who almost died, who conquered his disease and went on to achieve in the Tour de France, what no cyclist, not even one who was perfectly healthy, had ever done before. His success seemed so breath-taking that even many with no ties to cycling came to greatly admire Armstrong. 5
- 2 He was a hero for all of America. He grew up poor and was beaten by his stepfather. He was a high-school dropout and yet managed to rise to great heights, entering the limelight next to important people in politics, business and show business. Armstrong was fascinating not just to fellow cyclists in his native Texas; he was seen as an icon from coast to coast.
- 3 However, within this fairy tale, the hero has turned out to be the villain. Armstrong owed his success to an elaborate doping system that worked perfectly for years and was almost impossible to expose. It was operated and held together by Armstrong, his racing team and his doctors, and it also appeared that officials and politicians helped to conceal the fraud. Positive tests were covered up while adversaries were intimidated, pressured and swept out of the way. The system could thus remain intact for a long time. 10 15
- 4 Ironically, what Armstrong was doing was not even all that innovative. The system was based on the classic methods of endurance sports. Hormones such as testosterone were used to build muscle, delivered in pill form as injections or through patches. Erythropoietin (EPO) and, later on, re-infusions of their own blood were used to improve the cyclists' physical condition, while steroids such as Cortisone and Actovegin were administered to enhance performance. The average cyclist on Armstrong's team had to pay about US\$15,000 a year for the drugs. 20
- 5 What distinguished Armstrong from his competitors was his determination. In addition to using drugs to boost his performance in competition, Armstrong used them in training so that he could train more rigorously, recover more quickly and, under competition conditions, prepare for mountain segments and time trials. 25
- 6 Armstrong also chose traditional routes in selecting his support staff. He depended on the help of Michele Ferrari, a sports doctor who was nicknamed "Dottore EPO" in Italy. Ferrari had a reputation among doping investigators. They knew that he was providing professional cyclists with performance-enhancing drugs but it was not until years later that, thanks to the testimony of an athlete with the Italian Cycling Federation, he was banned from professional sports for life. 30
- 7 This system imploded in 2012 when a number of accomplices revealed what they knew to the United States Anti-Doping Agency (USADA). When Armstrong's pursuers had collected enough evidence to hunt him down, they realised that what they had discovered was big enough to qualify as a "conspiracy." 35
- 8 Today a large number of statements and documents serve as evidence of the tools and methods that were used to condition Armstrong and his team. Eleven former team members have described the system in detail. Their sworn affidavits and those of other witnesses form the basis of the indictment against Armstrong and give USADA reason to believe that it has a strong case against him. 40
- 9 The hero has fallen, but the story of the biggest doping scandal the world has ever seen continues. Armstrong is in free-fall and just how far he could plunge before hitting bottom is anyone's guess. He could face extensive lawsuits and he could very well lose a lot of money, possibly his entire fortune of more than US\$100 million -- and maybe even spend time in prison. 45

Name : _____ ()

Class : _____



BUKIT VIEW SECONDARY SCHOOL
MID-YEAR EXAMINATION 2013
Secondary Four Normal Academic

ENGLISH LANGUAGE SYLLABUS A (1189/02)
PAPER 2 Language Use and Comprehension

14 May 2013
1 hour 40 minutes

Candidates answer on the Question Paper.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

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

Write your name, index number and class on the cover page.

Write in dark blue or black pen in the spaces provided on the Question Paper.

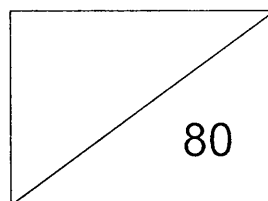
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **all** questions.

Write your answers in the spaces provided on the question paper.

The Insert contains the comprehension passage.

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



MARKS

Setter: Ms Justina Tan

Parent's signature : _____

This question paper consists of 9 printed pages including the cover page and 1 insert.

Section 1 [15 marks]

Fill in each blank with a suitable word.

Write each answer in the space provided in the passage.

Recently, the National Geographic Society (1) an article about a two-headed bull shark foetus that was (2) by a fisherman and described by scientists in a journal. That story (3) more than ninety comments and more than four thousand Facebook "likes".

Two-headed animals typically arise (4) a process called "axial bifurcation," in which the embryo does not finish splitting into twins. This condition has been (5) in a number of animals, (6) human beings. In addition to gawking at their strangeness, there (7) also other discoveries scientists can learn from these oddities, such as how living things develop in the womb and how complications can (8) Life can require very complex processes, so it is perhaps not surprising that sometimes things do not quite work out (9) to "plan."

Many people have (10) that the two-headed bull shark was the (11) of pollution or even radiation from Fukushima. (12) it is very difficult to pin one abnormality on any particular environmental factor or event and sometimes things just go wrong on their own.

The lead scientist who (13) the unusual bull shark specimen, C. Michael Wagner of Michigan State University, (14) reportedly told National Geographic, "In and of itself, this single natural history observation does not tell us anything Earth-shattering (15) the health of the world's oceans or populations of bull sharks. It's simply a rarely observed phenomenon that we recorded."

Section 2 [65 marks]

NOTE: When a question asks you to answer in your own words, YOU MUST NOT COPY THE WORDS IN THE PASSAGE IN YOUR ANSWER.

Passage A

Read Passage A and then answer Questions 1 – 11.

From paragraph 1:

- 1 What can be commonly found in most developed countries?
.....
..... [2]
- 2 Which phrase in the paragraph tells you that cars and fast-food have a relationship?
..... [1]

From paragraph 2

- 3 For each of the following statements, tick either T (true), F (false) or CT (cannot tell from the passage).

	T	F	CT
Customers disliked driving to these restaurants.	☐	☐	☐
Customers could have their meals in their cars.	☐	☐	☐
Customers were did not mind that their food was cold.	☐	☐	☐
Customers liked drive-ins for their fast service.	☐	☐	☐

[4]

From paragraph 3:

- 4 What are the **two** reasons why the owners of McDonald's wanted to improve their restaurant?
Answer in your own words.
.....
.....
..... [2]

From paragraph 4:

- 5 How did the "Speedee Service System" make the McDonald brothers famous?
..... [1]
- 6 State **two** factors which made the "Speedee Service System" successful.
.....
.....
..... [2]

From paragraph 5:

- 7 Show your understanding of the paragraph by putting **one word of your own** in each of the blanks.
Before the McDonald brothers their fast-food production
system, some restaurants were already able to prepare food
Since there was a of good cooks, short-order cooks were hired
and they themselves to making food that did not require much
preparation. [4]
- 8 How was the Speedee system different?
.....
.....
..... [2]

From paragraph 6:

- 9 Explain fully what the writer meant by "Efficiency was the name of the game" (line 27).
.....
.....
..... [2]

- 10 Suggest a reason why the McDonald brothers wanted eight of the milkshake machines Ray Croc was selling.

..... [1]

From paragraph 7:

- 11 "... they have some basic traits in common." (lines 35 – 36).
Write down the different ways in which fast food restaurants remain similar.

<i>Traits</i>	<i>Similarity</i>
Ordering of food at a restaurant	
Food packaging	
Cost of food	
Restaurant decoration	

[4]

Passage B

Read Passage B and then answer Questions 12 – 20.

From paragraph 1:

- 12 Explain fully why the writer describes the story of Lance Armstrong as a 'fairy tale' (line 1).

.....

.....

..... [2]

- 13 Which word in the paragraph tells you that Armstrong's achievements impressed many people?

..... [1]

From paragraph 2:

- 14 Explain **in your own words** why Armstrong was considered a 'hero' (line 6).

.....

.....

..... [2]

From paragraph 3:

- 15 "Armstrong owed his success to an elaborate doping system that worked perfectly..." (lines 10 – 11)
State how the people listed below contributed to the "elaborate doping system".

<i>People Involved</i>	<i>Contribution</i>
Teammates and Doctors	
Officials and Politicians	
Adversaries	

[3]

From paragraph 4:

- 16 "Ironically, what Armstrong did was not even all that innovative" (line 16).
Explain the irony meant by the writer.

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

- 17 How much did an average cyclist have to pay annually for the drugs?

..... [1]

From paragraph 5:

- 18 Show your understanding of the paragraph by putting **one word of your own** in each of the blanks.

Armstrong's sense of determination him from his competitors.

Not only did he use drugs to his performance during competitions,

Armstrong also used it so that he could train and

recover [4]

From the whole of Passage B:

- 19 Choose from the meanings given the most suitable one for the words given in the passage.
Put a tick in the box alongside the answer you choose.

[5]

(a) rise (line 1)

ascent

growth

increase

popularity

(b) icon (line 9)

angel

deity

depiction

symbol

(c) swept (line 14)

brushed

carried

glided

purified

(d) imploded (line 32)

burnt

collapsed

exploded

folded

(e) free-fall (line 43)

decline

fall

parachute

suspend

- Write your summary in not more than **130** words (not counting the words given to you to begin).
Do not write in note form.

Armstrong's doping regime began to fall apart when

[20]

End of paper

Points from Passage	In own words
1. His sports doctor, Michele Ferrari, developed a reputation among doping investigators.	His sports doctor, Michele Ferrari, caught the attention of officials
2. They knew that he was providing professional cyclists with performance-enhancing drugs.	who knew that he was supplying performance-enhancing drugs to cyclists
3. Thanks to the testimony of an athlete with the Italian Cycling Federation years later	An athlete later confessed to the Italian Cycling Federation and
4. Ferrari was banned from professional sports for life	Ferrari was banned for life
5. This system imploded in 2012 when a number of accomplices confessed to the United State Anti-Doping Agency (USADA).	This system collapsed in 2012 when more accomplices confessed to the United State Anti-Doping Agency (USADA).
6. Armstrong's pursuers collected enough evidence to hunt him down	Sufficient evidence was gathered against Armstrong
7. And they realised that they had uncovered a "conspiracy".	And they discovered the conspiracy
8. Today a large number of statements	More testimonies
9. And documents serve as evidence of the tools	And documents/evidence
10. And methods that were used to help Armstrong and his team	About methods used to assist him and his teammates surfaced
11. Eleven former team members have described the system in detail	Eleven former team members and
12. Their sworn affidavits	Their testimonies
13. And those of other witnesses form the basis of the indictment against Armstrong	Together with other witnesses have accused Armstrong
14. USADA have enough reason to believe it has a strong case against him	Leading USADA to believe it has a case.
15. Armstrong could face extensive lawsuits	Armstrong could face lawsuits
16. And he could very well lose a lot of money, possibly his entire fortune	Lose his fortune
17. He may even spend time in prison	And even be imprisoned.

Section 1 [15 marks]

Fill in each blank with a suitable word.

Write each answer in the space provided in the passage.

Recently, the National Geographic Society (1) published/wrote an article about a two-headed bull shark fetus that was (2) found/discovered by a fisherman and described by scientists in a journal. That story (3) attracted/got/received more than ninety comments and more than four thousand Facebook “likes”.

Two-headed animals typically arise (4) through/from a process called “axial bifurcation,” in which the embryo does not finish splitting into twins. This condition has been (5) seen/witnessed/observed in a number of animals, (6) including human beings. In addition to gawking at their strangeness, there (7) are also other discoveries scientists can learn from these oddities, such as how living things develop in the womb and how complications can (8) occur/arise/happen. Life can require very complex processes, so it is perhaps not surprising that sometimes things do not quite work out (9) according to “plan.”

Many people have (10) guessed/speculated/believed/assumed that the two-headed bull shark was the (11) product/result/consequence of pollution or even radiation from Fukushima. (12) Yet/However, it is very difficult to pin one abnormality on any particular environmental factor or event and sometimes things just go wrong on their own.

The lead scientist who (13) observed/studied the unusual bull shark specimen, C. Michael Wagner of Michigan State University, (14) had reportedly told National Geographic, “In and of itself, this single natural history observation does not tell us anything Earth-shattering (15) about/concerning the health of the world’s oceans or populations of bull sharks. It’s simply a rarely observed phenomenon that we recorded.”

Section 2 [65 marks]

NOTE: When a question asks you to answer in your own words, YOU MUST NOT COPY THE WORDS IN THE PASSAGE IN YOUR ANSWER.

Passage A

Read Passage A and then answer Questions 1-11.

From paragraph 1

- 1 What can be commonly found in most developed countries?

Fast-food restaurants (1m) and cars (1m) can be found in most developed countries. [2]

- 2 Which phrase in the paragraph tells you that cars and fast-food have a relationship?

The phrase is "no coincidence". [1]

From paragraph 2

- 3 For each of the following statements, tick either T (true), F (false) or CT (cannot tell from the passage).

Customers disliked driving to these restaurants.

T	F	CT
☐	☒	☐

Customers could have their meals in their cars.

☒	☐	☐
-------------------------------------	--------------------------	--------------------------

Customers were did not mind that their food was cold.

☐	☐	☒
--------------------------	--------------------------	-------------------------------------

Customers liked drive-ins for their fast service.

☐	☒	☐
--------------------------	-------------------------------------	--------------------------

[4]

From paragraph 3

- 4 What are the **two** reasons why the owners of McDonald's wanted to improve their restaurant?
Answer in your own words.

They wanted to speed up (1m) the food preparation, sell it at a lower cost (1m) and become less concerned about the rate of manpower turnover (1m). (any 2) [2]

Taboo words: faster, cheaper, spend less time worrying about replacing cooks and restaurant staff

From paragraph 4

- 5 How did the "Speedee Service System" make the McDonald brothers famous?

Restauteurs travelled from all over the country to copy their system of fast food preparation. [1]

- 6 State **two** factors which made the "Speedee Service System" successful.

The two factors are the popularity of cars (1m) and the concept of assembly lines (1m). [2]

From paragraph 5

- 7 Show your understanding of the paragraph by putting **one word of your own** in each of the blanks.

Before the McDonald brothers developed/created (1m) their fast-food production system, some restaurants were already able to prepare food efficiently (1m). Since there was a shortage (1m) of good cooks, short-order cooks were hired and they devoted (1m) themselves to making food that did not require much preparation.

Taboo words: invented, quickly, specialized, high demand [4]

- 8 How was the Speedee system different?

It made use of unskilled workers (1m) who contributed a small, specific step in the food preparation process (1m). [2]

From paragraph 6

- 9 Explain fully what the writer meant by "Efficiency was the name of the game" (line 28).

Being efficient in the food preparation process was essential/necessary (1m) for McDonald's to succeed as a business (1m). [2]

- 10 Suggest a reason why the McDonald brothers wanted eight of the milkshake machines Ray Croc was selling.

The machines would help them sell more milkshakes. (accept any reasonable answers) [1]

From paragraph 7

- 11 "... they have some basic traits in common." (lines 37 – 38)

Write down the different ways in which fast food restaurants remain similar. [4]

<i>Traits</i>	<i>Similarity</i>
Ordering of food at a restaurant	They place their orders and collect at a counter
Food packaging	Food is individually wrapped in a bag or placed on a tray
Cost of food	Relatively inexpensive
Restaurant decoration	Restaurants physically resembled one another

Passage B

Read Passage B and then answer Questions 12 – 20.

From paragraph 1

- 12 Explain fully why the writer describes the story of Lance Armstrong as a 'fairy tale' (line 1).

Lance Armstrong experienced sensational setbacks and major accomplishments; his story was incredible to the point of being misleading. [2]

- 13 Which word in the paragraph tells you that Armstrong's achievements impressed many people?

The word is 'breath-taking'. [1]

From paragraph 2

- 14 Explain **in your own words** why Armstrong was considered a 'hero' (line 6).

Armstrong overcame tough circumstances/poverty, physical abuse and did not complete his education (1m) to attain his present achievements/become famous (1m). [2]

Taboo words: poor, beaten, dropout, rise to great heights, limelight.

From paragraph 3

- 15 "Armstrong owed his success to an elaborate doping system that worked perfectly..." (lines 10 – 11)
State how the people listed below contributed to the "elaborate doping system".

<i>People Involved</i>	<i>Contribution</i>
Teammates and Doctors	Operated the doping system
Officials and Politicians	Helped concealed the fraud
Adversaries	They were pressured and swept out of the way

[3]

From paragraph 4

- 16 "Ironically, what Armstrong did was not even all that innovative" (line 16).
Explain the irony meant by the writer.

To have escaped detection for so long, it was presumed that Armstrong used very sophisticated/creative/ cutting-edge technology (1m), instead he used traditional doping methods (1m). [2]

- 17 How much did an average cyclist have to pay annually for the drugs?

They were expected to pay \$15,000 a year. [1]

From paragraph 5

- 18 Show your understanding of the paragraph by putting **one word of your own** in each of the blanks.

Armstrong's sense of determination differentiated (1m) him from his competitors. Not only did he use drugs to improve (1m) his performance during competitions, Armstrong also used it so that he could train harder (1m) and recover faster (1m).

[4]

From the whole of Passage B

- 19 Choose from the meanings given the most suitable one for the words given in the passage. Put a tick in the box alongside the answer you choose.

[5]

(a) rise (line 1)	Ascent Growth Increase popularity	☐ ☐ ☐ ☒
(b) icon (line 9)	angel deity depiction symbol	☐ ☐ ☐ ☒
(c) Swept (line 14)	brushed carried glided purified	☒ ☐ ☐ ☐
(d) Imploded (line 32)	burnt collapsed exploded folded	☐ ☒ ☐ ☐
(e) Free-fall (line 43)	decline fall parachute suspend	☒ ☐ ☐ ☐

- 20 Using material from paragraphs 6 – 9, write a summary of how Armstrong's doping regime unravelled and its impact on him.

Write your summary in not more than 130 words (not counting the words given to you to begin). Do not write in note form.

Armstrong's doping regime began to fall apart when...

[20]

Points from Passage	In own words
1. His sports doctor, Michele Ferrari, developed a reputation among doping investigators.	His sports doctor, Michele Ferrari, caught the attention of officials
2. They knew that he was providing professional cyclists with performance-enhancing drugs.	who knew that he was supplying performance-enhancing drugs to cyclists.
3. Thanks to the testimony of an athlete with the Italian Cycling Federation years later	An athlete later confessed to the Italian Cycling Federation and
4. Ferrari was banned from professional sports for life	Ferrari was banned for life.
5. This system imploded in 2012 when a number of accomplices confessed to the United State Anti-Doping Agency (USADA).	This system collapsed in 2012 when more accomplices confessed.
6. Armstrong's pursuers collected enough evidence to hunt him down	Sufficient evidence was gathered against Armstrong
7. And they realised that they had uncovered a "conspiracy".	and they discovered the conspiracy.
8. Today a large number of statements	More testimonies
9. And documents serve as evidence of the tools	and documents/evidence
10. And methods that were used to help Armstrong and his team	about methods used to assist him and his teammates surfaced.
11. Eleven former team members have described the system in detail	Eleven former team members and
12. Their sworn affidavits	their testimonies
13. And those of other witnesses form the basis of the indictment against Armstrong	Together with other witnesses have accused Armstrong
14. USADA have enough reason to believe it has a strong case against him	Leading USADA to believe it has a case.
15. Armstrong could face extensive lawsuits	Armstrong could face lawsuits
16. And he could very well lose a lot of money, possibly his entire fortune	Lose his fortune
17. He may even spend time in prison	and even be imprisoned.



BEDOK TOWN SECONDARY SCHOOL

A FUTURE ORIENTED SCHOOL THAT BRINGS OUT THE BEST IN EVERYONE

EXAM NAME

MID-YEAR EXAMINATION

LEVEL / STREAM

SECONDARY 4 NORMAL (ACADEMIC)

CANDIDATE NAME

CLASS

SEC

INDEX NUMBER

ENGLISH LANGUAGE SYLLABUS A

1190/01

PAPER 1 WRITING

FRIDAY 3 MAY 2013

INSERT

0800 – 0950 hrs
1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

This Insert contains **Section A**.

Write your answers in the spaces provided.

Fasten the completed **Section A** insert to your Writing Paper.

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

This document consists of 2 printed pages.

Setter: Teh Li Wah

Section A [10 marks]

Carefully read the text below, consisting of 12 lines about people's obsession with mobile phones. The first and last lines are correct. For the remaining ten lines there is **one** grammatical error in each line.

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 arrive (to) my destination at 2p.m.

at _____

Healthy eating starts at the supermarket. One way is to organize
your shopping list base on the tip above — that is, by the sections 1 _____
of the store. This will have you out of the supermarket at the speeds 2 _____
of light. When you're a woman, consider getting your husband to 3 _____
do the food shopping. The late survey from the Food Marketing 4 _____
Institute shows that compared to women, men are most likely to 5 _____
buy only what's with the grocery list. But shopping with a list has 6 _____
benefits beyond speed and spending. By lash yourself to the 7 _____
discipline of a well-planned shopping list, you can resistance the 8 _____
seductive call of aisle by aisle of junk food, thereby saving your 9 _____
home, your family, and yourself from a overload of empty 10 _____
calories.

--End of Paper--



BEDOK TOWN SECONDARY SCHOOL

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ENGLISH LANGUAGE SYLLABUS A

1190/01

PAPER 1 WRITING

FRIDAY 3 MAY 2013

INSERT

0800 – 0950 hrs
1 hour 50 minutes

MAXIMUM MARK: 70

This document consists of 2 printed pages.

Setter: Teh Li Wah

Section A [10 marks]

Healthy eating starts at the supermarket. One way is to organize your shopping list base on the tip above — that is, by the sections of the store. This will have you out of the supermarket at the sound of light. When you're a woman, consider getting your husband to do the food shopping. The newest survey from the Food Marketing Institute shows that compared to women, men are most likely to buy only what's with the grocery list. But shopping with a list has Benefits beyond speed and spending. By lash yourself to the discipline of a well-planned shopping list, you can resistance the seductive call of aisle by aisle of junk food, thereby saving your home, your family, and yourself from a overload of empty calories.

1. based
2. speed
3. If
4. latest
5. more
6. on/in
7. lashing
8. resist
9. upon/after
10. an/the

--End of Paper--



BEDOK TOWN SECONDARY SCHOOL

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1190/01

PAPER 1 WRITING

FRIDAY 3 MAY 2013

Additional Materials : Writing Paper
Insert

0800 – 0950 hrs
1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

Write your Class, Index 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 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, fasten all your work securely together.

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

This document consists of 4 printed pages and 1 Insert.

Setter: Teh Li Wah

Section B [30 marks]

You are advised to write between 180 and 250 words for this section.

You should look at the poster on page 3 carefully and plan your answer before beginning to write.

You are the President of the Student Council. Your school plans to engage YMCA for a 2-week programme for the Secondary Four students during the mid-year holidays. Your committee has met up and discussed about the appropriate programme for the students.

Write a report to your principal stating which programme the Student Council thinks would be appropriate for the Secondary Four students.

You must include the following details:

- Why you think the programme is appropriate for the students
- What activities are included in the programme
- Why the students will enjoy the programme
- How the programme will benefit the students

Your report must be written in clear and correct English and expressed in a persuasive but formal tone.

You may add any other details that might be of interest.

You should use your own words as much as possible.



YMCA Student Exchange Programme



YMCA Exchange Programme comprises of school and cultural exchanges between Singapore and overseas participants, which aims to instil in them an in-depth understanding of

each other's culture, and an overall conscientious awareness towards their global environment. YMCA offers 5 to 8 day programmes with all accommodations, meals and activities arranged.

Programme Highlights

School & Cultural Activities:

- Memorable interactions with local students and volunteers
- Visits to the exciting sights and sounds of Singapore
- Great exposure towards cultural diversity and learning
- Session on traditional food making, learning traditional games
- Authentic lifestyle experience with our friendly local ambassadors
- Warm and friendly hosting by YMCA staff and volunteers

The above programme can be customised to a package best suited for your learning objectives and budget.

Language Enrichment Programme - Learning English the Fun Way!



YMCA of Singapore offers an extensive 1 to 2 weeks English Language Enrichment Programme, which aims not only to advance participants' English learning through comprehensive lessons but to also immerse them in the dynamic environment of

multicultural Singapore. Participants will attend lessons for half a day at our well-equipped Education Centre and participate in exciting outdoor activities such as the heritage walk, school visits, environmental programmes, community service, and cultural excursions.

Programme Highlights

- Many opportunities for conversational communications in an English speaking environment
- Creative outdoor learning environment every day
- Promote friendship and interaction between participants and local hosts
- Great exposure towards cultural diversity and community service
- Authentic lifestyle experience with our friendly local ambassadors
- Qualified teachers conducting interactive English lessons
- Visits to the exciting sights and sounds of Singapore
- Warm and friendly hosting by YMCA staff and volunteers

Section C [30 marks]

You are advised to write between 250 and 400 words on one of the following topics.

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

1. What are some of the advantages and disadvantages of working in a team?
2. Describe the major stressors in teenagers' lives.
3. Write about three things you would like to change about the world and explain why you would change them.
4. Describe some productive ways students can spend their leisure time.

-End of Paper -



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ENGLISH LANGUAGE SYLLABUS A

1190/02

PAPER 2 COMPREHENSION

THURSDAY 9 MAY 2013

INSERT

0800 – 0950 hrs
1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

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

This document consists of 5 printed pages.

Setter : Miss Nur Shazwani Z.

Section A

Text 1

Study the advertisement below and answer Questions 1 to 3 in the Question Booklet.



Movies Coming to Life

Go beyond the screen and ride the movies at Universal Studios Singapore. Only here can you experience cutting edge rides, shows and attractions based on your favourite blockbuster films and television series.

FREE CHILD ADMISSION TO 2 PARKS WITH YOUR MASTERCARD

Save **S\$74** when you choose our Family Package* today!

*S\$206 Family Package (U.P. S\$280) admits 2 Adults & 1 Child to Universal Studios Singapore & S.E.A. Aquarium OR Universal Studios Singapore & Adventure Cove Waterpark. Tickets are valid for single visit to each park on consecutive days. Other Terms and Conditions apply.

Buy your tickets now at any Resorts World® Sentosa Ticket Booth
 ☎ 6577 8888 🌐 www.rwsentosa.com

ADVENTURE COVE
 S.E.A. AQUARIUM

Section B

Text 2

The text below is about a group of American soldiers tracking an enemy in the underground war tunnels of Vietnam.

Read it carefully and answer Questions 4-12 in the Question Booklet.

During the Vietnam-American War in the 1960s, the Vietnamese soldiers constructed a complex underground tunnel as part of their military strategy. Many combats were fought in the dark tunnels.



- 1 It was August 1968 and the war against the Americans was three years old. Nam Thuan Lay, a Vietnamese soldier, had never known peace in his land. His father had fought the French and as Thuan grew up, it was the Americans who took the place of the French. He hated the Americans. The Vietnamese soldiers, mostly village farmers, had built a complex underground tunnel and Thuan was the Commander because he was one of the few who knew the pathways to travel safely under the Americans' noses. 5
- 2 Thuan was waiting silently in the tunnel as he listened intently to the sound of helicopters and the heavy leather boots of the Americans above the ground. He was ready for combat. A small earth-fall from the exposed tunnel entrance warned Thuan that the first American tunnel soldier was descending. As the green-and-black jungle boots descended feet first, Thuan stabbed the soldier in the groin with his bayonet and scurried frantically away to the other end of the tunnel. 10
- 3 Above ground, the Americans were now in trouble. They could not drop grenades down the tunnel because their wounded soldier jammed the hole. Anyway he might still be alive. Slumped in the narrow tunnel passageway, he prevented other soldiers from making their way down to chase after Thuan. Thuan guessed it would take the Americans at least thirty minutes to get the ropes slipped under the dying man's arms and then pull him up. The Americans' concern for their dead and wounded remained a source of puzzlement and relief to the Vietnamese soldiers. Anything that delayed the battle inevitably favoured the weaker side and allowed reloading, regrouping and rethinking. 15 20
- 4 After the wounded body was removed, Thuan anticipated that the Americans would drop a grenade down the tunnel, wait for the smoke to clear and crawl in to chase after Thuan. Instead, they did not drop grenades. They fired their pistols into the tunnel to clear the way and crawled in with their flashlights. Yes, they were using flashlights. They might as well have been using loudspeakers to announce their intentions. At the other end of the tunnel is another passageway that led down to a second, deeper tunnel. Thuan hid at the entrance of the second tunnel. He felt sharp splinters of clay falling on his face as the bullets struck the end of the tunnel. 25 30

- 5 Now the Americans were advancing. Thuan was afraid that when they spotted the entrance to the second tunnel, they would roll down a grenade and he would be blown to pieces. The timing then was critical. Then there was a sudden silence. Thuan popped his head out of the second tunnel and saw two flashlights which blinded him. He fired blindly at the direction ahead of him. The tunnel exploded in a roar of noise, orange lights and screams of the wounded. He ducked back into the second tunnel and wriggled through its passageway far enough for safety. He lay breathless and sweating on the earth. 35
- 6 From his hiding place above ground about 120 metres away from the American's position, Thuan's observer watched as the Americans slowly brought out their dead and wounded from Thuan's attack. Three helicopters arrived for the victims. Thuan carefully noted all the information the messenger brought him from above ground. It gave him the basic material to make his next plan. 40

Section C

Text 3

The text below discusses the lack of manners in the use of Facebook. Read it carefully and answer Questions 13-17 in the Question Booklet.

- 1 The world of new media blurs the line between what is rude and what is acceptable. Civil servant, Adam Tan attended a wedding with a twist. The bride-groom was updating his Facebook page throughout the whole affair. "I check my Facebook page quite often, so I saw his status updates. The groom was giving a blow-by-blow account of the wedding," says Adam. Further from home, Manchester United footballer, Wayne Rooney, told his wife that details of his affair with another woman would be released in the press – via a text message. Welcome to the new world of social networking. Others are simply calling it the new world of bad manners where privacy and even shame appear to have been stripped. 5
- 2 According to Mark Sparrow, managing director of Kelly Services in Singapore, shortened communication forms have become prevalent even in office e-mails. People view 'SMS language' as commonplace and as such there have been instances where people use short forms like 'ppl' for people and 'cfm' for confirm in their e-mails. 10
- 3 This lack of etiquette extends into the social realm as well, with everything from holiday snaps to lovers' quarrels available to all online. Public relations executive Li Jiayi, says, "I know a friend who will log on to Facebook the minute she wakes up and posts, 'Good morning!' and a minute later, 'I'm having my breakfast now.' I mean, who cares?" Research has shown that much of this behaviour is due to increased narcissism, a term to coin people with an inflated sense of importance. Everything is put on public display and the web experience thus increasingly becomes more about 'me'. Netizens who are annoyed by their over-informative Facebook friends found a solution in either deleting them off the 'Friend's List' or by moving on to other contents on the net. 15 20
- 4 Another research has shown that when we are communicating with others online, the cues and body language that are often expressed in face-to-face interactions are absent. Hence, there is a tendency to express ourselves in a more highly charged, less restrained ways. We become more emotional and less polite. Besides this, people expect us to interact with them online in the same way we interact offline. And just like the real world, people take offence when we do not meet their expectations. Writer Anton Javier, admits that using his Blackberry has cost him valuable face-to-face interactions. He says, "Sometimes, when I am having a family dinner and a message comes in, I will concentrate on my phone. Then my brother will go, 'Hey, can you do that later, just enjoy your food first and talk to us'." 25 30
- 5 So what are the rules governing social media? For example, what is acceptable to post online and what is not? According to Professor Netzley from Singapore Management University, these channels are new and people are still learning to use them in a balanced and reasonable way. "It is a social learning process and takes time. We are unlikely to find hard and fast rules here." 35



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1190/02

PAPER 2 COMPREHENSION

THURSDAY 9 MAY 2013

Candidates answer on the Question Paper.

0800 – 0950 hrs
1 hour 50 minutes

Additional Materials : Insert

READ THESE INSTRUCTIONS FIRST

Write your Class, Index 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 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	/ 5
Section B	/ 20
Section C	/ 25
Total	/ 50

This document consists of 8 printed pages and 1 Insert.

Setter : Miss Nur Shazwani Z.

Section A [5 marks]

Refer to the advertisement (Text 1) on page 2 of the Insert for Questions 1 to 3.

- 1 Name **two** groups of people who would be attracted to the promotions in this advertisement.

.....

.....

[2]

- 2 The advertisement wants the audience to know that they can experience the movies 'coming to life'. How is this purpose achieved? (Tick **2** boxes only.)

by adding pictures of movie characters.

☐

by using the expression "Go beyond the screen"

☐

by using the expression "ride the movies"

☐

by mentioning that the rides are based on blockbuster films and television series.

☐

[2]

- 3 Quote a **phrase** which tells you that no other rides are as advanced as the one advertised.

.....

[1]

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 4-12.

- 4 From paragraph 1, state the advantage of the underground tunnel to the Vietnamese.

.....[1]

- 5 Identify phrases from paragraph 2 which show Thuan's behaviour that matches his state of mind / emotions.

Thuan's state of mind/emotions	Matching behaviour from the paragraph
focused	
prepared	
nervous	

[3]

- 6 In paragraph 3, explain in your own words why the American's concern for their dead and wounded remained a source of puzzlement and relief to the Vietnamese soldiers.

.....

.....[2]

- 7 "They fired their pistols into the tunnel to *clear the way*..." (lines 25-26).
 What were the American soldiers trying to 'clear'?

.....[1]

- 8 “Yes, they were using flashlights. They might as well have been using loudspeakers to announce their intentions.” (lines 26-28).

- (a) Which of the following correctly describes the author's purpose for writing the statements above. (Tick 2 boxes only.)

The author is trying to be sarcastic about the use of flashlights.

☐

The author is trying to make the Americans seem intelligent.

☐

The author is trying to suggest a better alternative to using flashlights.

☐

The author is criticizing the Americans' strategy.

☐

[2]

- (b) Why was the use of flashlights compared to the use of loudspeakers?

.....[1]

- (c) What 'intentions' was the author referring to?

.....[1]

- 9 In paragraph 5, the author used the word 'blind' in two different ways. Explain the meanings of the words 'blinded' and 'blindly' as used in the phrases below.

'saw two flashlights which <i>blinded</i> him.' (lines 34-35)	
'fired <i>blindly</i> at the direction ahead of him.' (line 35)	

[2]

- 10 In paragraph 5, Thuan “wriggled through its passageway”. What does this tell you about the passageway?

.....[1]

- 11 A famous person, Aristophanes once said “The wise learn many things from their enemies”.

(a) Which **sentence** in paragraph 6 shows that Thuan is learning about his enemies?

.....[1]

(b) In your own words, why was it important for Thuan to learn about his enemies?

.....[1]

12

I believe that Thuan won the battle because he was a good soldier.

Student A

I disagree. I believe that Thuan won the battle because he was just lucky.

Student B

Which student do you agree with? List **four** pieces of evidence from the text to support your opinion.

I agree with Student because

.....

.....

.....

.....

.....[4]

Section C [25 marks]

Refer to Text 3 on page 5 of the Insert for Questions 13-17.

- 13 Read the text and match the paragraph with the headings. Write the correct letter (A-F). The first one has been done for you. There is one other letter you will not need to use.

DO NOT USE ANY LETTER MORE THAN ONCE.

Paragraph 1D.....

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

A The lack of etiquette in the workplace

B The downside of online interactions

C Information overload

D The new world of social media

E Regulations in social media

F The advantages of social media

[4]

- 14 With reference to paragraphs 2 and 3, determine whether each of the statements below is true or false. Write **T** for true and **F** for false in the boxes.

Facebook users have a tendency to provide too much detail online.

It is ethical to use short forms at the workplace.

A person's self-worth is increased by displaying much information about themselves on Facebook.

[3]

- 15 "Hence, there is a tendency to express ourselves in a *more highly charged, less restrained ways*." (lines 27-28). The two actions in the statement affect the way people interact with others. Quote **two consecutive words** from paragraph 4 showing the effect of each action.

Action	Quote two consecutive words that show the effect of each action
'more highly-charged'	
'less restrained ways'	

[2]

- 16 From paragraph 5, what does Professor Netzley mean when he said, "We are unlikely to find hard and fast rules here."?

.....[1]

- 17 **Using your own words as far as possible**, summarise the negative effects that arise from the use of social media.

Use only material from paragraphs 1 to 4 of Text 3.

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 use of social media brings about

.....

.....

.....

.....

.....

.....

.....

.....

□

www.KiasuExamPaper.com

2013 MID-YEAR 4NA ENGLISH LANGUAGE 1190/02 ANSWER SCHEME

General Comments: Students across the 3 classes did averagely well. Despite the relatively easy paper, there were still a worrying number of failures. Those who failed made the following mistakes.

- did not answer to the question. Important to get them to underline keywords in the question and understand demands of question before attempting.
- did not follow instructions – eg; quote a sentence instead of a phrase. did not quote 2 consecutive words as instructed in the question.
- there were also evidences of lack of comprehension of the text. Some answers were totally irrelevant. For example, they could not understand that the flashlight is likened to a loudspeaker. In their answers, they mentioned that the soldiers entered with loudspeakers.

Section A

- 1
 - mastercard holders who have children /
 - people with children /
 - families with 2 adults and one child /

any 2 – 1 mark each
 (x- people who love movies / people who enjoy rides/ --- too vague/general
 x - adults/children/teenagers– not specifically relevant to mastercard promotion)
- 2
 - by using the phrase “Go beyond the screen” [1]
 - by using the phrase “ride the movies [1]

(no marks if students tick more than 2 boxes)
- 3
 - cutting edge [1]

A significant number put ‘only one’ as an answer. this is incorrect as the keyword in the question is ‘advanced’)

Section B

- 4
 - the vietnamese can travel safely under the American’s noses [1]
- 5
 - listened intently [1]
 - ready for combat [1]
 - scurried frantically [1]

A number of students do not understand the term phrase and wrote out entire sentences. No marks were awarded although the phrase above can be found somewhere in the sentence they wrote.
- 6
 - a source of relief because it allows the Vietnamese to re-strategise [1]
 - a source of puzzlement because they are allowing the Vietnamese to be at an advantage. [1]

(no marks for lifting ‘Anything that delayed the battle inevitably favoured the weaker side and allowed reloading, regrouping and rethinking.’)
 Students need to look at the question closely and focus on the words ‘relief’ and ‘puzzlement’ and explain each one.
- 7
 - the Vietnamese / enemies [1]

- 8a
- The author is trying to be sarcastic about the use of flashlights. [1]
 - The author is criticizing the American's strategy. [1]
(no marks if students tick more than 2 boxes)
- 8b
- **both** attract attention / make their presence known to the enemy[1]
There is a need to indicate what both equipment do. Many students did not answer to the question by only mentioning that the flashlight attracts attention with no reference to the loudspeaker.
- 8c
- to kill/attack the enemy [1]
- 9
- difficult to see [1]
 - without aim / without thought [1]
- 10
- narrow / small [1]
- 11a
- "Thuan carefully noted all the information the messenger brought him from above ground." [1]
- 11b
- He can use it to strategise his next moves. [1]
(no marks for lifting "It gave him the basic material to make his next plan.")
- 12
- Student A [1 mark each]
- he was one of the few who knew the pathways to travel safely under the Americans' noses.
 - he listened intently to the movements above ground
 - stabbed the soldier in the groin with his bayonet
 - carefully noted all the information the messenger brought him from above ground.

Most who chose A did not have any problems scoring full marks for this question.

Student B [1 mark each]

- it took the Americans at least thirty minutes to pull the injured **up which allowed Thuan to escape.**
 - Americans **did not drop grenade** into the tunnel **as Thuan had anticipated**
 - had the **advantage** of the second tunnel to hide in
 - fired blindly at the direction ahead of him and **managed to cause casualties**
- The key points in bold are crucial to the answer. Many students do not think and simply copy out whole sentences without answering how he was lucky. There is some level rephrasing that is required in order to bring across the relevant points.

(only mark the first 4 points of student's responses)

(no marks for entire question if student did not state choice of **A** or **B**).

Section C

- 13 • A, C, B, E [1 mark each]
- 14 • T, F, F [1 mark each]
Many students answered the third sub-qn incorrectly. There is no indication in the passage that social network increased narcissism. What is clear is that increased narcissism is the factor behind why people display everything about themselves on the public domain.
- 15 • more emotional [1]
• less polite [1]
A couple of students did not give 2 consecutive words as specified in the question.
- 16 • no **clear** rules that one must obey [1]
Keyword in answer is 'no **clear** rule'. Many students indicate that there are no rules. This is not precise. There are unwritten rules just that it is not so fixed and clear for everyone to follow.

17 The use of social media leads to.... [any 8 points - 1 mark to each point]

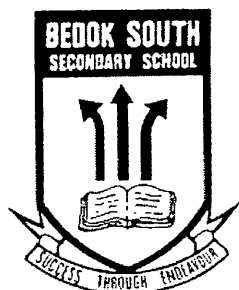
1. bad manners
2. little privacy and shame
3. common use of shorted communication forms in e-mails
4. due to increased narcissism
5. everything people do is put on display
6. web experience increasingly becomes more about 'me'.
7. tendency to express ourselves in a more highly charged, less restrained ways.
/ become more emotional and less polite.
8. people expect us to interact with them online in the same way we interact offline.
9. people take offence when we do not meet their expectations.
10. cost them valuable face-to-face interactions

No marks for giving specific examples:

- "I check my Facebook page quite often, so I saw his status updates. The groom was giving a blow-by-blow account of the wedding."
- Wayne Rooney, 25, told his wife Colleen that details of his affair with another lady would be surfacing in the press – via a text message.
- holiday snaps to lovers: quarrels available to all online.
- "I know a friend who will log on to Facebook the minute she wakes up and says, "Good morning!" and a minute later, "I'm having my breakfast now." I mean, who cares?"
- people use short forms like 'pple' for people and 'cfin' for confirm in their e-mails.
- "Sometimes, when I am having a family dinner and a message comes in, I will concentrate on my phone. Then my brother will go, "Hey, can you do that later, just enjoy your food first and talk to us."

In answering summary question, it is important that students continue from the few words given to help them begin. Given the relatively low word limit, students must also learn to remove unnecessary details in the sentence and focus on the main idea. Students should also not provide examples after a main point has been put forward.

Class	Index Number	Name:
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BEDOK SOUTH SECONDARY SCHOOL

MID YEAR EXAMINATION 2013

ENGLISH LANGUAGE

Paper 1 Writing

LEVEL Secondary 4 Normal Academic

Time Duration 1 hour 50 minutes

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.

Setter: Mrs Elizabeth Ng

This document consists of 2 printed pages.

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about the negative impact of video games. The first and last lines are correct. For the remaining ten lines, there is one grammatical error in each line.

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 arrive to my destination at 2 pm.

at

Experts say that violent video games can be as addicting as drugs. They
affect a same pleasure center in the brain that make players want to keep 1
playing. The pattern of behaviour are similar to alcoholism. Teenagers are 2
among the most vulnerability to video game addiction and may become 3
violent when their 'drug' is taken out. Teenagers can become physically and 4
verbally abusive where parents try to take away their games. Scientists 5
have reported a correlation from violent game use and aggressive behavior. 6
Playing violent games desensitize the person. Video game and Internet 7
addiction usually point to other mental problems including anxious, 8
depression and trouble forming health relationships. Teenagers, mostly 9
boys, use games as mean of escape, whether from stress or from a learning 10
disability that makes concentrating on schoolwork difficult.

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about video games. The first and last lines are correct. For the remaining ten lines, there is one grammatical error in each line.

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 arrive to my destination at 2 pm.

at

Experts say that violent video games can be as addicting as drugs. They

affect <u>a</u> same pleasure center in the brain that make players want to keep	1	the (article)
playing. The pattern of behaviour <u>are</u> similar to alcoholism. Teenagers are	2	is (subj v)
among the most <u>vulnerability</u> to video game addiction and may become	3	vulnerable (wf)
violent when their 'drug' is taken <u>out</u> . Teenagers can become physically and	4	away (phrasal v)
verbally abusive <u>where</u> parents try to take away their games. Scientists	5	when (clause)
have reported a correlation <u>from</u> violent game use and aggressive behavior.	6	between (prep)
Playing violent games <u>desensitise</u> the person. Video game and Internet	7	desensitises (v)
addiction usually point to other mental problems including <u>anxious</u> ,	8	anxiety (wf)
depression and trouble forming <u>health</u> relationships. Teenagers, mostly	9	healthy (wf)
boys, use games as <u>mean</u> of escape, whether from stress or from a	10	means (n)

learning disability that makes concentrating on schoolwork difficult.

Section B [30 marks]

You are advised to write between 180 and 250 words for this section.

You should look at the printout on two places of interest in Singapore on page 3 carefully and plan your answer before beginning to write.

You are the chairman of your class. Your form teacher has asked you to write a proposal on a Geography learning journey for your class. To help you, your teacher has shortlisted two options as seen on the print out. You are to propose to your form teacher which option you think your class will benefit most from.

You must include the following details:

- when and why your class is going on the learning journey
- what kinds of activities your class will engage in during the learning journey
- how your class will benefit from this learning journey
- why you think your class will enjoy this learning journey
- what follow up activities your class will organise after the learning journey

Write your proposal in clear, accurate English and in a persuasive tone, to convince your form teacher.

You may add any other details that might help you to convince your teacher further. You should use your own words as much as possible.

Option A: Chek Jawa



Guided Tours at Chek Jawa:

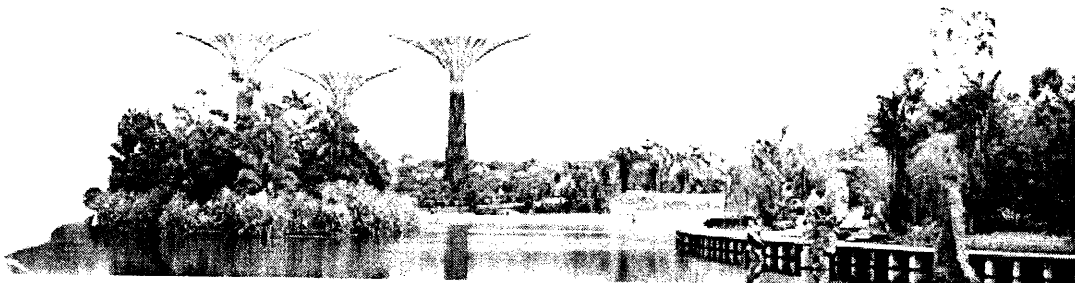
The inter-tidal flats at Chek Jawa Wetlands are most suitable for visiting during low tides of 0.5 metres and below, when you will be able to see most of the marine life. At higher tides, the area will be submerged under water. Our nature guides will be at hand to bring you on a one-hour tour to experience Chek Jawa's amazing natural heritage.

As demand for the guided tours is high, please book early to avoid disappointment.

Cost:

Each tour costs \$60 (maximum 15 persons per group). Only cheque payment will be accepted. In the event that the tour is cancelled due to inclement weather, your payment will be refunded.

Option B: Garden by the Bay



Dragonfly & Kingfisher Lakes

Go deeper beyond the surface of the lake system and be immersed in the fascinating aquatic ecosystem that exists. More than a visual treat, the Dragonfly & Kingfisher Lakes are also rich in aquatic life.

Our Planet's Forgotten Treasures

Learn more about global warming, how we can maintain our biodiversity and how to become part of the solution through the Gala Trail, a new self-guided interactive trail map that lets you discover the threats to our planet, the important role that plants play and more.

Date

Friday, 20 April 2013

Saturday, 21 April 2013

Time: Free & easy (self-guided)

Price: Programme is free*

Location: Dragonfly Lake and Cloud Forest

* Interactive trail map is available with purchase of ticket to the Cooled Conservatories.

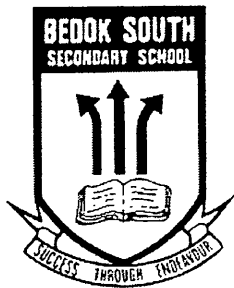
* Family and Annual Pass holders may collect their copy from Visitor Information (Ticketing Hub)

Section C [30 marks]

Begin your answer on a fresh page.

You are advised to write between 250 and 400 words on one of the following topics.
At the head of your composition, write the number of the topic you have chosen.

1. Teenagers nowadays have too much free time. Do you agree?
2. Write about an important national or religious event that is celebrated in your country.
3. Describe your ideal holiday destination and explain what makes it a perfect holiday.
4. Write about what happened when you were late for an important function.



BEDOK SOUTH SECONDARY SCHOOL

MID-YEAR EXAMINATION 2013

ENGLISH LANGUAGE

Date: 6th May 2013

Level: Secondary 4 Normal Academics

Paper 2 Comprehension

INSERT

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

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

Setter: Mrs Elizabeth Ng

This document consists of 5 printed pages and 1 blank page.

Section A

Text 1

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

Come Celebrate the Delicious!
Bow ties not required.
11-14 April 2013

SAVOUR

Singapore's Largest Gourmet Festival

Presenting Partner and Official Supplier
NESPRESSO



Following last year's sell-out event, SAVOUR is back in 2013.

Join us on a gastronomic adventure at Singapore's Largest Gourmet Festival!

Rub shoulders with the best in the business from celebrity chefs, wine gurus to top bakers. Taste award-winning dishes, enjoy over 300 free masterclasses and workshops and meet the people behind your favourite products – all at one fun-filled event.

Section B

Text 2

The text below is about the writer and his wife travelling to visit India's Taj Mahal, built by a grieving emperor to honor his wife. Read it carefully and answer Questions 4 – 13 in the Question Booklet.

- 1 In 1999, my wife, Allison, and I spent several days in northern India at the Taj Mahal. Our time there left an indelible mark on me and spurred me to dedicate the next five years to writing "Beneath a Marble Sky," a novel based on the story behind the creation of the Taj Mahal.
- 2 By luck rather than design, we arrived at the mausoleum early and were the first visitors on the grounds. Stepping through the vast sandstone gate was like immersing myself in a photo. The Taj Mahal glistened in the light of dawn, glowing like a sculpted ember. The day was still; the only movement came from the birds wheeling about the tear-shaped dome. 5
10
- 3 At first glance, the Taj looked seamless to me, as though it had been hewn from a single piece of ivory. It was smooth and soaring, and I found it impossible to believe that human hands crafted it so long ago. In my many travels, I'd seen nothing like it. It wasn't boastful, like so many celebrated monuments. It didn't seek to intimidate, to define my thoughts. Instead, it seemed to invite creative interpretation. I thought it looked like the woman it was built to celebrate, abounding with smooth curves and grace. 15
- 4 I was only vaguely aware then of the remarkable story behind the mausoleum — that the emperor of India built it for his beloved wife, whom he called Taj Mahal. She died in childbirth, and as she departed, she asked him to build her something beautiful and to visit the site each year on their anniversary and light a candle, to remember her. 20
- 5 Possession of only this titbit of information was enough to make me walk faster, to move toward the spot where they lay beside each other. To know that a man created this treasure for his wife was inspiring. I had never experienced the depths of what his sorrow must have been as she died in his arms, but his passion for her was palpable and somehow infectious. I felt extremely alive and moved on with great anticipation. 25
- 6 As we drew closer to their tomb, ascending the vast white marble platform on which the main structure rested, I became aware of the millions of precious and semiprecious stones that adorned the walls. One doesn't see these works of art in the standard photos of the Taj. Lapis, jade, quartz, amber, emeralds and onyx, among others, are set into the white marble. Marvellously detailed arrangements of these polished and shaped stones form garlands of flowers, timeless and exquisite. 30
35

- 7 Standing at the base of the Taj Mahal, I was pulled back into time, away from stocks and skyscrapers and cyberspace. It was easy to imagine gnarled fingers lifting blocks of white marble, shaping and polishing the blocks until they were as smooth as an infant's belly. Patience must have existed then, for the flowers I studied, the minarets that rose like ivory sequoias above me were masterpieces, exquisitely made. 40
- 8 The Taj Mahal was designed to reflect the different moods of the day, and as the sun rose, the mausoleum whitened, almost as though the light were bleaching it. Though we were tempted to stand motionless, we moved toward the centerpiece of the structure, the tomb room. We were the first visitors inside the octagonal-shaped room, accessed by eight arched doorways. The domed ceiling towered far above us. The room should have been dark, but the marble surrounding us seemed to glow, as if illuminated from within. The two vaults in the centre of the room were inset with the most beautiful gatherings of jewelled flowers that I had ever seen — scarlet tulips and indigo fuchsias. 45 50
- 9 The tomb room was a place of echoes. Echoes of the past, certainly, but also of the present moment. The sound of footfalls lingered. The coos of unseen pigeons reverberated. I thought of the two lovers buried here, and questions arose within me. How had they lived and died? Why were their lives so celebrated in the East? When he sought to build her the most wondrous memorial the world had ever seen, did he have any inkling that people would visit his creation centuries after its completion? Did he know the Taj Mahal would come to symbolise the enormity of love? 55 60

Source: <http://www.latimes.com/travel/la-tr-tajmahal17oct17,0,2276510.story>

Section C

Text 3

The text below is about Samsui women. Read it carefully and answer Questions 14 – 19 in the Question Booklet.

- 1 The Chinese women came barefoot and hopeful of a new life in Singapore. At that time, thousands of these women left the Guangdong province in China for Singapore. Some fled China in protest against the ancient Chinese custom of foot-binding while others wanted to escape poverty, famines, arranged marriages and a life of servitude under tyrannical mothers-in-law. 5
- 2 Most of them were young single women, some still in their teens. They soon found work digging ditches, scooping sand and cement and carrying stones and bricks at various construction sites in Singapore. Although they looked fragile and petite, they were strong enough to be labourers in the building industry. One would be amazed to see these workers chiselling stones and bricks, carrying a load of bricks as they walked gingerly along a wooden plank high above the ground. They proved equal to the challenge of rough work. Women who came from the Dongguan province of China found work in factories for example, the aerated water factories and sago factories in Chinatown. Others found work in shipyards along the Singapore River, and in fields and plantations. 10 15
- 3 These women were called Samsui women and they wore distinctive red headgear. Not all Samsui women came from the Samsui village in the Guangdong Province in China. But because of the preponderance of these women from Samsui, the term Samsui women has been used to describe all the Chinese women in similar occupations. Though most of the Cantonese women wore their distinctive red headgear, some wore blue most of the time. The women from the Seiyap district in Jiangmen prefecture wore black headgears and they worked mainly in shipyards. 20 25
- 4 In the 1930s, Chinatown in Singapore soon became the gathering point of Samsui workers, both men and women. Upper Chin Chew Street, one of the most dilapidated parts of Chinatown, became home to most Samsui women. 30
- 5 Samsui women chose to stay single and independent. Most of them took a vow of celibacy. The vow was taken in earnest through the Hair Combing ritual, which Cantonese women referred to as the Golden Orchid Pledge. According to the Golden Orchid Pledge, even if the women were to marry later on, they were expected to resist their man violently, if necessary. Some Samsui women took the Golden Orchid Pledge to become sworn sisters. Strange though these customs might be, they served a social purpose – that of getting mutual support and creating emotional bonds. 35

- 6 In a sense, the Samsui women were alpha women of yesteryears. The 40
Samsui women were noted for their ruggedness and grit, working
alongside the men in construction sites and fields. They have become
shining examples of mature womanhood. They are symbolic of the spirit
of the early immigrants in Singapore. Their courage and independence
have earned them an undeniable place in Singapore's history. 45

Extract from Asian Geographic No 37 Issue 4/2006, Samsui Women

Section A [5 marks]

Refer to the advertisement (Text 1) on page 2 of the Insert for Questions 1 – 3.

- 1 Refer to the phrase 'Come Celebrate the Delicious! Bow Ties Not Required'. What does the phrase 'Bow Ties Not Required' tell you about the kind of attire worn for this event?

.....
[1]

- 2 What is the main purpose of the advertisement?

.....
[1]

- 3 The flyer is inviting and friendly. It achieves this effect by using three of the following features. (Tick 3 boxes only)

the SAVOUR logo which is placed on the top left corner of the flyer

☐

the photos in the flyer

☐

words such as 'fun-filled' and 'come'

☐

phrases such as 'Bow ties not required' and 'SAVOUR is back'

☐

phrases such as 'come celebrate the delicious' and 'rub shoulders with'

☐

the sponsor

☐

[3]

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 4 – 14.

- 4 With reference to the first paragraph, what made the writer write the novel 'Beneath a Marble Sky'?

.....[1]

- 5 Which of the following lines from Paragraphs 2 and 3 support the idea that the Taj Mahal is majestic? (Tick three boxes only.)

The Taj Mahal glistened in the light of dawn, glowing like a sculpted ember.

☐

The day was still; the only movement came from the birds wheeling about...

☐

...the Taj looked seamless to me, as though it had been hewn from a single piece of ivory.

☐

...found it impossible to believe that human hands crafted it so long ago.

☐

...it seemed to invite creative interpretation.

☐

...it looked like the woman it was built to celebrate...

☐

[3]

- 6 In Paragraph 3, why did the writer say the Taj Mahal 'wasn't boastful, like so many celebrated monuments'?

.....[1]

- 7 What do the following words in italics from Paragraph 4 suggest about the writer's opinion of the story behind the Taj Mahal?

Based on the following word/phrase in italics,	The story behind the Taj Mahal is...
'I was <i>vaguely aware</i> ...'	
'...of the then <i>remarkable</i> story behind...'	

- 8 '...his passion for her was palpable and somehow infectious.' (lines 28-29). Give a piece of evidence to show how the writer found the passion of the emperor infectious. [2]
.....[1]
- 9 The writer felt that he 'was pulled back into time' (line 38) when he visited the Taj Mahal. What does that suggest about the place?
.....[1]
- 10 (a) Why does the writer say 'patience must have existed then' (lines 41-42)?
.....[1]
- (b) What does this indicate about the craftsmen's attitude towards their job?
.....[1]
- 11 What does the word 'masterpieces' (line 43) suggest about the minaret?
.....[1]
- 12 (a) '*Though we were tempted to stand motionless*, we moved toward the centrepiece of the structure, the tomb room.' (lines 47-48)
What does the phrase in italics suggest about the writer's feeling?
.....[1]
- (b) The writer refers to the tomb room as a 'centrepiece'. What does that suggest about the tomb room?
.....[1]

- 13 What does the writer mean when he said that the tomb room was a place of echoes of the past as well as of the present?

Past	
Present	

[2]

- 14 The writer was fascinated by the architecture of the Taj Mahal

The writer was impressed with the history behind the Taj Mahal



Tourist A



Tourist B

Identify any two pieces of evidence each that Tourist A and Tourist B can give to support their views.

Tourist A

.....

.....

.....

.....

Tourist B

.....

.....

.....

.....

[4]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 15 – 20.

- 15 Read the text and match the paragraph or paragraphs with the headings. Write the correct letter (**A-G**). The first one has been done for you. There is one other letter you will not need to use. [5]

DO NOT USE ANY LETTER MORE THAN ONCE.

- Paragraph 1 D
- Paragraph 2
- Paragraph 3
- Paragraph 4
- Paragraph 5
- Paragraph 6

- A Admirable qualities about the Samsui women
- B Headgear they wore
- C Advantages working as a Samsui women
- D Why Samsui women came to Singapore
- E Customs associated with Samsui women
- F The kinds of work they took on
- G Where they lived

- 16 Why is it amazing to see the Samsui workers chiseling stones and bricks?

.....[1]

- 17 How are the Samsui women easily identified?

.....[1]

- 18 Which of the following lines support the idea that the Samsui women took the vow of celibacy 'in earnest'? (Tick two boxes only)

They wanted to belong to some community

☐

They had to resist getting married

☐

They opposed to being single and independent

☐

They wanted to be self-reliant

☐

They wanted to be rooted to Cantonese culture

☐

[2]

- 19 What does the phrase 'working alongside the men in construction sites and fields' suggest about the ability of the women?

.....[1]

20 Using your own words as far as possible, summarise how the Samsui women survived living in Singapore and how their practices made them unique.

[15]

Use only the material from paragraphs 2 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 Samsui women started a brand new life in Singapore by...

Section A [5 marks]

Refer to the advertisement (Text 1) on page 2 of the Insert for Questions 1 – 3.

- 1 Refer to the phrase 'Come Celebrate the Delicious!' Bow Ties Not Required'. What does the phrase 'Bow Ties Not Required' tell you about the kind of attire worn for this event? [1]

The event does not require formal attire / the event allows participants to wear casual/semi- formal attire

Deny: It allows any kind of attire. (vague)

- 2 What is the main purpose of the advertisement? [1]

It is to encourage people who appreciates / likes /loves food to attend this event.

- 3 The flyer is inviting and friendly. It achieves this effect by using three of the following features. (Tick 3 boxes only)

the SAVOUR logo which is placed on the top left corner of the flyer

☐

the photos in the flyer

☒

words such as 'fun-filled' and 'come'

☒

phrases such as 'Bow ties not required' and 'SAVOUR is back'

☐

phrases such as 'join us' and 'rub shoulders with'

☒

the sponsor

☐

[2]

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 4 – 14.

- 4 With reference to the first paragraph, what made the writer write the novel 'Beneath a Marble Sky'?

[1]

He spent several days in India(a) which left an indelible mark(b) on him.

- 5 Which of the following lines from Paragraphs 2 and 3 support the idea that the Taj Mahal is majestic? (Tick three boxes only.)

[3]

The Taj Mahal glistened in the light of dawn, glowing like a sculpted ember.

☒

The day was still; the only movement came from the birds wheeling about...

☐

...the Taj looked seamless to me, a though it had been hewn from a single piece of ivory.

☒

...found it impossible to believe that human hands crafted it so long ago.

☒

...it seemed to invite creative interpretation.

☐

...it looked like the woman it was built to celebrate...

☐

- 6 In Paragraph 3, why did the writer say the Taj Mahal 'wasn't boastful, like so many celebrated monuments'?

[1]

Unlike other monuments, this one was not as imposing as others.

Deny: It does not seek to intimidate

Taj Mahal is different from the rest

Answer needs to show the difference between Taj Mahal and the rest.

- 7 What do the following words in italics from Paragraph 4 suggest about the writer's opinion of the story behind the Taj Mahal?

[2]

Based on the following word/phrase in italics,	The story behind the Taj Mahal is...
'I was <i>vaguely aware</i> ...'	something he did not know much about Deny: less known
'...of the then <i>remarkable</i> story behind...'	Extraordinary / magnificent / amazing / impressive Deny: wonderful, legendary

- 8 '...his passion for her was palpable and somehow infectious.' (lines 28-29). Give a piece of evidence to show how the writer found the passion of the emperor infectious. [1]

He was motivated to walk faster to the mausoleum.

- 9 The writer felt that he 'was pulled back into time' (line 38) when he visited the Taj Mahal. What does that suggest about the place? [1]

The place looked ancient / reminded him so much about the past [a]

OR

The writer felt he had gone away / retreated from modern world [b]

- 10 (a) Why does the writer say 'patience must have existed then' (lines 41-42)? [1]

He acknowledges that it takes a lot of time and effort [a] to create something magnificent like Taj Mahal [b]

- (b) What does this indicate about the craftsmen's attitude towards their job? [1]

They are dedicated/passionate about their job.

- 11 What does the word 'masterpieces' (line 43) suggest about the minaret? [1]

It suggests that the minaret is the greatest piece of work / most excellent example of skill / very grand and special.

Deny: It was exquisitely made.

- 12 (a) '*Though we were tempted to stand motionless*, we moved toward the centrepiece of the structure, the tomb room.' (lines 47-48)

What does the phrase in italics suggest about the writer's feeling? [1]

It suggests that he was feeling awestruck / mesmerized/captivated

Deny: amazed

- (b) The writer refers to the tomb room as a 'centrepiece'. What does that suggest about the tomb room? [1]

It is the main attraction / focus in the structure.

It is in the heart of the Taj Mahal.

- 13 What does the writer mean when he said that the tomb room was a place of echoes of the past as well as of the present? [2]

Past	<u>The tomb room is filled with the story/history of how the king loved his wife.</u>
Present	<u>The room's high ceiling made whatever sounds made echo</u>

14

- Tourist A The writer was fascinated by the architecture of the Taj Mahal
- Tourist B The writer was impressed with the history behind the Taj Mahal

Identify any two pieces of evidence each that Tourist A and Tourist B can give to support their views. [4]

Tourist A	Tourist B
• The Taj Mahal glistened in the light of the dawn, glowing like a sculpted amber [L7-8] • Taj Mahal looked seamless to him [L11] • He became aware of the millions of precious and semiprecious stones that adorned the walls. [L31-32] • Taj Mahal was designed to reflect the different moods of the day [L44] • The marble surrounding them made the room glow [50]	• He was vaguely aware of the remarkable story behind it [L20] • That information motivated him to walk faster to the monument [24-25] • The tomb room was a place of echoes—echoes of the past [34-35] • He thought of the two lovers buried there and questions arose within him [56-57] • To know that a man create this treasure for his wife was inspiring.[L26] • His passion for her was palpable and somehow infectious. [L28-29]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 15 – 20.

- 15** Read the text and match the paragraph or paragraphs with the headings. Write the correct letter (**A-G**). The first one has been done for you. There is one other letter you will not need to use. [5]

DO NOT USE ANY LETTER MORE THAN ONCE.

Paragraph 1	D
Paragraph 2	F
Paragraph 3	B
Paragraph 4	G
Paragraph 5	E
Paragraph 6	A

- A Admirable qualities about the Samsui women
- B Headgear they wore
- C Advantages working as a Samsui women
- D Why Samsui women came to Singapore
- E Customs associated with Samsui women
- F The kinds of work they took on
- G Where they lived

- 16** Why is it amazing to see the Samsui workers chiseling stones and bricks? [1]

They were young women yet strong/had the strength to perform hard labour.

- 17** How are the Samsui women easily identified? [1]

They wore distinctive red headgear.

- 18 Which of the following lines support the idea that the Samsui women took the vow of celibacy 'in earnest'? (Tick two boxes only)

They wanted to belong to some community

☒

They had to resist getting married

☐

They opposed to being single and independent

☐

They wanted to be self-reliant

☒

They wanted to be rooted to Cantonese culture

☐

[2]

- 19 What does the phrase 'working alongside the men in construction sites and fields' suggest about the ability women? [1]

They are as strong/capable as the men.

- 20 **Using your own words as far as possible**, summarise how the Samsui women survived living in Singapore and how their practices made them unique. [15]

Use only the material from paragraphs 2 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 Samsui women started a brand new life in Singapore by...

From the text	Own words
How they survived living in Singapore	
1) digging ditches	plowing holes/drains/trenches
2) scooping sand and cement	shovelling sand and cement
3) carry stones and bricks at various construction sites in Singapore	lug building materials at several construction sites in Singapore
4) found work in the factories in Chinatown	found jobs in factories in Chinatown
5) found work in shipyard	found jobs in shipyard
6) in fields and plantation	in fields and plantation
How their practices made them unique	
7) wore distinctive red headgear	Put on unique red headgear
8) Chinatown became a gathering point of Samsui workers, both men and women	Chinatown became an assembly place for Samsui workers of both sexes
9) Upper Chin Chew Street became home to most Samsui women	they took up residences at Upper Chin Chew Street
10) chose to stay single and independent	Some chose to remain celibate and self-reliant
11) took a vow of celibacy to become sworn sisters	Pledged to become single with other Samsui women

Class	Index Number	Name
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4NA



BEDOK GREEN SECONDARY SCHOOL

MID-YEAR EXAMINATION 2013

4NA

ENGLISH LANGUAGE SYLLABUS A

1190/01

Paper 1 Writing

3 May 2013

INSERT

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

This insert contains **Section A**.

Write your answers in the spaces provided.

Submit the completed **Section A** insert separately.

This document consists of **2** pages including the cover page

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[Turn Over]

Section A [10 marks]

Carefully read the text below, consisting of 12 lines. The first and the last lines are correct. For the remaining ten lines there is one grammatical error in each line.

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 2 p.m at....

An enduring love made a tree bloom, while friendship shared its flavours.

I sat like a beacon on the middle of the driveway. A shiny blue bucket	1.....
fill with bright yellow, unblemished lemons. A handwritten sign, propped	2.....
against the bucket, invited: 'Free Lemon - please take some'. I took two of	3.....
the lemons, but it is the simple act of generosity from this kind	4.....
neighbour that lift my spirits and stayed with me for hours afterwards.	5.....
On impulse, I sat and wrote a notes of thanks, on my prettiest stationery,	6.....
in my best handwriting, I do not include my name or address. When I next	7.....
walked past the 'lemon house', as I called it, I dropped my note on	8.....
an letterbox. The following week there was a letter to the editor in the	9.....
local newspaper entitled: 'Lemons Sweet Treat'. It read: This season I has	10.....
an abundance of lemons so I put them in a bucket in front of my house.	

Marking Scheme

An enduring love made a tree bloom, while friendship shared its flavours.

I sat like a beacon on the middle of the driveway. A shiny blue bucket
fill with bright yellow, unblemished lemons. A handwritten sign, propped
against the bucket, invited: 'Free Lemon - please take some'. I took two
of the lemons, but it is the simple act of generosity from this kind
neighbour that lift my spirits and stayed with me for hours afterwards.

On impulse, I sat and wrote a notes of thanks. on my prettiest stationery,
in my best handwriting, I do not include my name or address. When I next
walked past the 'lemon house', as I had come to call it. I dropped my note on
an letterbox. The following week there was a letter to the editor in the
local newspaper entitled: 'Lemons Sweet Treat'. It read: This season I has
an abundance of lemons so I put them in a bucket in front of my house.

- 1.....in.....
- 2...filled.....
- 3...lemons.....
- 4.....was.....
- 5... lifted.....
- 6... note.....
- 7.....did.....
- 8.....in.....
- 9.....the.....
- 10...had.....

Name:	Index Number:	Class:
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BEDOK GREEN SECONDARY SCHOOL

4NA

Mid-Year Examination 2013

4NA

ENGLISH LANGUAGE

1190/1

Paper 1

3 May 2013

1 hr 50 min

Additional Materials: Answer Paper and Insert

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number 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, 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.

For **Section B and C** write your answers on foolscap paper provided.

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

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[Turn Over]

Section B (30 marks)

You are advised to write between 180 and 250 words for this section.

You should look at the flyer on the next page carefully and plan your answer before beginning to write.

Your school is giving all students of graduating classes the opportunity to do work attachments at various organisations after the G.C.E 'N' Level Examination. Each class has been given a flyer with various job opportunities and you, as Class Chairman have been asked to **select two options** for your class and to make a speech convincing your classmates of your choice.

You must include the following details:

- Which of the two options you have selected
- Why you think these are the best options for you and your classmates
- What you have studied that will be relevant at these places
- How you and your classmates will benefit from this experience
- How you think this experience will help you make a decision as to what to do after your G.C.E 'N' Level Examination.

Your speech should be in clear, accurate English and in a persuasive tone convincing your classmates of your choice.

You may add other details that might be relevant.

You should use your own words as far as possible.

Come Join Our Organisation and Reap the Rewards



Hardy People. Enduring Love

By being part of the SMART team, you will benefit from a progressive and sustainable career that includes:

- Attractive remuneration package
- Well-defined career progression
- Skills upgrading opportunities
- Insurance and medical benefits
- Rewards and incentives for good performance

Come down to our walk-in interview and find out more about our enhanced Bus Captain Career scheme!

PARKROYAL

ON PICKERING, SINGAPORE

A PARKROYAL COLLECTION HOTEL

Parkroyal on Pickering, Singapore

Carve out a career in Singapore's first hotel-in-a-garden. This iconic and award-winning property always aims to impress guests by connecting them to hidden gems and local experiences. Be part of the team and make a difference now!



Paradise Group

With a concept that immerses the diner in an atmosphere that captures the finer points of Chinese cuisine, Paradise Group aims to create the ultimate dining experience for its customers with its rich array of culinary delights. It marries tradition with innovation - a match that is truly made in heaven.



Koufu

Koufu Singapore Pte Ltd

One of the top food court chain operators in Singapore, Koufu has been expanding rapidly since its inception in 2002. It currently owns more than eight other brands across Singapore - some examples include Fork & Spoon, Halal Food Court, Varinice Coffee Shop, Pick & Bite Café and 1983 Taste of Nanyang. There will never be a dull day with Koufu!



swissotel THE STAMFORD

Fairmont Singapore and Swissotel The Stamford (RC Hotels Pte Ltd)

RC Hotels places great emphasis on the constant training and development of colleagues by sending them for development programmes involving life skill courses. Fair labour practices are woven into the fabric of the company, and the colleagues often impress guests by going above and beyond ordinary service standards.

Section C (30 marks)

Begin your answer on a fresh page.

You are advised to write between 250 and 400 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 were frightened.
2. Grandparents can teach us a great deal because of their long experience of life. What have you learned from your grandparents?
3. Do you think physical exercise is important to you and your family? Why or why not?
4. What can people learn from preparing for and taking part in competitions?

End of Paper

Name:	Index Number:	Class:
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BEDOK GREEN SECONDARY SCHOOL

4NA

Mid-Year Examination 2013

4NA

ENGLISH LANGUAGE

1128/2

Paper 2
INSERT

3 May 2013

1 hr 50 min

READ THESE INSTRUCTIONS FIRST

This paper consists of Section A, Section B, and Section C.
All answers must be written on the question booklet.

For Examiner's Use	
A	
B	
C	
Total	

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[Turn Over

Section A

Text 1

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

[HOME](#) [ABOUT THIS BLOG](#) [WHY THE MOVE?](#) [CONTACT](#) [POSTS FROM PREVIOUS FORUM](#) [TWITTER](#) 

VOLUNTEER SINGAPORE

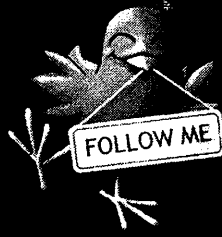
LIFE IS A GREAT OCCASION, SO RISE TO THE

Featured Post

Children's Society calling for volunteers

Volunteering vacancies in the following - Tinkla Friend Helpline - Responsibilities: To man the line and provide social and emotional support to the callers - Volunteer Vacancy Group Facilitator in Tinkla Friend Camps Date: 1-3 December 2010 (Wednesday...)

[Read more](#)



Museum Volunteer Weekend Guide

Posted by [VolunteerSG Admin](#) | Posted in [Call For Volunteers](#), [Uncategorized](#) | Posted on 28-02-2013



Always wanted to share your interest and knowledge in Singapore's heritage and culture with people from all walks of life? Now is your chance to be a part of the Museum Volunteer family!

0

WHAT I'M DOING...

<http://www.groupon.sg> 15 mins left for the deal! Check it out now! 2011-02-09

<http://www.groupon.sg/> Check out the great deal - Kinesis Physio 2011-02-09

[More updates...](#)

SPONSORED

[Kinesis Blog](#)

[Kinesis Physio & Rehab](#)

KINESIS PHYSIO & REHAB HAS RELOCATED

Odeon Towers #03-02
111 North Bridge Road
Singapore 198700
Tel: +65 63320060

STATS

Total of 216872 hits since the launch of the new Volunteer Singapore

Section B

Text 2

The text below describes the lives of a few boys stranded on an island. Read it carefully and answer Questions 4-14 in the Question Paper Booklet.

- 1 A child had appeared among the palms, about a hundred yards along the beach. He was a boy of perhaps six years, sturdy and fair, his clothes torn, his face covered with a sticky mess of fruit. His trousers had been lowered for an obvious purpose and had only been pulled back half-way. He jumped off the palm terrace into the sand and his trousers fell about his ankles; he stepped out of them and trotted to the platform. Piggy helped him up. Meanwhile Ralph continued to blow into the conch till voices shouted in the forest. The small boy squatted in front of Ralph, looking up brightly and vertically. As he received the reassurance of something purposeful being done he began to look satisfied, and his only clean digit, a pink thumb, slid into his mouth. Piggy leaned down to him. 5 10
- 2 "What's your name?"
- 3 "Johnny."
- 4 Piggy muttered the name to himself and then shouted it to Ralph, who was not interested because he was still blowing into the conch. His face was dark with the violent pleasure of making this stupendous noise, and his heart was making the stretched shirt shake. The shouting in the forest was nearer. 15
- 5 Signs of life were visible now on the beach. The sand, trembling beneath the heat haze, concealed many figures in its miles of length; boys were making their way toward the platform like ants to sugar. Three small children, no older than Johnny, appeared from startlingly close at hand, where they had been gorging fruit in the forest. A dark little boy, not much younger than Piggy, parted a tangle of undergrowth, walked on to the platform, and smiled cheerfully at everybody. More and more of them came. Taking their cue from Johnny, they sat down on the fallen palm trunks and waited. Ralph continued to blow short, penetrating blasts. Piggy moved among the crowd, asking names and frowning to remember them. The children were like well-trained dogs and provided him with any information he may need. Some were naked and carrying their clothes; others half-naked, or more or less dressed, in school uniforms. There were badges, mottos even, stripes of colour in stockings and pullovers. Their heads clustered above the trunks in the green shade; heads brown, fair, black, chestnut, sandy, mouse-coloured; heads muttering, 20 25 30

whispering, heads full of eyes that watched Ralph and speculated. Something was being done.

- 6 The children who came along the beach, singly or in twos, leapt into visibility 35 when they crossed the line from heat haze to nearer sand. Here, the eye was first attracted to a black, bat-like creature that danced on the sand, and only later perceived the body above it. The bat was the child's shadow, shrunk by the vertical sun to a patch between the hurrying feet. Even while he blew, Ralph noticed the last pair of bodies that reached the platform above a 40 fluttering patch of black. The two boys, bullet headed and with hair like tow, flung themselves down and lay grinning and panting at Ralph like dogs. They were twins, and the eye was shocked and incredulous at such cheery duplication. They breathed together, they grinned together, and they were chunky and vital. 45

Adapted from *Lord of the Flies*
by William Golding

Section C

Text 3

The text below describes the effects of the German drug, Thalidomide, on consumers. Read it carefully and answer Questions 15-19 in the Question Paper Booklet.

- 1 The girl's head is flung back, her mouth open in a cry of pain. She doesn't feel anything. She is a bronze sculpture symbolizing the suffering of 10,000 or more children around the world born in the '50s and '60s who did suffer greatly, and still do, as adults. Because their mothers ingested the notorious drug thalidomide, they were born without legs or arms or with foreshortened limbs like *The Sick Child* cast in bronze. Some were born deaf and blind; some with curved spines, or with heart and brain damage. 5
- 2 The over-the-counter tranquillizer was hailed as a wonder drug when released in the late 1950s. Its maker, Chemie Grunenthal, a small German company relatively new to pharmacology, marketed it aggressively in 46 countries with the guarantee that it would be "given with complete safety to pregnant women and nursing mothers without any adverse effect on mother and child." During the four years it was on the market, doctors prescribed it as a nontoxic antidote to morning sickness and sleeplessness – and it was sold by the millions. 10
- 3 For nearly half a century, the privately owned company was silent and secretive about the epic tragedy it created while earning a vast profit. Even before its release, the wife of an employee gave birth to a baby without ears, but Chemie Grunenthal ignored the warning. Within two years, an estimated million people in West Germany were taking the drug on a daily basis. 15
- 4 But by early 1959, reports started to surface that the drug was toxic, with scores of adults suffering from peripheral neuritis damaging the nervous system. As profits kept rolling in, however, Chemie Geunenthal suppressed that information, bribing doctors and pressuring pharmaceutical critics and medical journals for years. Even after an Australian doctor connected thalidomide with deformed births in 1961, it took four months for the company to withdraw the drug. By then, it is estimated to have affected 100,000 pregnant women, causing at least 90,000 miscarriages and thousands of deformities to the babies who survived. 20 25
- 5 Despite the overwhelming evidence that thalidomide caused miscarriages and birth defects, Chemie Grunenthal for years fought to resist paying the necessary compensation required for a lifetime of care – and still does. Victims 30

say the company's payments have been derisory and far from enough to pay for the expensive care needed by those severely deformed.

- 6 In 1970 the company agreed to pay about \$28 million into a fund for the victims and was given permanent legal immunity in Germany in return. When money in the fund ran out, the German government made compensation payments, and in 2009 Grunenthal replenished the fund with a one-off endowment of about \$63 million. 35
- 7 Beyond monetary restitution, victims and their families had to wait more than five decades for an apology. But on August 31 2010, the company's new CEO, Harald Stock, stepped outside its Headquarters in Stolberg to unveil the bronze sculpture of the suffering girl and to apologize to all the victims, heartbroken families, and survivors. 40

Adapted from Newsweek Magazine
The Nazis and Thalidomide: The Worst Drug Scandal of All Time
September 2010 issue

Name:	Index Number:	Class:
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BEDOK GREEN SECONDARY SCHOOL

4NA

Mid-Year Examination 2013

4NA

ENGLISH LANGUAGE

1128/2

Paper 2

3 May 2013 -

Comprehension

1 hr 50 min

Candidates answer on the Question Booklet.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write in dark blue or black pen.

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

Section A

Answer **all** questions in the spaces provided.

Section B

Answer **all** questions in the spaces provided.

Section C

Answer **all** questions in the spaces provided.

At the end of the examination, hand in the Insert and Question Booklet separately.

For Examiner's Use	
A	
B	
C	
Total	

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[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 Who is the intended audience in the webpage?

.....
.....

[1]

- 2 The webpage is informal and friendly. It achieves this effect by using one of the following features. (Tick 1 box only).

Calling people to join the Museum Volunteer Family

☐

Search bar located on the top right corner

☐

Cartooned blue bird carrying 'FOLLOW ME' in its beak

☐

[1]

- 3 What is effective about the typographical feature of the heading "Volunteer Singapore"?

.....
.....

[2]

- 4 Identify the word or statement that states the purpose of the webpage.

.....
.....

[1]

Section B [20 marks]

Refer to Text 2 on page 3 and 4 of the Insert for Questions 4 – 14.

- 4** In line 3, "His trousers had been lowered for an obvious purpose and had only been pulled back half-way."

What was the "obvious purpose"?

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

- 5** Why did Ralph blow into the conch?

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

- 6** What managed to satisfy the small boy? **Answer in your own words.**

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

- 7** In paragraph 4, 'His face was dark with the violent pleasure ...'

What is unusual and effective about the phrase 'violent pleasure'?

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

- 8 Explain what the writer means by the expression 'his heart was making the stretched shirt shake' (line 15)

.....

.....

.....

.....

[2]

- 9 "Taking their cue from Johnny, they sat down on the fallen palm trunks and waited." (Line 23-24)

- (i) How did Johnny help?

.....

.....

[1]

- (ii) Identify the word(s) or phrase that suggests that Johnny's help was unintentional.

.....

[1]

- 10 The writer uses similes 'like ants to sugar' (line 19) and like well-trained dogs' (line 26). What do these similes suggest about the children?

Similes	What it suggests about the children
'like ants to sugar'	
'like well-trained dogs'	

[2]

- 11 What is the effect created by the word 'clustered' in 'the heads clustered above' in line 30?

.....
.....

[1]

- 12 Explain how the language used in paragraph 6 makes the beach appear big.

Support your ideas with two details from paragraph 6.

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

[2]

- 13 Which of the following lines from Paragraph 5 gives you the idea that Ralph and Piggy knew what they were doing?

'... heads full of eyes that watched Ralph and speculated.'

☐

'Something was being done'

☐

'... provided him with any information he may need.'

☐

'... smiled cheerfully at everybody.'

☐

'More and more of them came.'

☐

[3]

**Student A**

It's clear that the boys were lost.

I don't agree. In fact, I think the boys knew their way around.

**Student B**

Which student do you agree with? Give three pieces of evidence from the text to support your opinion.

I agree with Student because

.....

.....

..... [2]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 15 – 20.

- 15** Read the text and match the paragraph with the headings.
Write the correct letter (A - G). The first one has been done for you. There is one letter you will not need to use.

DO NOT USE ANY LETTER MORE THAN ONCE.

Paragraph 1 D

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5-6

Paragraph 7 _____

- A** The public apology
- B** The efforts taken to conceal the effects of Thalidomide
- C** The estimated number of victims
- D** The continuity of the effects of Thalidomide
- E** The first effect of Thalidomide
- F** The monetary consequences following the release of the drug.
- G** The promises of Thalidomide

[5]

- 16** What is the purpose of the bronze sculpture? **Answer in your own words.**

.....

.....

[1]

- 17 Identify the word(s) or phrase from paragraph 3 that summarizes the whole Thalidomide incident.

.....
.....

[1]

- 18 Chemie was 'bribing doctors and pressuring pharmaceutical critics and medical journals for years,' (line 23). What can you conclude about the medical industry during that time?

.....
.....

[1]

- 19 Based on the whole of text 3, state two adjectives to describe Chemie Grunrthal.

.....
.....

[2]

- 20 Using your own words as far as possible, summarize the reasons for the continued spread of Thalidomide.

Use only information from paragraphs 2-5.

Your summary must be in **continuous writing** (not note form). It must be no longer than **80 words** (not counting the words given to help you begin).

The reasons for the spread of Thalidomide were that it was ...

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

Section A [5 marks]

Text 1

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

- 1 Who is the intended audience in the webpage?

Anyone who is keen on volunteering.

[1]

- 2 The webpage is informal and friendly. It achieves this effect by using one of the following features. (Tick 1 box only).

Calling people to join the Museum Volunteer Family

☐

Search bar located on the top right corner

☐

Cartooned blue bird carrying 'FOLLOW ME' in its beak

☒

[1]

- 3 What is effective about the typographical feature of the heading of the webpage?

It is in big, bolded, and capital letters and is located right at the top of the webpage (1m) which can easily attract the attention of visitors of the webpage. (1m)

[2]

- 4 Identify the word or statement that states the purpose of the webpage.

Life is a great occasion, so rise to the occasion.

[1]

Calling for volunteers

Volunteer Singapore

VOLUNTEER

[Any answer is acceptable UNLESS they specify – 'Calling all volunteers for Children Society: 0 mark] Students must be general as it asks for an overview of the WHOLE webpage.

Section B [20 marks]

Refer to Text 2 on page 3 and 4 of the Insert for Questions 4 – 14.

- 4 In line 3, "His trousers had been lowered for an obvious purpose and had only been pulled back half-way."

What was the "obvious purpose"?

His pants did not fit him anymore / they were loose from all the wear and tear/to cover up his privates. [1]

[students tend to write 'to pee or poop' but the passage provides no opportunity (in that short time) for anything as such to happen. Hence, the will not get marks for that]

- 5 Why did Ralph blow into the conch?

To attract the attention of others.

Do not accept 'he wanted to hear voices in the forest'. **0 mark** [1]

- 6 What managed to satisfy the small boy? Answer in your own words.

As he received the **reassurance** of **something purposeful** being done he began to look satisfied (line 8-9).

He received the **confirmation** (1m) that something of **good use** (1m) was being done.

Any other viable answers that do not stray from the intended meaning of the sentence.

[2]

- 7 In paragraph 4, 'His face was dark with the violent pleasure ...'

What is unusual and effective about the phrase 'violent pleasure'?

Unusual because pleasure is usually something cheerful.

Effective because it shows the extent of the experience.

[2]

- 8 Explain what the writer means by the expression 'his heart was making the stretched shirt shake' (line 15)

He put so much **effort/force** (1m) that his heart was **trembling**. (1m)

[2]

- 9 "Taking their cue from Johnny, they sat down on the fallen palm trunks and waited." (Line 23-24)

- (i) How did Johnny help?

He guided the others on where to sit.

[1]

- (ii) Identify the word(s) or phrase that suggests that Johnny's help was unintentional.

'Taking their cue from'

[1]

- 10 The writer uses similes 'like ants to sugar' (line 19) and 'like well-trained dogs' (line 26). What do these similes suggest about the children?

Similes	What it suggests about the children
'like ants to sugar'	Eager
'like well-trained dogs'	Obedient

[2]

- 11 What is the effect created by the word 'clustered' in 'the heads clustered above' in line 30?

It creates the effect that there are a lot of heads squeezed together.

[1]

- 12 Explain how the language used in paragraph 6 makes the beach appear big.

Support your ideas with two details from paragraph 6.

'leapt into visibility when they crossed the line from heat haze to nearer sand' suggests that there was a part of the beach that could not be seen.
(1m)

'bat-like creature' suggests that the shadow was so small from afar. (1m)

'bat-like creature that danced on the sand, and only later perceived the body above it' suggests that it took some time before he could see the other part of the person. (1m)

[2]

Give 1m for providing 2 details without explanation.

- 13 Which of the following lines from Paragraph 5 gives you the idea that Ralph and Piggy knew what they were doing? (Tick only 3)

'... heads full of eyes that watched Ralph and speculated.'

☐

'Something was being done'

☒

'... provided him with any information he may need.'

☒

... smiled cheerfully at everybody.'

☐

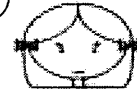
'More and more of them came.'

☒

[3]

**Student A**

It's clear that the boys were lost.

**Student B**

I don't agree. In fact, I think the boys knew their way around.

Which student do you agree with? Give two pieces of evidence from the text to support your opinion.

I agree with Student A because

- Some were naked and carrying their clothes; others half-naked, or more or less dressed, in school uniforms
- his clothes torn, his face covered with a sticky mess of fruit

Any other reasonable evidences from the text. (1m each)

I agree with student B because

- The boys knew to ask for information.
- The boys knew how to get fruit.

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 15 – 20.

- 15 Read the text and match the paragraph with the headings.
Write the correct letter (A - G). The first one has been done for you. There is one letter you will not need to use.

DO NOT USE ANY LETTER MORE THAN ONCE.

Paragraph 1 D

Paragraph 2 G

Paragraph 3 E

Paragraph 4 B

Paragraph 5-6 F

Paragraph 7 A

- A The public apology
- B The efforts taken to conceal the effects of Thalidomide
- C The estimated number of victims
- D The continuity of the effects of Thalidomide
- E The first effect of Thalidomide
- F The monetary consequences following the release of the drug.
- G The promises of Thalidomide

[5]

- 16 What is the purpose of the bronze sculpture? **Answer in your own words.**

'... **symbolizing** the suffering of 10,000 or more children' (line 2)

It represents the suffering of 10,000 or more children.

[1]

- 17 Identify the word(s) or phrase from paragraph 3 that summarizes the whole Thalidomide incident.

'epic tragedy' (line 16)

[1]

- 18 Chemie was 'bribing doctors and pressuring pharmaceutical critics and medical journals for years,' (line 23). What can you conclude about the medical industry during that time?

Corrupt / Untrustworthy / Unprofessional

Any other viable answers (1m each)

[1]

- 19 Based on the whole of text 3, state two adjectives to describe Chemie Grunnthal.

Selfish, Greedy, etc

Any other viable answers

[2]

- 20 Using your own words as far as possible, summarize the reasons for the continued spread of Thalidomide.

Use only information from paragraphs 2-4

Your summary must be in **continuous writing** (not note form). It must be no longer than **80 words** (not counting the words given to help you begin).

The reasons for the spread of Thalidomide were that it was ...

From the passage	Paraphrased
... over-the-counter tranquilizer (line 8)	Easily made available
... marketed it aggressively (line 10)	Strongly advertised
... doctors prescribed it as a ... (line 12)	Doctors promoted the medicine to patients
... sold by the millions (line 14)	There was a lot of demand for it
... silent and secretive (line 15)	Quietly withheld information
... ignored the warning (line 17)	Did not pay attention to the warning
... suppressed that information (line 22)	Hold back the information

... bribing doctors ... (line 22)	Illegal payments to doctors
... pressuring pharmaceutical critics and medical journals (line 22)	Forcing/demanding/placed stress on pharmaceutical critics and medical journals
It took four months for the company to withdraw the drug (line 25)	Took some time for the company to retract the drug

The reasons for the spread of Thalidomide were that it was easily made available to public. The company strongly advertised the drug and quietly withheld information from the public about its effects for over 50 years. It did not pay attention to the first warning signs of birth defect. Instead, it held back information, made illegal payments to doctors, and placed stress on the pharmaceutical critics and medical journals to promote the drug. Even after they were exposed, it took the company some time to retract the drug.

(77 words)

END OF PAPER

PART 1 – READING ALOUD

You are the chairperson of your class. You were asked to look for information on the different educational routes available after the GCE N level examination. You have written a report which you will now share with your class.

My task was to find out about the different educational pathways available for students after the GCE N level examination. After a short discussion with some of our classmates, the majority have asked to learn more about polytechnic education. I came across this speech by Prime Minister, Mr Lee Hsien Loong at Ngee Ann Polytechnic's 50 Anniversary dinner. In the speech, he talked about the increasing value of polytechnics. Below are some of the important information he provided about polytechnic education.

Mr Lee called polytechnics in Singapore a jewel in the educational system. They offer a first rate tertiary education to a large segment of students, providing high quality, practice-oriented technical training for jobs. At the same time, they lay a strong academic foundation in technical subjects, especially Mathematics and Science, for those who go on to further their studies. They also imbue and nurture in their students, a values-based education - to develop good and caring citizens.

The government is also strengthening the polytechnic sector to ensure it continues to produce graduates with a wide range of skills that will be applicable in the workplace. It will be investing \$7 billion over the next five years, to expand existing campuses, build new facilities, introduce new courses and improve the overall quality of technical education. This is to ensure that the polytechnics will continue to produce graduates with a wide range of skills and strengths to complement workers emerging from other educational pathways.

Many of those who graduate after completing their studies at the polytechnics are highly sought after by employers. Over 90 per cent secure jobs only within six months after graduation.

As you can see, a polytechnic education is very valuable. It will not only secure you an education for the next 3 years but, it will also prepare you for the future as you go into the workforce.

PART 2 – SPOKEN INTERACTION

Study the picture.



INFORMATION REPORT

Examiners should use all the prompts provided to engage candidates in a discussion. Examiners should also pursue any points which the candidate may mention.

- (a) Would you choose to study in a place similar to the one in the picture?
- (b) What factors should you consider when selecting an appropriate place for studying?
- (c) Students these days have more distractions to deter them from studying or completing schoolwork. Do you agree?



Anglo-Chinese School (Barker Road)

MID-YEAR EXAMINATION 2013

SECONDARY FOUR NORMAL (ACADEMIC)

ENGLISH LANGUAGE
PAPER 1190/01

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

Write your index number and name 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, 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 Answer Paper provided.

At the end of the examination, please **detach Section A** and **submit Sections A, B and C separately**.

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

This paper consists of **5** printed pages.

INDEX NO: _____

SECTION A [10 marks]

Carefully read the text below, consisting of 12 lines, about skyscrapers. The first and last lines are correct. For the remaining ten lines, there is one grammatical error in each line.

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) the destination at 2 pm.

_____ at _____

In 2010, Dubai's Burj Khalifa shattered the world record for tall buildings for over 300 metres; it is more than twice the height of the Empire State Building. And plans are well advance for a building that will reach a kilometre into the sky. Folly or function? The jury are out. "A supertall tower represented a meaningful step forward and a symbol of success and optimism of the future," says Adrian Smith, the man who designed both the Burj Khalifa and the tower that will take its record, a Kingdom Tower in Jeddah, Saudi Arabia. So how did we got here? An Egyptian called Imhotep, where 4,500 years ago realised that a thick, strong base was essential in building tall – hence the pyramids – is sometimes described as the first structure engineer. Various Chinese pagodas and Gothic French cathedrals also fit into the tradition.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

Adapted from Discovery Channel Magazine.

SECTION B [30 marks]

You are advised to write between 180 and 250 words for this section.

You should look at the printout of a webpage on page 4, study the information carefully and plan your answer before beginning to write.

You are the president of the school's Animal Club, and a passionate pet lover. Due to the recent hike in the number of abandoned pets, your teacher-in-charge has decided to ask you to make a speech to the entire school about responsible pet ownership.

You have conducted some research and found the following information about being a responsible pet owner. Write a speech, including:

- 2 ways shown in the webpage printout on how to be a responsible pet owner
- 2 ways other than those shown in the printout on being a responsible pet owner
- Why you think it is important to be a responsible pet owner
- What your schoolmates can do if they do not own pets

Write your speech in clear, accurate English and in a persuasive manner and impassioned tone, to make a strong appeal to your schoolmates to not only be responsible for their pets, but to also help the pets in need.

You should use your own words as much as possible.

Be a responsible pet owner

Can you afford to keep a pet?

Caring for a pet isn't as easy as it seems. For example, you need to give it the right diet to keep it well-nourished and healthy. Moreover, like humans, animals are also likely to contract age-related health problems that require costly treatments in the later stage of life. Are you prepared to pay for these?

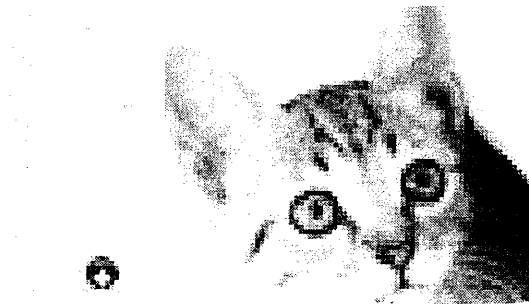


Have you sterilized your pet?

Not only does sterilization prevent unwanted litters, it is also beneficial to pets as they become less prone to certain diseases such as mammary cancers in female animals.

Will you be responsible for the rest of its life?

The decision to keep a pet should never be taken lightly. Once you are a pet owner, you have to be committed to the pet for its entire life.



Have you microchipped your pet?

A microchip is a tiny transponder, the size of a grain of rice. The microchip, when scanned, will reveal a code that has information such as the pet's owner, emergency contact, even health problems and food requirements. Microchipping also ensures that your pet can be traced and returned to you if it is lost.

"The greatness of a nation and its moral progress can be judged by the way in which its animals are treated"

- Mahatma Gandhi

Adapted from The Straits Times © Singapore Press Holdings Limited and SPCA Singapore.

Section C [30 marks]

Begin your answer on a fresh page.

You are advised to write between 250 and 400 words on one of the following topics.

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

1. "Technology is more of a blessing than a curse". Do you agree?
2. Write about what happened when you were late for an important event.
3. Describe an activity which your family does together and explain what makes it enjoyable.
4. Write about a school trip that you have been on.



Anglo-Chinese School (Barker Road)

MID-YEAR EXAMINATION 2013

SECONDARY FOUR (NORMAL ACADEMIC)

**ENGLISH LANGUAGE
PAPER 1190/02
INSERT**

1 HOUR 50 MINUTES

INSTRUCTIONS TO CANDIDATES

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

Read the passages in this Insert and then answer **ALL** questions in the Answer Booklet.

This paper consists of 6 printed pages.

Section A

TEXT 1

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



MARINA BAY SINGAPORE

[Make a Reservation](#)
[SANDS REWARD >](#)

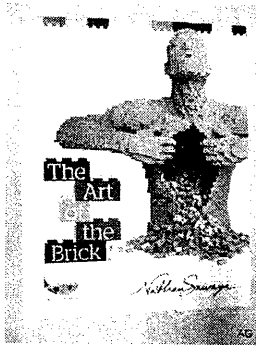
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HOME > ENTERTAINMENT > SHOWS > THE ART OF THE BRICK EXHIBITION CATALOGUE

The Art Of The Brick Exhibition Catalogue

96 pages paperback, full-colour illustrations, 7" X 9"



 Like

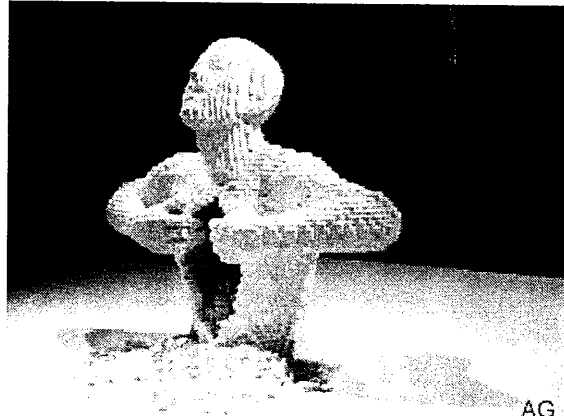
< 196K

 people like this

Explore Nathan's personal journey

Enjoy the special rate of S\$16 (usual retail price S\$20) when you purchase online or with the Art of the Brick exhibition ticket.

Learn more about Brick Artist Nathan Sawaya's exhibition, The Art of the Brick, at the ArtScience Museum, with the Art of the Brick exhibition catalogue. It explores Nathan's personal journey, explaining his development as an artist and why he chooses to use LEGO bricks as his art medium and provides insight into his creative process and vision. The catalogue also features all of Nathan's artworks in the exhibition, and the inspiration behind each of the pieces.



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Section B

TEXT 2

Read the article below carefully and answer Questions 5 – 13 in the Answer Booklet.

- 1 This afternoon, as I was crossing the street leading to Soc-el-Ghezel Square, which is always teeming with people, it happened. First, the crowd wavered and fell back, and there were some shrieks. Two shots had just rung out, followed by an explosion. People pushed and trod on one another; in a twinkling the square emptied. Only the body of a man was left lying there, face down. I made off, in order not to be nabbed by the police, whose whistles were already piercing the air. 5
- 2 I took refuge in a shoemaker's shop in a near-by narrow street.
- 3 'Well, what is it? What's going on? Something new?' asked the cobbler, surprised at my hurried entry.
- 4 'All that's new is that someone's been killed in Soc-el-Ghezel,' I said, and stopped for the breath. 10
- 5 'Ah!' was his only comment.
- 6 A smile lit up the pallor of his long, delicate face. 'I'd have wagered it was peace, I'd have wagered that you were bringing peace.'
- 7 'Peace?' I said. 'That's something no one's ever heard of.' 15
- 8 That moment and his words still stand out very clearly in my memory. All the more clearly as I had barely finished speaking and was laughing rather nervously at my fright, when two more explosions shook the street. We heard wild yells from close at hand, frenzied shooting broke out and quickly developed into a concentrated hail of fire. Figures suddenly bent double and collapsed before our eyes. 20
- 9 The stuttering of sub-machine-guns drew nearer. I suggested to the cobbler that he should shut his shop door. Without a word he went and bolted it and we both dropped to the floor.
- 10 I listened to the din which was now sweeping into the street. I don't remember being afraid. I was calm and collected; just curious to know what would happen next. The seconds passed sluggishly. 25
- 11 Then there came a hammering on the door, as though someone was trying to break it down. The cobbler wanted to open it; he looked inquiringly at me. I signed to him not to move. The blows increased in violence, became more imperative, more furious. Finally the door gave way, and a soldier stepped inside. He didn't look far; grabbing my companion by the scruff of the neck, he dragged him outside. On the threshold, he gave him such a violent blow on the chest with the butt of his gun that the cobbler vomited blood and fell to the ground, where he remained face uppermost. I noticed a loft above my head, climbed up and crouched there. But the soldier did not come back. 30 35

- 12 I waited, lying there in the gloom amongst the rolls of leather. Through a gap in the floorboards, I could make out a stretch of the street. Dusk crept into the shop. I lay still, watching, breathing in the smell of leather, and the minutes went by.
- 13 The turmoil had passed on; all that could be heard were dull rumblings in the distance. I got to my feet and brushed myself down. As I went out, past the broken door, I had to step over the cobbler's body. The streets I went through were strangely quiet and deserted. 40

Adapted from Naema Disparue (whereabouts unknown) by Mohammed Dib.

Section C

TEXT 3

The article below is about domestic service in Britain.

Read it carefully and answer Questions 14 – 18 in the Answer Booklet.

- 1 Certain things, tradition suggest, should not be discussed “in front of the servants”. In addition, historian Lucy Delap of St Catherine’s College, Cambridge believes we have never been very open in discussing domestic service itself. We may relish its TV portrayal, but a better historical sense of the good and bad sides of servant life, and its modern survival in new forms, has always been more elusive. 5
- 2 The scale of such labour, Dr Delap suggests, is one of the first things to grasp, comprising an “astonishingly high proportion of women’s employment”. In the 1930s servants still numbered around 1.6 million, nearly a quarter of the female workforce, working not only in stately homes, but also in suburban semis.
- 3 Do the high numbers reflect many forced into service for lack of other opportunities? 10
This may often have been the case, but Lucy Delap cautions against too bleak a view of servants’ lives. For women escaping, say, the drudgery of life in industrial or agricultural areas, domestic service could offer an escape. Given a good employer, it could be a “satisfying”, even “glamorous” job. Accommodation was provided and there were opportunities to save – although that was partly due to long hours and limited time for spending. 15
- 4 Those less fortunate, however, found themselves “unable to assert their rights at work and resist ill-treatment”. Servants could be dismissed instantly for such offences as “defiance of proper orders”, and struggled to find further work if denied an employer’s reference. Some even suffered physical and sexual assault. 20
- 5 The authorities were not unaware of such abuses, suggests Delap. But monitoring and controlling what went on in private homes was difficult. Official enquiries made proposals, but action was “always shelved” because government “never felt it could enforce” protection of domestic workers. The trade union movement also proved reluctant or unable to unionise servants. 25
- 6 That might have seemed irrelevant amid talk of the new “servantless household” after the Second World War. However, employment of outsiders – especially women – in the home has far from declined, even if their roles have been given new names, from ‘home help’ and ‘charlady’ to ‘au pair’ and ‘nanny’. Such names, says Lucy Delap, tend to “duck the issue of what such workers really are”. She asserts there has been a “collective refusal” to acknowledge the amount of paid domestic labour that goes on”. And work such as cleaning often remains at the bottom of pay scales, and outside the formal economy. 30
- 7 Recruits were drawn increasingly from abroad, ranging from Jews fleeing Nazi persecution to women from countries as varied as Spain, Malaysia and Sri Lanka. More recently, men and women from Poland and other former communist countries have taken many domestic jobs. 35

- 8 They have faced new versions of old pressures – in the past, fear of sudden dismissal, now fear of deportation. Both have led to workers tolerating exploitation. The Overseas Domestic Worker visa, introduced in the 1990s but abolished earlier this year, gave migrant workers a procedure for quitting abusive employers without losing their right to remain. Governments still point to what they say is the difficulty of implementing protection. 40
- 9 Meanwhile, popular fascination with the history of domestic service grows. But a more critical view is not what TV audiences seem to want. The writers of the original *Upstairs, Downstairs* series broadcast in the 1970s saw themselves as revealing harsh social divisions. Many viewers, it appears, approved nostalgically a time when people “knew their place”. 45
- 10 These days, many people see a revived *Upstairs, Downstairs* and the wildly successful *Downton Abbey* as offering an escape from contemporary problems – Downton instead downturn, as the satirists might say. 50

Adapted from 'Changing Times: There's more to domestic service than Downton Abbey' in BBC History Magazine by Chris Bowlby

Text 1 is adapted from 'The Art of the Brick Exhibition Catalogue' at <http://www.marinbaysands.com>

Text 2 is adapted from Naema Disparue (whereabouts unknown) by Mohammed Dib

Text 3 is adapted from 'Changing Times: There's more to domestic service than Downton Abbey' in BBC History magazine by Chris Bowlby

INDEX NO.: _____



Anglo-Chinese School (Barker Road)

MID-YEAR EXAMINATION 2013

SECONDARY FOUR (NORMAL ACADEMIC)

**ENGLISH LANGUAGE
PAPER 1190/02
ANSWER BOOKLET**

1 HOUR 50 MINUTES

INSTRUCTIONS TO CANDIDATES

Write only your index number in the space provided on the Answer Booklet.

Write in dark blue or black ink.

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

Answer all questions.

Write your answers on the Answer Booklet provided.

Hand in Question 18 (Summary) separately.

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

This paper consists of 9 printed pages.

Section A [5 marks]

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

- 1 The webpage begins with the statement "96 pages paperback, full-colour illustrations, 7" X 9". What effect is this intended to have on the reader?

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

- 2 Look at the middle of the webpage. With reference to the webpage, how does the photograph illustrate what the reader will glean about Brick Artist Nathan Sawaya's creative process and vision?

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

- 3 Refer to the statement in bold under the sub-heading "Explore Nathan's personal journey":

Enjoy the special rate of S\$16 (usual retail price S\$20) when you purchase online or with The Art of the Brick exhibition ticket.

Give two reasons why the information presented in the above statement will appeal to potential visitors to the ArtScience Museum.

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

- 4 Which sentence gives the main purpose of the webpage?

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

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5 – 12.

- 5 What is Soc-el-Ghezel Square like? Which word from the passage tells you that?

.....

.....

..... [2]

- 6 "People pushed and trod on one another; in a twinkling the square emptied."
Which word and phrase above suggest the following?

Haste	
Speed	

[2]

- 7 (i) What word / words used to describe the cobbler suggest that he is not healthy?

.....

.....

..... [2]

- (ii) Why do you think that is the case?

.....

.....

..... [1]

8 How is the atmosphere of violence conveyed in paragraph 8?

.....

.....

.....

..... [3]

9 Give examples from paragraphs 9 – 10 for the following literary devices. What is their impact?

Literary device	Example	Impact
Alliteration	<i>Paragraph 9:</i>	
Personification	<i>Paragraph 10:</i>	

[4]

10 What does “dropped to the floor” suggest about their action?

.....

.....

..... [1]

- 11 Name a character trait of the narrator as seen from paragraphs 9 – 10.

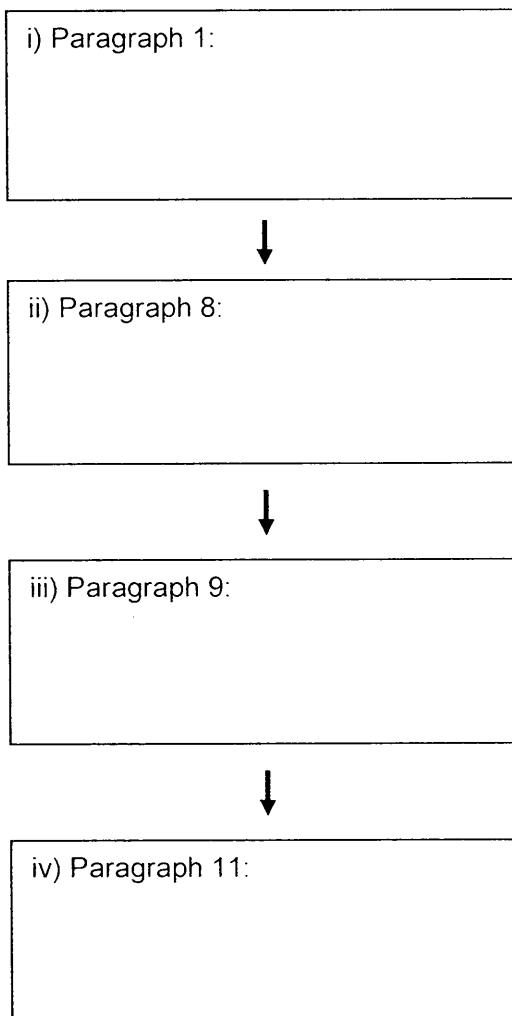
.....

.....

..... [1]

- 12 The structure of the text reflects the main feelings during the writer's experience in Soc-el-Ghezel Square. Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text.

panicky	apprehensive	terrified	elated
relieved	curious	surprised	



[4]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 13 – 18.

- 13 (i) What do “certain things” (line 1) refer to?

.....
 [1]

- (ii) Why does the writer describe them as things, traditionally, not to be discussed “in front of the servants”?

.....
 [1]

- 14 (i) How have we treated the topic of servants in different realms of life?

In TV portrayal	
In real life	

[1]

- (ii) What has been “elusive” about the topic of servants? **Answer in your own words.**

.....

 [1]

- 15 Here is a part of a conversation between two students, Mei and Siva, who have read the article.



So, the servants benefitted from their choice of work.

No, the writer mentions some problems that arose from this choice of work.



- (i) Identify any two examples from paragraph 3 that Mei can give to support her views.

.....
 [1]

- (ii) How would Siva explain his position with reference to paragraph 3?

.....

 [2]

- 16 The writer states that the action by authorities to deal with the servant abuses was "always shelved" (line 23).

Explain how the authorities dealt with servant abuses with reference to the underlined words.

.....

 [2]

- 17 "The employment of outsiders...in the home *has far from declined*". With reference to the italicised phrase, explain how we know that paid domestic labour is still common.

.....

 [1]

[15]

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery. There is no handwriting or other markings on the page.

END OF PAPER



Anglo-Chinese School (Barker Road)

MID-YEAR EXAMINATION 2013

SECONDARY FOUR (NORMAL ACADEMIC)

**ENGLISH LANGUAGE
PAPER 1190/02**

1 HOUR 50 MINUTES

ANSWER SCHEME

This ANSWER SCHEME consists of 8 printed pages.

Section A [5 marks]

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

1. The webpage begins with the statement "96 pages paperback, full-colour illustrations, 7" X 9". What effect is this intended to have on the reader? [1m]

ANS: It gives the reader / potential buyer enough information to make an informed choice about his / her purchase.

OR It shows it is worth buying. [1]

2. Look at the middle of the webpage. With reference to the webpage, how does the photograph illustrate what the reader will glean about Brick Artist Nathan Sawaya's creative process and vision? [1m]

ANS: It tells the reader that the artist uses LEGO bricks in his creative process and he views this as a way to reveal his inner self/ bare his soul. [1]

* Award marks for any other reasonable answer.

3. Refer to the statement in bold under the sub-heading "Explore Nathan's personal journey":

Enjoy the special rate of S\$16 (usual retail price S\$20) when you purchase online or with The Art of the Brick exhibition ticket.

Give two reasons why the information presented in the above statement will appeal to potential visitors to the ArtScience Museum. [2m]

ANS: Potential visitors will enjoy a discount on the book when they make visit to the ArtScience Museum. [1]

Potential visitors to the ArtScience Museum may purchase the book online at a discounted price to examine the content of the exhibition before making up their minds about visiting the museum OR

Potential visitors to the ArtScience Museum may purchase the book online at a discounted price to examine the content of the exhibition before making concrete/ detailed plans about the nature of their visit to the museum. [1]

* Award marks for any other reasonable answer.

4. Which sentence gives the main purpose of the webpage? [1m]

ANS: Learn more about the Brick Artist Nathan Sawaya's exhibition, The Art of the Brick, at ArtScience Museum, with the Art of the Brick exhibition catalogue. [1]

Section B [20 marks]

Refer to Text 2 on page 3 of the Insert for Questions 5-12.

- 5 What is Soc-el-Ghezel Square like? Which word from the passage tells you that?

**ANS: Soc-el-Ghezel Square is a crowded place [1]
The word is 'teeming'. [1]**

- 6 "People pushed and trod on one another; in a twinkling the square emptied."
Which word and phrase above suggest the following?

Haste	ANS: Pushed & trod [1]
Speed	ANS: In a twinkling [1]

- 7 (i) What word / words used to describe the cobbler suggest that he is not healthy?

ANS: The words are "Pallor" [1] and "delicate face" [1]

- (ii) Why do you think that is the case?

**ANS: It is wartime [1] OR
He has been in hiding. [1]**

- 8 How is the atmosphere of violence conveyed in paragraph 8?

ANS: There were “two explosions” [1] OR
 “Wild yells” could be heard [1] OR
 There was “frenzied shooting” [1] OR
 There was a “concentrated hail of fire” [1]

* accept any three

- 9 Give examples from paragraphs 9 – 10 for the following literary devices. What is their impact?

Literary device	Example	Impact
Alliteration	<i>Paragraph 9:</i> stuttering of sub-machine-guns [1]	The sound of the machine guns are continuous. [1]
Personification	<i>Paragraph 10:</i> The din which was now sweeping into the street. [1] OR Seconds passed sluggishly. [1]	The noise was all encompassing. [1] Time passed very slowly. [1]

[4]

- 10 What does “dropped to the floor” suggest about their action?

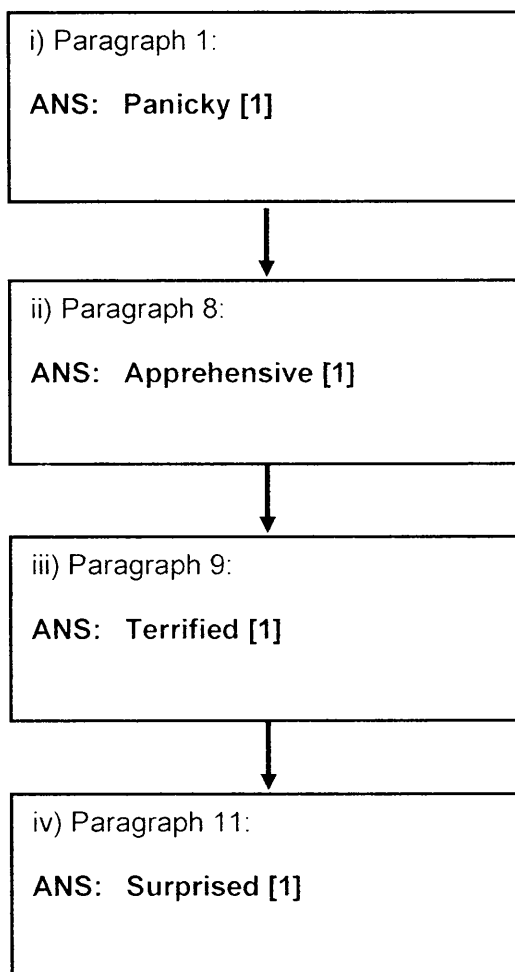
ANS: They had to do it quickly / immediately. [1]

- 11 Name a character trait of the narrator as seen from paragraphs 8 – 10.

ANS: He is alert. [1] OR
 He has initiative. [1] OR
 He is calm. [1] OR
 He is observant. [1]

- 12 The structure of the text reflects the main feelings during the writer's experience in Soc-el-Ghezel Square. Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text.

panicky	apprehensive	terrified	elated
	relieved	curious	surprised



[4]

Section C [25 marks]

Refer to Text 3 on pages 4 and 5 of the Insert for Questions 13-18.

13. (i) What do "certain things" (line 1) refer to?

ANS: Matters relating to domestic service/domestic servants. [1]

- (ii) Why does the writer describe them as things, traditionally, not to be discussed "in front of the servants"?

ANS: Some people consider themselves superior relative to the servants. [1] OR Some people deem it necessary to maintain a distance between themselves and the servants. [1]

14. (i) How have we treated the topic of servants in different realms of life?

In TV portrayal	relished
In real life	Avoided / eluded

[1]

- (ii) What has been "elusive" about the topic of servants? **Answer in your own words.**

ANS: The positive and negative aspects of being a servant. [1]

15. Here is a part of a conversation between two students, Mei and Siva, who have read the article.

	So, the servants benefitted from their choice of work.	No, the writer mentions some problems that arose from this choice of work.	
---	--	--	---

- (i) Identify any two examples from paragraph 3 that Mei can give to support her views.

ANS: “considered an escape from the drudgery of life in the industrial or agricultural areas” [1] OR
 “possibility of good employers” [1] OR
 “accommodation provided” [1] OR
 “opportunities to save” [1]

* accept any two

- (ii) How would Siva explain his position with reference to paragraph 3?

ANS: Longer hours [1] and little opportunity to spend [1].

16. The writer states that the action by authorities to deal with the servant abuses was “always shelved” (line 23).

Explain how the authorities dealt with servant abuses with reference to the underlined words.

ANS: Authorities did not care [1] and authorities did not want to interfere [1].

17. “The employment of outsiders...in the home *has far from declined*”. With reference to the italicised phrase, explain how we know that paid domestic labour is still common.

ANS: The names have merely been changed [1] OR
 There are still outsiders employed to clean the house or look after children [1].

18. Using your own words as far as possible, summarise the experiences of the servants. [15]

USE ONLY INFORMATION FROM PARAGRAPHS 2 TO 5.

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

Begin your summary as follows:

Dr Catherine Delap of Cambridge tells us that the servants...

No.	From the passage	Paraphrase
1	not only in stately homes but also in suburban semis	comfortable /luxurious workplaces
2	offer an escape	give respite/give a break from
3	"satisfying" ... "glamorous"	gratifying/pleasing/rewarding/alluring/attractive because of the work was exciting/ unusual/ allowed one to show off to others
4	accommodation was provided	offered residence / Could save on living expenses
5	opportunities to save	facilitated saving
6	Long hours	prolonged toil
7	Limited time for spending	restricted/little personal time
8	Unable to assert their rights and resist ill-treatment	vulnerable and abused
9	Dismissed instantly for such offences as "defiance of proper orders"	little job security
10	Struggled to find further work if denied an employer's reference	dependant on the goodwill of employers had to practise self-restraint for the sake of their future
11	Suffered physical and sexual assault	vulnerable and abused
12	Action was "always" shelved because the government never felt it could enforce "protection of domestic workers"	neglected by the government
13	The trade union movement also proved reluctant or unable to unionise servants	not served by unions

END OF PAPER



TEMASEK SECONDARY SCHOOL

Preliminary Examination 2013

Secondary Four Normal Academic

ENGLISH LANGUAGE

1190/02

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

LEGRIA
Flash Memory Camcorders

Canon
Delighting You Always

Full HD for everybody

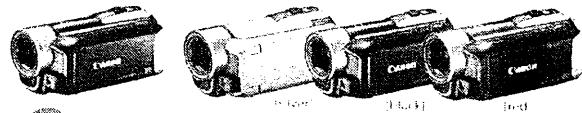
Compact. Clever. Crystal Clear.

**Smart
AUTO**

SMART AUTO with 31 scene settings

Legria compact flash memory camcorders now come with point and shoot convenience. Using Smart Auto's 31 scene modes, Instant AF and Face Detection technology, Legria routinely ensures the optimal settings and exposure for crisp moving images.

Movie editing is also a breeze with Video Snapshot. Simply string videos and even add music directly from the camcorder. There is also a built-in HD to SD conversion feature for easy video sharing. Now more than ever, Full HD is for everybody.



LEGRIA HF R18 / HF R16

• SDHC/SD Card Slot with 32GB/8GB Built-in Memory • Smart Auto • 20x Optical Zoom
• Improved Video Snapshot • Down Converter for Standard Definition



Powered by Canon Imaging Technology



Dual Flash Memory
Camcorder



Best on an original warranty issued by your local Canon sales office

South & Southeast Asia Regional Headquarters: Canon Singapore Pte Ltd
1 HarbourFront Avenue 40th - 61 Raffles Bay Tower Singapore 099237 www.canon-asia.com

www.canon-asia.com/legria

Section B

Text 2 – The text below is about the final trial of a violent offender, Julient Trent, who was found guilty of assault and attempted murder.

Read it carefully and answer Questions 4 – 14 in the Question Booklet.

1 'Guilty'

I watched the foreman of the jury as he gave the verdicts. He was wearing a light- coloured tweet jacket over a white and blue striped shirt. At the start of the trial, he had also regularly sported a sober striped tie but perhaps as time had dragged on, the ultra-casual dress of the other eleven had made him feel uncomfortably formal and his shirt was now opened at the neck. Unlike most of them, he was grey-haired and upright in his stance. 5

2 'Guilty,' he said again rather nervously, but with a strong deep voice. He kept his eyes firmly on the bewigged judge sitting slightly above him to his left. Not once did he look at the young man in the dock to his right. We were in number 3 court at the Old Bailey, one of the older, Victorian courtrooms of the Central Criminal Court. 10

3 In all, the schoolmasterly foreman repeated the same word eight times before sitting back down with, I sensed, a small sigh of relief. The jury had found the young man guilty on all eight counts, four of them for assault occasioning actual body harm, three of them inflicting grievous bodily harm and one of attempted murder. I wasn't really surprised. I too was certain that the young man was guilty, and I was his defence counsel. 15

4 Almost before the foreman settled again in his seat, the prosecution counsel rose to inform the court of the previous convictions of the offender. Four times before, he had been convicted of violent offences including two of malicious wounding. On two occasions, the young man had been detained for periods in a young-offenders' institution.

5 I watched the members of the jury as they absorbed the information. They had spent nearly a week in deliberations before delivering their verdicts. Now some of them were visually shocked to discover the true character of the smartly dressed twenty-three-year old man in the dock who looked like butter wouldn't melt in his mouth. 20

6 So why had I taken on such a hopeless case? Because I had been urged to do so by a friend of the young man's parents. They had pleaded with me to take him on, promising me that the charges were the result of mistaken identity. And, of course, because they were paying me handsomely. 25

7 However, I had soon discovered that the only thing mistaken in this case was his parents' unshakeable belief that their little angel couldn't have done such a nasty thing as to attack a family with a baseball bat. The only motive for the attack was that the father of the family had complained to the police about the young man using the road outside their house as a drag-racing strip each night until two or three in the morning. 30

8 The more I learnt about my client, the more I realised my error in accepting the brief. So clear was it to me that he was guilty as charged that I thought the trial would be over nice and quickly and I would be able to go to the Cheltenham races with a light heart and a heavy wallet. That the jury had inexplicably taken so long to reach a conclusion of the bleeding obvious was just one of those things. 35

9 'Mr Mason,' repeated the judge, bringing me back from my daydreaming. 'I asked you if the defence wishes to say anything before the sentence.'
'No, Your Honour,' I said. As far as I could see there were no mitigating circumstances. I 40

couldn't claim that the young man was the product of a deprived background. His parents were loving, both of him and of each other, and he had been schooled at one of the country's leading institutions, or at least he had until he was seventeen, when he had been expelled for bullying.

- 10 'The prisoner will stand,' announced the court clerk. The young man rose to his feet slowly, almost smugly. I stood up too. 45
- 'Julien Trent,' the judge addressed him, 'You have been found guilty by this court of perpetrating a violent and unprovoked attack on an innocent family including a charge of attempted murder. You have previous convictions for violence and you seem unable or unwilling to learn the error of your ways. Therefore, you will go to prison for eight years. Take him down.' 50
- 11 Julien Trent simply shrugged his shoulders and was ushered down the stairs from the dock to the cells beneath by two burly prison officers. Mrs Trent in the public gallery burst into tears and was comforted by her ever-present husband. I wondered if a week of listening to the damning evidence in the case had made any changes to their rosy opinion of their little boy. 55
- 12 I had quietly hoped that the judge would lock young Julien up for life. I knew that in spite of the eight-year prison sentence it would be, in fact, only half of that before he was back on the streets, arrogantly using his baseball bat to threaten and to beat some other poor soul who crossed his path. 60
- 13 Little did I realise at that time, that it would be a good deal sooner than four years, and that it would be me on the receiving end.

Adapted from "Silks" by Dick Francis & Felix Francis

Section C

Text 3

The text below is about hijacking. Read it carefully and answer Questions 16 – 21 in the Question Booklet.

- 1 Aircraft hijacking is back in fashion, after a period of peace when airport security measures were preventing it. The Karachi hijack attempt is part of a second, more dangerous, wave involving terrorists who are more professional and more willing to die for a cause than their predecessors in the 1970's. The most dramatic novelty in the Karachi incident was the controversial escape of the flight crew through a hatch in the cockpit. 5
- 2 The argument against such escapes is that the captain is a figure of authority who can deal with the hijackers better than cowed passengers can. But despite the death toll in Karachi, experts still believe it is a good idea for the captain and all the flight crew, to take their rope ladder. The reason is that the departure of the crew is an unaggressive way of immobilizing the aircraft. The alternative – shooting out the tyres – could start a general shoot-out. 10
- 3 In the 1970's experts believe that the best way to deal with hijackers was to keep the hijackers on the ground, to negotiate and delay, and to wait until the hijackers tire and a bond of sympathy appears between them and their hostages. This is still considered the best approach. The difficulty is that the hijacker knows that he does not have much time and will probably provoke a confrontation before he is worn down. 15
- 4 Armed assaults to free hostages are more likely to be needed now than they were in the 1970s. Some have been great successes, notably the Mogadishu rescue, carried out by West German soldiers in 1977. But such assaults risk passengers' lives, even if they are carried out by highly-trained soldiers. Today's hijackers appear to be more expert than those of the 1970s – they have probably improved their techniques more than the security forces have. Nevertheless, there is no alternate to an assault, and things can be done to make it less dangerous. 20 25
- 5 Airports should have specific areas where hijacked aircraft can be encouraged to park. The ideal locations are near buildings or trees, from which hidden snipers will have a clear line of fire; and, if possible, over large drains, which give assault troops a hidden approach route.
- 6 An assault should also be made easier by modifying certain features of airlines. Sooner or later, most hijacked aircraft need an auxiliary power unit to be plugged in on the outside to provide them with electrical power and air-conditioning. A switch on this unit to disable warning lights inside the aircraft, would allow doors and cargo hatches to be opened, without flashing an alarm to the hijackers. A way of opening all passenger doors quickly from underneath the aeroplane, or from the baggage compartment, would help in some assaults. 30 35
- 7 Planning for an assault must start as soon as the hijack happens. The assault troops and the negotiators should work as a team to gain information on the number and location of hijackers and their state of mind. The negotiator must be chosen carefully and should not be of high rank. He should have experience in dealing with criminals but have no power to make deals without consulting his superiors. A government minister is the worst choice; a policeman is often ideal. 40

- 8 Once the assault force is mustered, it must be ready to rush in literally in seconds if the shooting starts. However, Britain, France, West Germany and the United States, all have forces specially trained to attack hijacked aircraft; they would make them available to most countries, if asked. 45
- 9 If you are a passenger and taken hostage, you should get comfortable and try to fade into the background. Cooperate. Do as you are told. Don't make a fuss. If a hijacker speaks to you, smile, answer politely, but never look him straight in the eye: it brings you to his attention, and he may take it for insolence or defiance. Don't "have a go", even though it may appear easy; modern hijack teams often have extra members posing as ordinary passengers to back them up in such an eventuality. You should remember everything possible about the hijackers – numbers and locations are particularly important – and any of their conversation you may overhear. Sometimes, a few passengers – elderly and ill people, pregnant women, blacks – are allowed off; any information they can give will be valuable. 50 55
- 10 An assault is unlikely to be tried unless the hijackers shoot somebody. Then it could come quickly. If it comes, you should get down. Don't try to help in the fighting, but be ready to point out the hijackers if asked. Remember that your chances of being hostage are small and of being killed smaller. 60
- 11 In 1985, one out of every 206,000 passengers flying on American airlines was hijacked, but only one out of 29 million was killed by hijackers.

The Economists



TEMASEK SECONDARY SCHOOL
Preliminary Examination 2013
Secondary Four Normal Academic

Name..... () Class.....

ENGLISH LANGUAGE

1190/02

Paper 2 Listening Comprehension

1 hour 50 minutes

Candidates answer on the Question Booklet

Additional Material: Insert

READ THESE INSTRUCTIONS FIRST

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

Write your name, index number and class 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, highlighters, glue or correction fluid.

Answer **all** questions.

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

The Insert contains the text 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 document consists of **8** printed pages and **0** blank page.

[Turn over

Section A [5 marks]

Refer to the advertisement (Text 1) on page 2 of the insert for Questions 1- 3

- 1 How does the picture support the caption, "Full HD for everybody"?

.....
[1]

- 2 "Compact. Clever. Crystal Clear". Which features or specifications from the advertisement match each of these claims? Write down the correct letter, a – f, in the blank beside each claim.

<u>Claims</u>	<u>Evidence</u>
• Compact	(a) Point and shoot convenience
	(b) Instant AF and Face Detection technology
• Clever	(c) Can be held in one hand, even by a child
	(d) Improved video snapshot
• Crystal Clear	(e) Built-in HD to SD conversion
	(f) Optimal settings and exposure for crisp moving images

[3]

- 3 Based on the picture, features and specifications given in the advertisement, what is the main benefit of using the Canon Legria cam-corder?

.....
[1]

[Turn over

Section B [20 marks]

Refer to Text 2 on page 4 of the Insert for Questions 4 – 15.

- 4 Which phrases in the first paragraph tell you that the foreman and the rest of the jury were dressed differently from each other?

The foreman	
The rest of the jury	

[2]

- 5 How did the foreman's dressing change towards the end of the trial?

.....
 [2]

- 6 Which two descriptions from paragraphs 2 and 3, tell you that the foreman was nervous in pronouncing the verdict?

.....

 [2]

- 7 Which phrase in paragraph 2 contradicts the idea that the foreman was nervous?

..... [1]

- 8 Which two words in paragraph 4 tell you that Julien Trent's crime was a serious one.

..... [1]

[Turn over

- 9 "Now some of them were visually shocked to discover the true character of the smartly dressed twenty-three-year old man in the dock who looked like butter wouldn't melt in his mouth." (lines 21 – 23)

Explain why the jury was shocked to discover Julien Trent's character based on the way he looked.

.....

[2]

- 10 What does the phrase "their little angel" in line 29 tell you about Julien Trent's parents' perception of him?

.....[1]

- 11 (a) What does the word 'inexplicably' line 36, tell you about the long time taken to reach the verdict?

.....[1]

(b) Why did the writer feel that it was inexplicably long?

.....[1]

- 12 Give two reasons why the writer felt that "there were no mitigating circumstances" to the case (line 40). Answer **in your own words**.

.....

[2]

- 13 What do the following descriptions of Julien Trent's behaviour tell you about his attitude?

"rose to his feet slowly, almost smugly" (lines 45 – 46)	
"simply shrugged his shoulders..." (line 52)	

[2]

[Turn over

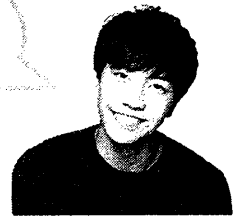
- 14 Which adjective used in paragraph 12 tells us that the writer does not think that being in prison will change Julien's character?

.....[1]

15



Taeyeon



Seunggi

Which person do you agree with? Give two pieces of evidence from the text to support your opinion.

I agree with because

.....

.....

.....[2]

Section C [25 marks]

Refer to Text 3 on page 5 of the Insert for Questions 13 – 17

- 13 Read the text and match the paragraph or paragraphs with the headings.
Write the correct letter (**A-F**). The first one has been done for you. There is one other letter you will not need to use.

DO NOT USE ANY LETTER MORE THAN ONCE.

Paragraph 1**B**.....

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 6

A Methods of handling hijackers

B Hijacking is back!

C Negotiations with hijackers

D Escape of flight crew

E Improvisations to aircraft

F Attacking hijackers

[4]

- 14 There are two opposing views regarding flight crew escape. **In your own words**, give reasons for both views:

Arguments for :	
Arguments against:	

[2]

- 15 Explain how the “alternative” (line 11) method is not a good idea.

.....

.....[2]

- 16 Why are passengers not encouraged to “have a go”? (line 50 - 51)

.....

.....[1]

- 17 “You should remember everything possible about the hijackers – numbers and locations are particularly important – and any of their conversation you may overhear.” (lines 52 – 54)

Why are remembering these things important?

.....

.....[1]

- 18 **Using your own words as far as possible**, summarise how an armed assault to free hostages can be made less dangerous.

Use only material from paragraph 5 to 7 of Text 3.

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.

Armed assaults can be made less dangerous by

.....

.....

.....

.....

.....No of words: _____[15]

KiasuExamPap
280



TEMASEK SECONDARY SCHOOL
Preliminary Examination 2013
Secondary Four Normal Academic

Name..... () Class.....

ENGLISH LANGUAGE

1190/02

Paper 2 Listening Comprehension

1 hour 50 minutes

Candidates answer on the Question Booklet

Additional Material: Insert

READ THESE INSTRUCTIONS FIRST

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

Write your name, index number and class 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, highlighters, glue or correction fluid.

Answer **all** questions.

Write your answers in the spaces provided in the Question Booklet.
The Insert contains the text 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 document consists of **8** printed pages and **0** blank page.

[Turn over

Section A [5 marks]

Refer to the advertisement (Text 1) on page 2 of the insert for Questions 1- 3

- 1 How does the picture support the caption, "Full HD for everybody"?

The picture shows people of different ages, from children to the elderly, both males and females using the camcorder easily. [1]

Must mention different ages and sex.

- 2 "Compact. Clever. Crystal Clear". Which features or specifications from the advertisement match each of these claims? Write down the correct letter, a – f, in the blank beside each claim.

<u>Claims</u>	<u>Evidence</u>
• Compact ...c...	(a) Point and shoot convenience
	(b) Instant AF and Face Detection technology
• Clever ...b...	(c) Can be held in one hand, even by a child
	(d) Improved video snapshot
• Crystal Clear ...f....	(e) Built-in HD to SD conversion
	(f) Optimal settings and exposure for crisp moving images

[3]

- 3 Based on the picture, features and specifications given in the advertisement, what is the main benefit of using the Canon Legria cam-corder?

It is easy and convenient to use. [1]

[Turn over

Section B [20 marks]

Refer to Text 2 on page 4 of the Insert for Questions 4 – 15.

- 4 Which phrases in the first paragraph tell you that the foreman and the rest of the jury were dressed differently from each other?

The foreman	"uncomfortably formal"
The rest of the jury	"ultra-casual"

[2]

- 5 How did the foreman's dressing change towards the end of the trial?

He had sported a tie at the beginning,[1] but later his shirt was opened at the neck – he had either loosen his tie or had taken it out. [1]

Students must suggest why the shirt was opened at the neck.

- 6 Which two descriptions from paragraphs 2 and 3, tell you that the foreman was nervous in pronouncing the verdict?

* He kept his eyes firmly on the bewigged judged... not once did he look at the young man in the block on his right. [1]

* After announcing the verdict, he sat back down again with what the writer sensed, was a small sigh of relief. [1]

- 7 Which phrase in paragraph 2 contradicts the idea that the foreman was nervous?

"he said again rather nervously, but with a strong deep voice." [1]

- 8 Which two words in paragraph 4 tell you that Julien Trent's crime was a serious one.

"violent offences" and "malicious wounding" [1]

Both answers must be correct in order to get the 1 mark.

[Turn over

- 9 "Now some of them were visually shocked to discover the true character of the smartly dressed twenty-three-year old man in the dock who looked like butter wouldn't melt in his mouth." (lines 21 – 23)

Explain why the jury was shocked to discover Julien Trent's character based on the way he looked.

- He was smartly dressed – suggests that he was well- behaved. Normally, we associate criminals with people who are dressed in an unkempt way. [1]
- He looked like butter wouldn't melt in his mouth – suggests that he looked innocent. [1]

- 10 What does the phrase "their little angel" in line 29 tell you about Julien Trent's parents' perception of him?

That he was a very good person. [1]

- 11 (a) What does the word 'inexplicably' line 36, tell you about the long time taken to reach the verdict?

That it was unexpectedly long; or unusually long [1]

- (b) Why did the writer feel that it was inexplicably long?

He thought that as it was very clear that Julien was guilty, the jury would not take long to come to a decision. [1]

- 12 Give two reasons why the writer felt that "there were no mitigating circumstances" to the case (line 40). Answer **in your own words**.

- He was not from a broken or poor home – *"product of a deprived background"*
- His parents had a good relationship with each other and with him – *"his parents were loving, both of him and of each other"*
- He had been educated at one of the country's best schools - *"schooled at one of the country's leading institutions"*

Any 2 answers [2]

- 13 What do the following descriptions of Julien Trent's behaviour tell you about his attitude?

"rose to his feet slowly, almost smugly" (lines 45 – 46)	He was over-confident; confident in an annoying way.
"simply shrugged his shoulders..." (line 52)	He was indifferent.

[2]

[Turn over

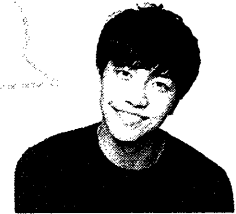
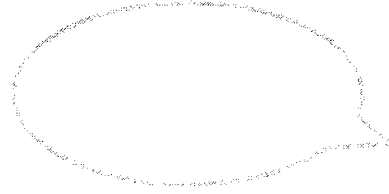
- 14 Which adjective used in paragraph 12 tells us that the writer does not think that being in prison will change Julien's character?

"Arrogantly" [1]

15



Taeyeon



Seunggi

Which person do you agree with? Give two pieces of evidence from the text to support your opinion.

I agree with ... Seunggi..... because

- he had wanted to go to the Cheltenham races, but the trial took longer than he had expected.
- Julien's sentence was only for 8 years and the writer knew that Julien would be let out in half that time, and would be arrogantly beating up people again.
- Later, he became Julien's target. (Julien sought him out to beat him up).

Only Seunggi's comment is correct. Students must give at least 2 pieces of evidence.

[2]

Section C [25 marks]

Refer to Text 3 on page 5 of the Insert for Questions 13 – 17

- 13 Read the text and match the paragraph or paragraphs with the headings.
Write the correct letter (**A-F**). The first one has been done for you. There is one other letter you will not need to use.

DO NOT USE ANY LETTER MORE THAN ONCE.

Paragraph 1**B**.....

Paragraph 2D.....

Paragraph 3A.....

Paragraph 4F.....

Paragraph 6E.....

A Methods of handling hijackers

B Hijacking is back!

C Negotiations with hijackers

D Escape of flight crew

E Improvisations to aircraft

F Attacking hijackers

[4]

- 14 There are two opposing views regarding flight crew escape. **In your own words**, give reasons for both views:

Arguments for :	The departure of the crew is a non-threatening (<i>unaggressive</i>) way of grounding (<i>immobilizing</i>) the aircraft.
Arguments against:	The Captain in the person in charge (<i>figure of authority</i>) and can handle (<i>deal</i>) the hijackers better than the frightened (<i>cowed</i>) passengers. [accept any two key words changed].

[2]

- 15 Explain how the “alternative” (line 11) method is not a good idea.

The alternative method of shooting out the tyres could cause the terrorists to shoot back and a shoot-out would start,[1] endangering the lives of the hostages. [1]

[2]

- 16 Why are passengers not encouraged to “have a go”? (line 50 - 51)

There may be extra terrorists members pretending to be passengers who would come to the aid of the terrorists and make your attempt unsuccessful. [1]

- 17 “You should remember everything possible about the hijackers – numbers and locations are particularly important – and any of their conversation you may overhear.” (lines 52 – 54)

Why are remembering these things important?

These information could help the authorities identify the terrorists and help in their capture. [1]

- 18 **Using your own words as far as possible**, summarise how an armed assault to free hostages can be made less dangerous.

Use only material from paragraph 5 to 7 of Text 3.

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.

Armed assaults can be made less dangerous by

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Armed assaults can be made less dangerous by.....

1) Allocating specific areas where the hijacked aircraft can be encouraged to park.	<i>Allocating certain areas where the aircraft can land,</i>
2) The ideal locations are near buildings or trees, from which hidden snipers will have a clear line of fire,	<i>preferably near areas where snipers can have a clear shot</i>
3) And, if possible , over large drains, which give assault troops a hidden approach route.	<i>or over huge drains where assault troops can hide and approach the plane.</i>
4) An assault should also be made easier by modifying certain features of airlines.	<i>Adaptations can also be made to the airlines, where</i>
5) A switch on the much needed auxiliary power unit can be modified to disable warning lights inside the aircraft and	<i>switches on the much needed auxiliary power units can be modified to disable warning lights and</i>
6) Allow doors and hatches to be opened without flashing an alarm to the hijackers.	<i>allow doors and hatches to be opened without causing an alarm.</i>
7) A way of opening all passenger doors quickly from underneath the aeroplane, or the baggage compartment would help in some assaults.	<i>A way to open passenger doors from beneath the aeroplane would also help.</i>
8) Planning for an assault must start as soon as the hijack happens.	<i>Planning for an assault must start as soon as the hijack happens.</i>
9) The assault team and the negotiators should work as a team to gain information on the number and location of the hijackers and their state of mind.	<i>The assault team and the negotiators should work together and gain as much information as possible about the hijackers.</i>
10) The negotiator must be chosen carefully and should not be of high rank.	<i>The carefully chosen negotiator should not be of high rank.</i>

End of Paper



BEDOK TOWN SECONDARY SCHOOL

A FUTURE-ORIENTED SCHOOL THAT BRINGS OUT THE BEST IN EVERYONE

EXAM
NAME

PRELIMINARY EXAMINATION

LEVEL/STREAM

SECONDARY 4 NORMAL (ACADEMIC)

CANDIDATE
NAME

CLASS

SEC

INDEX NUMBER

ENGLISH LANGUAGE SYLLABUS A

1190/01

PAPER 1 WRITING

MONDAY 12 AUGUST 2013

INSERT

0800 – 0950 hrs
1 hour 50 minutes

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.

This document consists of 2 printed pages.

Setter : Miss Nur Shazwani Z.

Section A [10 marks]

Carefully read the text below, consisting of 12 lines about sleeping. The first and last lines are correct. For the remaining ten lines there is one grammatical error in each line.

Circle the incorrect word and write the correct word in the spaces provided.
The correct word you provide must not change the original meaning of the sentence.

Example:

I arrived (to) my destination at 2 p.m. at

In India, there is a saying that sleep “nurses all living beings.” And not surprisingly, most cultures connect good sleep with health and longevity. Sleep 1

is the relieve, the renewal, and a commonsense prescription for mental and 2

physical fatigue. According to a research at the University of Pennsylvania at 3

Philadelphia, sleep may be as important for your long-term health as eating 4

right and exercise. Sleep well at night, and you will feel sharper, think more 5

clearly, and have more energy. You would also have more spring in your step 6

and probably feel most youthful. Not only that, getting an adequate amount of 7

sleep can help prevent a whole range of health condition that tend to age you 8

fast. Persistent sleep problems may also puts one at greater risk of psychiatric 9

problems such as depression and anxieties and medical problems like 10

stroke, heart attack and high blood pressure.

2013 4N PRELIMINARY ENGLISH LANGUAGE PAPER 1 SECTION A: ANSWERS

Editing - 10 marks

1	<u>with</u>	to	[1]
2	<u>relieve</u>	relief	[1]
3	<u>at</u>	in	[1]
4	<u>for</u>	to	[1]
5	<u>exercise</u>	exercising	[1]
6	<u>would</u>	will	[1]
7	<u>most</u>	more	[1]
8	<u>condition</u>	conditions	[1]
9	<u>puts</u>	put	[1]
10	<u>anxieties</u>	anxiety	[1]



BEDOK TOWN SECONDARY SCHOOL

A FUTURE-ORIENTED SCHOOL THAT BRINGS OUT THE BEST IN EVERYONE

EXAM NAME	PRELIMINARY EXAMINATION		
LEVEL/STREAM	SECONDARY 4 NORMAL (ACADEMIC)		
CANDIDATE NAME			
CLASS	SEC		INDEX NUMBER

ENGLISH LANGUAGE SYLLABUS A

1190/01

PAPER 1 WRITING

MONDAY 12 AUGUST 2013

Additional Materials : Writing Paper
Insert

0800 – 0950 hrs
1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

Write your Class, Index 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 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, fasten all your work securely together.

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

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

This document consists of 4 printed pages and 1 Insert.

Setter : Miss Nur Shazwani Z.

Section B [30 marks]

You are advised to write between 180 and 250 words for this section.

You should look at the poster on page 3 carefully and plan your answer before beginning to write.

Your school is organising an overseas expedition during the upcoming school holidays. However, the response from students has not been encouraging. As the President of your school's Student Council, you were tasked by your teacher to share your experiences participating in a similar camp last year and persuade your schoolmates to take part.

You must include the following details:

- what the overseas expedition was about
- what activities you took part in
- how this expedition has benefited you
- what you enjoyed most during the expedition
- why you think your schoolmates will enjoy the expedition

Your **speech** should be in clear, accurate English and in a persuasive tone, convincing your schoolmates that this expedition is a meaningful programme.

You may add any other details that might be of interest.
You should use your own words as much as possible.

Overseas Expedition



Home stay



Bathing the elephants

5-day-4-night Overseas Expedition to Chiang Mai, Thailand!

The experience will build your self-confidence and develop strong, positive character such as empathy. You will also learn to live out our school values of integrity, care, respect, responsibility, resilience, and excellence outside the classroom setting and away from home.



Rice cultivation

The activities include:

- adventure trekking
- bamboo rafting
- river exploration
- cultural immersion
- farm experience
- service learning

and many other outdoor experiential activities.



Trekking



Learning entrepreneurship skills from village children

Section C [30 marks]

Begin your answer on a fresh page.

You are advised to write between 250 and 400 words on one of the following topics.

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

- 1 Addiction.
- 2 People nowadays are too dependent on their Smartphones. Do you agree with this statement?
- 3 What is your idea of love? Describe some loving relationships.
- 4 Write about a time when you were too proud to apologise even when you knew that you were wrong.

END OF PAPER



BEDOK TOWN SECONDARY SCHOOL

A FUTURE-ORIENTED SCHOOL THAT BRINGS OUT THE BEST IN EVERYONE

EXAM
NAME

PRELIMINARY EXAMINATION

LEVEL/STREAM

SECONDARY 4 NORMAL (ACADEMIC)

CANDIDATE
NAME

CLASS

SEC

INDEX NUMBER

ENGLISH LANGUAGE SYLLABUS A

1190/02

PAPER 2 COMPREHENSION

WEDNESDAY 14 AUGUST 2013

INSERT

0800 – 0950 hrs
1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

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

This document consists of 6 printed pages.

Setter : Miss Teh Li Wah

Section A

Text 1

Study the advertisement below and answer Questions 1 to 3 in the Question Booklet.



Wildlife Reserves Singapore
Conservation Fund

make a date with conservation!

Celebrate World Animal Day with a mammoth dose of magic, music and merriment at the Wildlife Reserves Singapore Conservation Fund's (WRSCF) first-ever **fundraising charity bazaar!**

DATE: 3 Oct 2009 (Saturday)
TIME: 8.30am – 6.00pm
VENUE: Main Station*

*Main Station is located at the entrance of the Main Station.

ACTIVITY HIGHLIGHTS

- Paint eggs from Picasso our artistic cockatoo!
- Learn how to create exquisite painted ostrich eggs
- Fly by for a special behind-the-scenes tour (Extra charges apply)

Singapore

DATE: 4 Oct 2009 (Sunday)
TIME: 8.30am – 6.00pm
VENUE: Coach Park*

*Coach Park is located at the entrance of the Coach Park.

ACTIVITY HIGHLIGHTS

- Charity auction featuring items contributed by our WRSCF Ambassadors Gurmit Singh & Kym Ng
- Enjoy lively band performances
- Photography with our animal friends
- Exciting green activities for the whole family!








wanted: old phones!

If each of 3 billion phone users recycles just one phone each, we can save over 240,000 tonnes of raw materials. That's equivalent to eliminating CO2 emissions from 4 million cars. Drop off any old mobile phone and we'll take care of the rest.

Nokia will contribute **US\$2** to the Wildlife Reserves Singapore Conservation Fund for every phone collected (and even plant a tree in your name!)

www.wrscf.org.sg




Section B

Text 2

The text below is about a climber who was caught in a thunderstorm during a climb.

Read it carefully and answer Questions 4-13 in the Question Booklet.

I couldn't tell if I was shaking from fear or the hypothermia setting in. My hands actually looked blue.



Nightmare at 14,000 feet

- 1 The day started out great. It was a beautiful sunny day. The Colorado Mountain Club (CMC) folks decided they wanted to take an "alternate" route up the mountain rather than the established trail. The alternate route was straight up the west (steep) side. CMC is synonymous with the mountain goat. Most of these folks scurried up the mountain like most people climb a set of stairs at the mall. Carl and I were a bit slower; quite a bit slower. 5
- 2 We made it to the summit around noon, feeling like I was a 70-year-old with emphysema. For those who have experienced the lack of air above 14,000 feet, you know what I'm talking about. We sat down and ate lunch admiring the spectacular view along with a half dozen other climbers. By 1:00 we decided it was past time to vacate the top of the mountain. Those familiar with the Rockies know that between 1:00 and 2:00 every afternoon, thunderstorms roll across the mountains. Being more than 3000 feet above timberline, people are the tallest standing thing and make great lightning rods. Every year several people are killed by lightning in the high country. Just the day before, a climber was killed on Mt. Elbert, the next mountain over, so you can imagine our anxiety. 15
- 3 We could see the thunderheads building to the west, ready to seek out their hapless prey. It was time to get off the top of the mountain and fast. One climber opted to boot ski down the snow covered east cirque. I did not think it was a great idea but he quickly made it to the bottom some 2500 feet below in mere seconds. I decided to follow suit. While my climbing partner Carl opted for the trail, I prepared for my snowy descent. I took three steps into the snow, slipped on the ice layer under the snow and slid under the snow. Now completely soaked with melted snow, I could only crawl on my hands and knees to the dry rock above. 20
- 4 By the time I made it out, I was out of options. The thunderstorms were approaching fast and all I could do was try and make myself flat against the mountain. I realized almost too late that I had a rock hammer, camera, and who knows what other metal objects in my backpack. Sounds like good lightning rod material to me! I quickly took off my pack and threw it as far away as I could. I then lay down on my back and tried 25

- to sink into the mountain as far as I could. 30
- 5 I could hear the lightning striking the back of the mountain. The frequent loud report of the thunder marching ever closer. It started to rain, the rain turning to sleet. Normally this would not be a real big deal except my warm rain jacket was tucked away in the backpack I just threw some thirty feet away. Already cold from being soaked with ice water, the high winds and sleet were added insult. Hypothermia was rapidly setting in but I dared not move. Just then the lightning arrived. Bolt after bolt was striking the mountain around me with instantaneous explosions of thunder. I could not tell if I was shaking from fear or the hypothermia setting in. My hands actually looked blue! 35
- 6 The storm moved across and the bolts of lightning were striking far below me now. I waited until I was certain the storm was truly past. I looked over and saw my climbing partner, snug and warm beneath a rock overhang he had found to wait out the storm. I gathered my pack and headed down the trail to catch up to him. We had a few laughs about it and I realized that with age does come great wisdom! 40

Adapted from
<http://www.wildernesssurvivalstories.com/story.php?storyID=102>

Section C

Text 3

The text below discusses the ban on rhinoceros horn trade. Read it carefully and answer Questions 14-17 in the Question Booklet.

- 1 Purported to treat a variety of ailments, from fevers to measles to epilepsy, rhinoceros horns have been prized ingredients in Chinese medicines for thousands of years. Sought after for their horns, white rhinos saw their population fall to 100 in South Africa by 1910, and only 2,410 black rhinos remained there in 1995.
- 2 In South Africa and Namibia, a strong conservation ethic — coupled with financial incentives for ownership, management and protection of rhinos for tourism and legal trophy hunting — gradually helped to reduce poaching and restore rhino numbers. But today, Africa's rhinos once again are facing extinction, despite a 1977 ban on the selling of rhino parts by the Convention on International Trade in Endangered Species (CITES). 5 10
- 3 Ironically, legalizing a highly regulated trade in rhino horns might actually end up saving the animals. "The trade ban is failing because of persistent and growing demand for horn," says Duan Biggs, a conservation biologist at the University of Queensland in Australia who argued for lifting the ban earlier this year in the journal Science. "The ban artificially restricts supply in the face of this demand growth, which pushes up the price for horn and the incentives for poachers." 15
- 4 Purveyors of traditional medicine, Internet marketer and back-alley dealers are taking advantage of Asia's growing wealth and culture of conspicuous consumerism, claiming new rhino remedies, like curing cancer and hangovers, to drive up demand. As of last year, the horns were fetching an astonishing \$65,000 per kilogram on the black market, up from \$4,700 in 1993. Rhino horns are worth more than their weight in gold. In April, masked men stole four rhino heads from Ireland's national museum. The eight horns could be worth more than \$650,000 on the black market. 20
- 5 The increase in poaching in South Africa has more than doubled every year over the past five years. More often, skilled marksmen kill the beasts with one shot from high-caliber rifles. Or they shoot paralyzing darts at the rhinos from unmarked helicopters — then take the horns and leave the stunned animals to bleed to death. Last year alone, 668 rhinos were killed in South Africa. 25
- 6 A 2012 report by researchers there predict that both rhino species will become extinct in the wild in just two decades if poaching continues to accelerate. Policing poachers is expensive and dangerous — game wardens have been murdered in shootouts — and it takes conservation resources away from other species. 30

- 7 Another popular tactic, education, hasn't helped curb demand. The horns are simply keratin, like our fingernails, and Western studies have shown no health benefits, but that hasn't dissuaded sellers. "This is not a matter of 'education,' but one of changing a fundamental belief system that has been around for longer than Christianity," says conservation economist Michael 't Sas-Rolfes, who is based in Cape Town, South Africa. 35
- 8 The increased supply from legal trade would likely bring prices down, reducing the incentive for poachers to continue slaughtering rhinos. Biggs believes the trade would protect rhinos — a portion of profits could be funnelled into continuing to police poachers — and bring jobs to the surrounding areas. And if demand were to keep going up, areas that hold white rhinos could be expanded to grow the population. In the end, a tightly regulated legal horn trade might do the most good. 40

Adapted from
<http://discovermagazine.com/2013/julyaug/08-save-rhinos-by-selling-their-horns>

-- End of Paper --



BEDOK TOWN SECONDARY SCHOOL

A FUTURE-ORIENTED SCHOOL THAT BRINGS OUT THE BEST IN EVERYONE

EXAM
NAME

PRELIMINARY EXAMINATION

LEVEL/STREAM

SECONDARY 4 NORMAL (ACADEMIC)

CANDIDATE
NAME

CLASS

SEC

INDEX NUMBER

ENGLISH LANGUAGE SYLLABUS A

1190/02

PAPER 2 COMPREHENSION

WEDNESDAY 14 AUGUST 2013

Candidates answer on the Question Paper.

0800 – 0950 hrs
1 hour 50 minutes

Additional Materials : Insert

READ THESE INSTRUCTIONS FIRST

Write your Class, Index 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 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	/ 5
Section B	/ 20
Section C	/ 25
Total	/ 50

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

Setter : Miss Teh Li Wah.

Section A [5 marks]

Refer to the advertisement (Text 1) on page 2 of the Insert for Questions 1 to 3.

- 1 The advertisement uses the statement "**Make a date with Conservation!**"

What does the advertiser want to suggest about the event?

..... [1]

- 2 Who will be attracted by this advertisement to go for the event?

..... [1]

- 3 The advertisement wants the audience to know that it is a fun-filled event. How is this purpose achieved? (Tick 3 boxes only.)

words such as 'celebrate', 'magic' and 'merriment'.

☐

listing the activities at the event

☐

providing an email address

☐

showing pictures of celebrities at the event

☐

words such as 'fundraising' and 'charity'

☐

[3]

Section B [20 marks]

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

4. What does "established trail" (line 3) suggest about the route? [1]

5. What does the phrase "CMC is synonymous with the mountain goat" (line 4) suggest about CMC climbers? [1]

6. What do the following expressions in italics from Paragraph 2 suggest about the writer's mood? [2]

Expressions from Paragraph 2	The writer felt ...
'... feeling like I was a 70-year-old with <i>emphysema</i> .'	
'... <i>admiring the spectacular view</i> ...'	

7. "By 1:00 we decided it was past time to vacate the top of the mountain. Those familiar with the Rockies know that between 1:00 and 2:00 every afternoon, *thunderstorms roll across the mountains. Being more than 3000 feet above timberline, people are the tallest standing thing and make great lightning rods.*" [3]
Identify the expressions from the above that correspond to the following difficulties the climbers faced.

Difficulties the climbers faced	Matching description
Not enough time to descent.	
Thunderstorms strike at a regular time.	
Climbers are easily struck by thunder.	

8. What does the phrase "hapless prey" (lines 17 - 18) refer to? [1]

9. (a) Why did the writer say that "...I did not think it was a great idea..." (line 19)? [1]

- (b) Why did the writer change his mind? [1]

10. (a) Referring to Paragraph 4, why did the writer throw his backpack as far as he could? [1]

- (b) What can you infer about the writer's knowledge of thunderstorms and their dangers? [1]

11. Which of the following lines from Paragraph 5 support the idea that the weather was getting dangerous? (Tick 3 boxes only) [3]

'...thunder marching ever closer...'

☐

'...the rain turning to sleet...'

☐

'...my warm rain jacket was tucked away in the backpack...'

☐

'Hypothermia was rapidly setting in...'

☐

'Bolt after bolt was striking the mountain around me...'

☐

12. Pick out a phrase that suggests the writer's partner had an easier time dealing with the thunderstorm. [1]

13.

It's clear that the writer was not a good climber. He made many mistakes.

I disagree. The writer was able to do the right things to survive the thunderstorm.

Student A

Student B

Which student do you agree with? Give four pieces of evidence from the text to support your opinion. [4]

I agree with Student _____ because _____

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 14-17.

14. Read the text and match the paragraph with the headings. Write the correct letter (A-F). The first one has been done for you. There is one other letter you will not need to use. [5]

DO NOT USE ANY LETTER MORE THAN ONCE.

Paragraph 1 D

Paragraphs 2-3

Paragraph 4

Paragraphs 5-6

Paragraph 7

Paragraph 8

- A Poaching and its effect
- B Trade ban on rhino horns
- C Benefits of legalizing rhino horn trade
- D Cause of decreasing rhino population
- E Demand for rhino horns
- F Killing of rhinos
- G Need to change existing beliefs

15. With reference to paragraphs 1 and 2, determine whether each of the statements below is true or false. Write T for true and F for false in the boxes. [3]

Rhinoceros horns can be used to treat a variety of ailments.

☐

Tourism has helped to reduce poaching and restore rhino numbers.

☐

In the end, the ban in 1977 did not make any difference to the problem of decreasing number of rhinos.

☐

- i. _____
- _____
- ii. _____
- _____

- Use only material from paragraphs 3 to 8 of Text 3.**

One of the factors that have led to an increased demand for rhino horn is

[illegible]

□ □ □ □ □

www.KiasuExamPaper.com

4NA PRELIMINARY PAPER 2013 PAPER 2

Section A

1. It will be fun and exciting like going on a date with someone you like. [1]

Note: Like going on a date [0 mark]

2. People who like activities with animals/ [1]
Families with children who like animals/
Pro-environment conservationists who wish to contribute to the
environment.

Note: Any appropriate answers with rationale

3. words such as 'celebrate', 'magic' and 'merriment' [3]
listing down the activities at the event
showing pictures of celebrities at the event

Note: More than 3 ticks [0 mark]

Section B

4. Many climbers have used that route. [1]

5. They are veteran climbers. / They are used to climbing like mountain goats./ [1]
They are skilled climbers.

Note: "Most of these folks scurried up the mountain like most people climb a set of stairs at the mall." 0 mark (lifting)

6. [2]

Expressions from Paragraph 2	The writer felt ...
'... feeling like I was a 70-year-old with emphysema.'	Breathless/tired/old
'...admiring the spectacular view...'	Relax/ in awe

7. [3]

Difficulties the climbers faced	Matching description
Not enough time to descent.	past time to vacate the top of the mountain
Thunderstorms strike at a regular time.	between 1:00 and 2:00 every afternoon, thunderstorms roll across the mountains
Climbers are easily struck by thunder.	(people are the tallest standing thing and) make great lightning rods.

8. They refer to unfortunate climbers / unlucky climbers. [1]

Note: 'They refer to climbers.' 0 mark

9. (a) The route was dangerous as it was steep and covered with snow. [1]
- (b) The climber was able to get to the bottom in in a few seconds/quickly. [1]
10. (a) The metal objects in his backpack could attract the lightning. / He did not want to be strike by lightning. [1]

Note: If candidate wrote 'thunder'. 0 mark

- (b) He has a good knowledge about thunderstorms and their dangers. [1]
11. 2 of the phrases do not refer to the weather like the question asked. [3]

'...thunder marching ever closer...'

☒

'...the rain turning to sleet...'

☒

'...my warm rain jacket was tucked away in the backpack...'

☐

Talking about the writer's jacket.

'Hypothermia was rapidly setting in...'

☐

Talking about the writer's health condition.

'Bolt after bolt was striking the mountain around me...'

☒

Note: More than 3 tick, 0 mark

12. The phrase is "... snug and warm (beneath a rock overhang)..." [1]
13. Student A Student B [4]

- | | |
|--|--|
| <ul style="list-style-type: none"> • He did not leave himself enough time to descend safely. • He followed the climber to boot ski down the snow covered east cirque although he was not as skilled. • He did not follow his partner on the safer route. • He slipped when he tried to descend. • He forgot about the metal objects in his backpack. • He forgot about his rain jacket. • He was ill-prepared for the cold. • He almost contracted hyperthermia. | <ul style="list-style-type: none"> • He knew that they had to get to the bottom of the mountain because of the storm. • He knew how long the storm would last. • He brought along a rain jacket for his climb. • He climbed up a dry rock to prevent himself from getting wetter. • He threw his backpack of metal objects away far away from himself. • He lay down on his back and tried to sink into the mountain as far as he could. • He checked that the storm was over before getting out. |
|--|--|

Section C

14. [5]

Paragraph 1	D
Paragraphs 2-3	B
Paragraph 4	E
Paragraphs 5-6	A
Paragraph 7	G
Paragraph 8	C

15. [3]

Rhinoceros horns can be used to treat a variety of ailments.

F

They are BELIEVED to be able to treat ailments but there are no scientific prove.

Tourism has helped to reduce poaching and restore rhino numbers.

T

In the end, the ban in 1977 did not make any difference to the problem of decreasing number of rhinos.

T

16. 1. **Because rhinoceroses are endangered, buying and selling their horns should be banned.** [2]

2. **Legalizing the trade in rhino horns is our best chance to save the species.**

17. *One of the factors that led to an increase demand for rhino horn is ...* [15]

1. the restriction on the supply of rhino horns
2. which pushes up the price for horns and
3. incentives for poachers.
4. Different parties are also taking advantage of Asia's growing wealth,
5. its culture of conspicuous consumerism and
6. the claim of new rhino remedies to drive up demand.
7. Furthermore, attempts to educate the public were unsuccessful in lowering the demand.
8. Legalizing trade would not only bring down the prices and
9. reduce incentives for poachers,
10. the profit can also be used to continue policing poachers
11. or for expansion to grow its population.

[any 8 points - 1 mark to each point]

---End of Paper---

Class	Index Number	Name
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4NA



BEDOK GREEN SECONDARY SCHOOL

PRELIMINARY EXAMINATION 2013

4NA

ENGLISH LANGUAGE

1190/01

Paper 1 Writing

19 July 2013

INSERT

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

This insert contains **Section A**.

Write your answers in the spaces provided.

Submit the completed **Section A** insert separately.

This document consists of **2** pages including the cover page

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[Turn Over]

Section A [10 marks]

Carefully read the text below, consisting of 12 lines. The first and the last lines are correct. For the remaining ten lines there is one grammatical error in each line.

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 2 p.m. at....

On August 6, 1945, the nuclear weapon "Little Boy" was dropped on the city
of Hiroshima. This was following seventy-six hours later by the detonation 1.....
of the "Fat Man" nuclear bomb around Nagasaki. In a blinding, searing flash 2.....
of light, a bomb instantly blasted the two cities to rubble. The great 3.....
difference among the devastation of the two cities was a result of the 4.....
different topography. Hiroshima was in a low flat delta interlaced by seven 5.....
tributary rivers because Nagasaki was divided by a mountain spur into two 6.....
distinct valleys. In Hiroshima, the bomb explodes over the centre of the city, 7.....
destroying everything in a one-mile radius. In Nagasaki, the bomb is 8.....
detonated in an industrial area near a mountain. The total destructions 9.....
took place within half a mile off major businesses and residential areas. The 10.....
Nagasaki bomb measured 20 kiloton while the Hiroshima was 15 kiloton.

Marking Scheme

On August 6, 1945, the nuclear weapon “Little Boy” was dropped on the city of Hiroshima. This was **following** seventy-six hours later by the detonation of the “Fat Man” nuclear bomb **around** Nagasaki. In a blinding, searing flash of light, **a** bomb instantly blasted the two cities to rubble. The great difference **among** the devastation of the two cities was a result of the different topography. Hiroshima was **in** a low flat delta interlaced by seven tributary rivers **because** Nagasaki was divided by a mountain spur into two distinct valleys. In Hiroshima, the bomb **explodes** over the centre of the city, destroying everything in a one-mile radius. In Nagasaki, the bomb **is** detonated in an industrial area near a mountain. The total **destructions** took place within half a mile **off** major businesses and residential areas. The Nagasaki bomb measured 20 kiloton while the Hiroshima was 15 kiloton.

1 followed
2 over
3 the
4 between
5 on
6 while
7 exploded
8 was
9 destruction
10 of

Name:	Index Number:	Class:
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BEDOK GREEN SECONDARY SCHOOL

4NA

PRELIMINARY EXAMINATIONS 2013

4NA

ENGLISH LANGUAGE

1190/1

Paper 1

19 July 2013

1 hr 50 min

Additional Materials: Answer Paper and Insert

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number 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, 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.

For **Section B and C** write your answers on foolscap paper provided.

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

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[Turn Over]

Section B (30 marks)

You are advised to write between 180 and 250 words for this section.

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

Before you graduate at the end of the year, your duty as President of the Student Council is to organise the graduation ceremony for the Secondary Four and Five students. It is to celebrate the years they have been in the school and to convey thanks and appreciation to their teachers and schoolmates before moving on to the next chapter of their lives.

Your committee has shortlisted two event packages from two different hotels. You have been tasked to consider the suitability of the venue, cost, and food available. You are then to write a proposal to the Principal of the school to recommend the package you deem to be most suitable for the occasion.

You must include the following details:

- Why you are organising the graduation ceremony for the Secondary Four and Five students
- Two suggested activities you plan to do during the graduation ceremony
- Why the selected event package can best support your activities
- Why your choice of package is more beneficial than the other

Write your proposal in clear, accurate English and in a persuasive tone that will convince your teacher-in-charge that your recommendation will best benefit your group and fulfil the objectives set.

You should use your own words as much as possible.

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8 + f

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buffet.

- Free flow of
soft drinks
(Except juices)

- Complimentary use of room
from 2pm to 7pm
(subjected to
availability)

- Complimentary High Tea
buffet

You are at
topics.

At the head

1. Write

2. "The
creatu

3. Smart

4. Descr

someone played a prank that went terribly wrong.

persons at TCC

(for booking of head creased as I laid eyes on the unfamiliar
minimum 200 sed on the quote.

persons)

- Door gift to more harm than good to teenagers. Do you agree?
every guest

ent that forever changed the way you live your life.

End of Paper

Name:	Index Number:	Class:
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BEDOK GREEN SECONDARY SCHOOL

4N

Preliminary Examination 2013

4N

ENGLISH LANGUAGE

Paper 2 Comprehension

INSERT

19 July 2013

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

This insert contains the comprehension texts for Section A, B and C

This document consists of **6** printed pages including the cover page.

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[Turn Over]

Section A

Text 1

Study the advertisement below and answer Questions 1–3 in the Question Paper Booklet.

Readers Digest English

English 20 Interactive

I'm learning English because I want to be **Successful!**

Learn English in just **20 MINUTES** a day!

English 20 Interactive

Includes:

- English lessons on DVD
- 17 Audio cassette tapes
- 2 x Large Reference book
- 10 x CD-ROMs
- 10 x DVD-ROMs
- 10 x CD-ROMs
- 10 x DVD-ROMs

DVD-ROM
Runs on your computer!

Section B

Text 2

The text below describes a boy's thoughts and experiences as he brings his herd of sheep through the countryside in search of food and water. Read it carefully and answer

Questions 4 – 13 in the Question Paper Booklet.

- 1 The boy's name was Santiago. Dusk was falling as the boy arrived with his herd at an abandoned church. The roof had fallen in long ago, and an enormous sycamore had grown on the spot where the ***sacristy** had once stood.
- 2 He decided to spend the night there. He saw to it that all the sheep entered through the ruined gate, and then laid some planks across it to prevent the flock from wandering away during the night. There were no wolves in the region, but once an animal had strayed during the night and the boy had had to spend the entire next day searching for it. 5
- 3 He swept the floor with his jacket and lay down, using the book he had just finished reading as a pillow. He told himself that he would have to start reading thicker books: they lasted longer, and made more comfortable pillows. 10
- 4 It was still dark when he awoke, and, looking up, he could see the stars through the half destroyed roof. He arose and, taking up his crook, began to awaken the sheep that still slept. He had noticed that, as soon as he awoke, most of his animals also began to stir. It was as if some mysterious energy bound his life to that of the sheep, with whom he had spent the past two years, leading them through the countryside in search of food and water. "They are so used to me that they know my schedule," he muttered. Thinking about that for a moment, he realized that it could be the other way round: that it was he who has become accustomed to *their* schedule. 15 20
- 5 But there were some of them who took a bit longer to awaken. The boy prodded them, one by one, with his crook, calling each by name. There were times when he read them parts of his books that had made an impression on him, or when he would tell them of the woes or happiness of a shepherd in the fields. 25
- 6 But for the past few days he had spoken to them about only one thing: the girl, the daughter of an old man who lived in the village they would reach in about four days. He had been to the village only once, the year before. The old man was the proprietor of a dry goods shop, and he always demanded that the sheep be sheared in his presence, so that he would not be cheated. 30
- 7 He was excited, and at the same time uneasy: maybe the girl had already forgotten him. Lots of shepherds passed through, selling their wool. "It doesn't matter," he said to his sheep, "I know other girls in other places."

* **sacristy**: an apartment in, or a building connected with a church

8 But in his heart, he knew that it did matter. And he knew that shepherds, like seamen and travelling salesmen, always found a town where there was 35 someone who could make them forget the joys of carefree wandering.

9 The day was dawning, and the shepherd urged his sheep in the direction of the sun.

Adapted from *The Alchemist* by Paulo Coelho

Section C

Text 3

The article below discusses the role of social media in the development of adolescents. Read it carefully and answer Questions 14 – 18 in the Question Paper Booklet.

- 1 Engaging in various forms of social media is a routine activity that research has shown to benefit children and adolescents. During the last 5 years, the number of preadolescents and adolescents using such sites has increased dramatically. According to a recent poll, 22% of teenagers log on to their favorite social media site more than 10 times a day, and more than half log on to a social media site more than once a day. 5
- 2 Because of their limited capacity for self-regulation and susceptibility to peer pressure, children and adolescents are at some risk as they navigate and experiment with social media. Recent research indicates that there are frequent online expressions of offline behaviours, such as bullying, clique-forming, and sexual experimentation. Other problems that merit awareness include Internet addiction and concurrent sleep deprivation. 10
- 3 Many parents today use technology incredibly well and feel comfortable and capable with the programs and online sites that their children are using. Nevertheless, some parents may find it difficult to relate to their digitally savvy youngsters online for several reasons. Such parents may lack a basic understanding of these new forms of socialization, which are integral to their children's lives. They do not have the technical abilities or time needed to keep pace with their children in the ever-changing Internet landscape. In addition, these parents often lack a basic understanding that their child's online lives are an extension of their offline lives. 15 20
- 4 Many parents are aware that 13 years is the minimum age for most social media sites but do not understand why. There are 2 major reasons. First, 13 years is the age set by Congress in the Children's Online Privacy Protection Act (COPPA), which prohibits Web sites from collecting information on children younger than 13 years without parental permission. Second, the official terms of service for many popular sites now mirror the COPPA regulations and state that 13 years is the minimum age to sign up and have a profile. This is the minimum age to sign on to sites such as Facebook and MySpace. However, there are many sites for younger children that do not have such an age restriction, such as Disney sites, Club Penguin, and others. 25 30
- 5 It is important that parents evaluate the sites on which their child wishes to participate to be sure that the site is appropriate for that child's age. For sites without age stipulations, however, there is room for negotiation, and parents should evaluate the situation via active conversation with their children. 35
- 6 Many social media sites also display multiple advertisements such as banner ads, behavior ads (ads that target people on the basis of their Web-browsing behavior), and demographic-based ads (ads that target people on the basis of a specific factor such as age, gender, education, marital status). These

ads influence not only the buying tendencies of adolescents but also their views of what is normal. It is particularly important for parents to be aware of the behavioral ads, because they are common on social media sites and operate by gathering information on the person using a site and then targeting that person's profile to influence purchasing decisions. It is important to educate parents, children, and adolescents about this so that children can develop into media-literate consumers and understand how advertisements can easily manipulate them.

- 7 Regardless, one cannot deny the benefits of social media in the development of adolescents. Social media sites allow teens to accomplish online many of the tasks that are important to them offline: staying connected with friends and family, making new friends, sharing pictures, and exchanging ideas. Students are also using social media to collaborate with one another on homework and group projects. For example, Facebook and similar social media programs allow students to gather outside of class to exchange ideas about assignments. Some schools successfully use blogs as teaching tools, which has the benefit of reinforcing skills in English, written expression, and creativity.

Adapted from <http://www.pediatricsdigest.mobi/content/127/4/800.full>

Name:	Index Number:	Class:
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BEDOK GREEN SECONDARY SCHOOL

4N

Preliminary Examination 2013

4N

ENGLISH LANGUAGE

Paper 2 Comprehension

19 July 2013

1 hour 50 minutes

Candidates answer on the Question Booklet.

Additional Materials: Insert.

DO NOT TURN OVER THE PAGE UNTIL YOU ARE TOLD TO DO SO.

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number 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.

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

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

You may write your summary draft on the writing paper provided.

Hand in the Insert for comprehension and the Question Booklet separately.

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

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[Turn Over]

Section A [5 marks]

Refer to the advertisement (Text 1) on page 2 of the Insert for Questions 1 – 3.

- 1** The advertisement features a smartly dressed man in a business suit.

What message is the advertisement trying to bring across?

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

- 2** The advertisement includes the phrase "Achieve the success you've always dreamed of..."

What is the purpose of including this phrase in the advertisement?

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

- 3** The advertisement is targeted at people who have busy lifestyles but wish to learn English.

Which of the following helps the advertisement reach out to its target audience?
(Tick 3 boxes only)

using the first person pronoun "I"

☐

printing "20 MINUTES" in larger font

☐

providing a picture of the product

☐

giving special names to their product such as "Anywhere Audio" and "QuickStart Guide"

☐

describing their product as "a fast, flexible and fun way to learn English"

☐

[3]

Section B [20 marks]

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

- 4** "... the boy arrived with his herd at an abandoned church." (line 1 – 2)

Using your own words, give **two** pieces of evidence to show that the church is abandoned.

.....

.....

.....

..... [2]

- 5** Why did the boy ensure that "all the sheep entered through the ruined gate, and then laid some planks across it"(line 4 – 5)?

.....

.....

.....

..... [2]

- 6** "He told himself that he would have to start reading thicker books: they lasted longer, and made more comfortable pillows." (line 10 – 11)

- (i)** Give the two ways in which the boy used his books.

.....

..... [1]

- (ii)** Why would the boy want books that "lasted longer"?

.....

.....

.....

..... [2]

7 "It was still dark when he awoke..." (line 12)

What does this tell you about the boy's sleep?

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

8 The boy thinks there is "some mysterious energy bound his life to that of the sheep" (line 15 – 16).

(i) What had happened to make him think that?

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

(ii) Give another word or phrase that has the same meaning as "bound".

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

9 What do the following phrases from paragraph 5 suggest about what the boy thinks of his sheep?

Based on the following phrase,	the boy thinks that his sheep...
(i) calling each by name (line 22)	
(ii) read them parts of his books (line 23)	

[2]

10 Identify the phrase from paragraph 6 that corresponds to each of the character of the old man given below.

Character	Phrase
(i) He is a businessman.	
(ii) He is an insistent man.	

[2]

- 11 "It doesn't matter," he said to his sheep, "I know other girls in other places."
(line 32 – 33)

(i) What does "It" refer to?

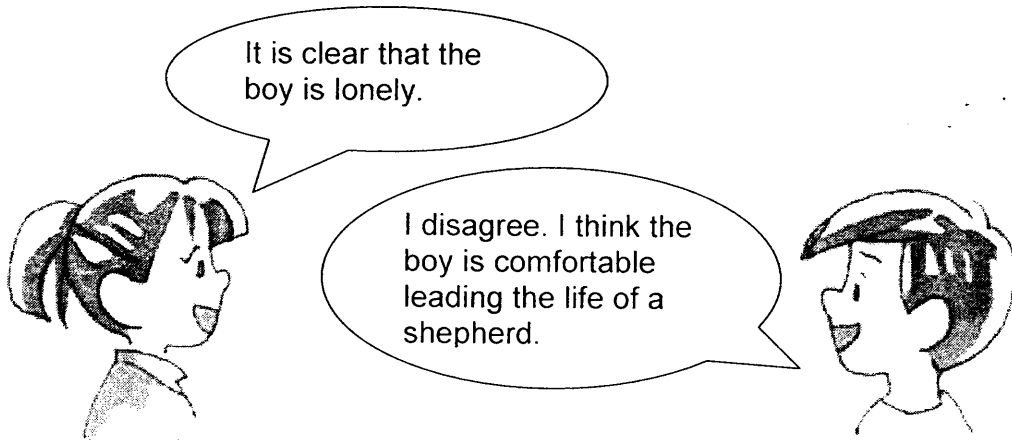
.....
..... [1]

(ii) Why do you think the boy said those things?

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

- 12 The writer uses irony in paragraph 8 to convey the boy's feelings about being a shepherd. Identify the phrase and explain the irony used.

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



Student A

Student B

Which student do you agree with? Give **two** pieces of evidence from the text to support your opinion.

I agree with Student because

.....

.....

.....

..... [2]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 14 – 19.

- 14 Read the text and match the paragraph or paragraphs with the headings.
Write the correct letter (A–G). The first one has been done for you. There is one other letter you will not need to use.

DO NOT USE ANY LETTER MORE THAN ONCE.

- Paragraph 1 C
- Paragraph 2
- Paragraph 3
- Paragraph 4
- Paragraph 6
- Paragraph 7

- A Danger faced by adolescents when using social media
- B Advantages of social media
- C Increased use of social media sites amongst adolescents
- D Difficulties faced by parents
- E Reasons why certain sites have a minimum age requirement
- F Reasons why parents should monitor their child's Internet use
- G Need for awareness of the influence of advertisements

[5]

- 15 "Nevertheless, some parents may find it difficult to relate to their digitally savvy youngsters online for several reasons." (line 15 – 16).

Using your own words, state **two** of the reasons.

.....

.....

.....

..... [2]

- 16 "However, there are many sites for younger children that do not have such an age restriction, such as Disney sites, Club Penguin, and others." (line 29 – 31)

Why do you think these sites do not have an age restriction?

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

- 17 In paragraph 6, what is the other phrase used in the same paragraph that has a similar meaning to "buying tendencies" (line 40)?

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

- 18 "Regardless, one cannot deny the benefits of social media in the development of adolescents." (line 48 – 49)

Why does the writer use the underlined words when referring to the benefits of social media?

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

..... No of words: [15]

343

Bedok Green Sec School
English Language
Sec 4 Normal Academic Prelim 2013 Paper 2
Marking Scheme

Setter: Ms Norhayati A.R.

Section A [5 marks]

1. It is trying to bring across the message that one can be as smart / confident / successful as the man featured if they were to try the product advertised. [1]

Accepted:

- English is essential to succeed

2. It is to **persuade** readers to buy their product (by claiming that it can help them achieve success).

Accepted:

- attract people to buy their product
- promote their product

Not accepted:

- convince/encourage people to learn English
- English will make them successful
- to tell people that the product will help them achieve their dreams

3. - printing "20 MINUTES" in larger font [1]
- giving special names to their product such as "Anywhere Audio" and "QuickStart Guide" [1]
- describing their product as "a fast, flexible and fun way to learn English" [1]

Section B [20 marks]

4. To rephrase: "The roof had fallen in" and "an enormous sycamore had grown".
The roof had caved in / dropped / collapsed / damaged / wrecked / broken / destroyed / ruined [1]
and a big tree / plant had grown where a part of the church used to be. [1]
5. He wanted to prevent the sheep from wandering away during the night [1]
so that he did not have to spend the next day searching for it. [1]

6. (i) He used the books as reading materials and as a pillow. [BOTH - 1]

Not accepted:

- for entertainment

- (ii) It is so that he would take a longer time to finish reading / read longer them [1]
and to occupy his time longer / as he had nothing else to do during his free time / to keep him company / so he won't get bored / to pass the time. [1]

Not accepted:

- does not have to keep buying new books
- so he could read more
- could share more stories / read to his sheep more

7. It was short / He slept for a short period only. [1]

Accepted:

- could not sleep much
- slept for a while

Not accepted:

- He could not get a good sleep / did not sleep well.
- He woke up in the middle of the night / woke up early
- He is a light sleeper.

8. (i) As soon as he wakes up, his sheep would too. [1]

- (ii) tied / connected / bonded [1] (Note: must be in the same verb form)

Not accepted:

- attached
- united
- restricted

9. (i) are all different / unique from each other / are special / have their own identity [1]

Not accepted:

- are his friends / companions
- is like a human being / person

- (ii) are able to understand him [1]

Not accepted:

- would listen to his stories
- are his children
- could communicate with him

10.(i) “proprietor of a dry goods shop” (line 29) [1]

(ii) “demanded that the sheep be sheared in his presence” (line 29 – 30) [1]

Not accepted:

- so that he would not be cheated

11.(i) It refers to the girl forgetting the boy / whether the girl remembers him or not. [1]

Not accepted:

- the girl (that) had forgotten him

(ii) He needed to say it aloud for his own reassurance / to convince himself. [1]

Accepted:

- to cheer himself up
- to comfort himself

12. The phrase is “forget the joys of carefree wandering”. [1]

The phrase is ironic because one would not normally want to forget the good things/ joys in their life, but in this case, the boy wanted to leave behind his good/ carefree life. [1]

13. Student A

- “he would have to start reading thicker books” shows that he relied on reading to occupy his time, which indicates that he would be bored and lonely without them.
- “calling each by name” shows that the boy regarded his sheep as how he would humans, indicating his desire for human companionship.
- “read them parts of his books” shows that he had no one else to talk to but to resort to talking to his sheep, indicating that he is lonely.
- He longed to settle down in a town and “forget the joys of carefree wandering”, which shows that the boy wanted to change his free yet lonely lifestyle.
- “in his heart, it does matter” shows that he wanted the girl to remember him and cared if he had a friend, which shows is lonely.
- “excited and at the same time uneasy; maybe the girl had already forgotten him” shows that the boy really wanted to befriend the girl as he was lonely

Student B

- “swept the floor with his jacket, using the book he had just finished reading as a pillow” shows that he knows how to content himself on typical daily routines and was accustomed to and comfortable with his current lifestyle.

- The boy read books and talked to his sheep, indicating that he had learnt how to occupy his time and is thus comfortable leading his shepherding lifestyle.

Not accepted:

- “as if some mysterious energy bound his life to that of the sheep
- “become accustomed to their schedule”
- “tell them of the woes and happiness...”
- “calling each by name”
- quoting phrases without explaining how it supports the opinion

(Accept any 2 reasonable responses – 1 m each)

Section C [25 marks]

14. Paragraph 2	A	[1]
Paragraph 3	D	[1]
Paragraph 4	E	[1]
Paragraph 6	G	[1]
Paragraph 7	B	[1]

15. *“lack a basic understanding of these new forms of socialization”* (line 16 – 17)

Some parents do not have sufficient knowledge of / not familiar with current / latest / modern modes of socialization... [BOTH phrases in own words – 1]

*“do not have the **technical abilities** or time needed to keep pace with their children in the **ever-changing Internet landscape**”* (line 18 – 19)

... and they do not have the skills nor time to keep up with progressive online trends.

[BOTH phrases in own words – 1]

16. These sites do not have age restrictions as young children are their intended target audience. [1]

17. The phrase is “purchasing decisions”. [1]

18. The writer wants to show that no matter how much people think social media is harmful for adolescents, they cannot dispute that social media does have its proven advantages. [1] (Note: Answer must show the contrast.)

19. Summary points

1. limited capacity for self-regulation
2. susceptibility to peer pressure
3. Recent research indicates that there are frequent online expressions of offline behaviours
4. Such parents may lack a basic understanding of these new forms of socialization, which are integral to their children's lives. They do not have the technical abilities or time needed to keep pace with their children in the ever-changing Internet landscape.
5. Many social media sites also display multiple advertisements
6. influence not only the buying tendencies of adolescents
7. also their views of what is normal
8. gathering information on the person using a site
9. advertisements can easily manipulate them
10. allow teens to accomplish online many of the tasks that are important to them offline
11. to collaborate with one another on homework and group projects
12. schools successfully use blogs as teaching tools, which has the benefit of reinforcing skills in English, written expression, and creativity

Suggested answer

Adolescents are at risk when using social media because

1. they are not able to control themselves
2. and are easily influenced by their friends.
3. Studies have also shown that they often exhibit online the negative actions they tend to do in real life.
4. Parents may be too busy to keep up with the technology and hence are not able to monitor their children's lives online.
5. Most sites also contain many advertisements
6. that could affect their shopping habits
7. and their perception of what is normal.
8. These advertisements are also able to obtain their personal details
9. which are then used to influence/control their thoughts and actions.
10. However, these sites also help them to do things that are in reality essential to them,
11. and allow them to easily work with their schoolmates on their assignments.
12. Students also get to practice their writing skills through blogs.

Content – 8 marks (any 8 points from above)

Style – 7 marks

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about the Great Barrier Reef. The first and last lines are correct. For the remaining ten lines, there is one grammatical error in each line.

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

Like the splendid Taj Mahal of India and the imposing Great Wall of China,	
the Great Barrier Reef is a must-see at Australia. No visit Down Under can	1
be complete without making a pilgrimage to the world's large natural	2
wonder. Stretch more than 2 000 kilometres, the Great Barrier Reef has an	3
amazing arrays of coral reefs, mollusks, fish and other colourful marine life.	4
For a truly over-the-top experience, taking a helicopter or seaplane ride over	5
a reef. The view is nothing short of spectacular. From above, the Great	6
Barrier Reef looks like a swirl of blues. Turquoise channels snaked between	7
sapphire coral gardens. There are many other blues just under the sea too,	8
and reds, yellows, purples, greens, oranges and pinks – sometimes all in	9
one fish. The breathtaking view from the top will leave you longingly to get	10
very close to the schools of fish, giant clams and corals below.	

ANSWER:

Like the splendid Taj Mahal of India and the imposing Great Wall of China, the Great Barrier Reef is a must-see **at** Australia. No visit Down Under can 1 in be complete without making a pilgrimage to the world's **large** natural 2 largest wonder. **Stretch** more than 2 000 kilometres, the Great Barrier Reef has an 3 Stretching amazing **arrays** of coral reefs, mollusks, fish and other colourful marine life. 4 array For a truly over-the-top experience, **taking** a helicopter or seaplane ride over 5 take a reef. The view is nothing short of spectacular. From above, the Great 6 the Barrier Reef looks like a swirl of blues. Turquoise channels **snaked** between 7 snake sapphire coral gardens. There are many other blues just **under** the sea too, 8 below and reds, yellows, purples, greens, oranges and pinks – sometimes all in 9 on one fish. The breathtaking view from the top will leave you **longingly** to get 10 longing Very close to the schools of fish, giant clams and corals below.

Section B [30 marks]

You are advised to write between 180 and 250 words for this section.

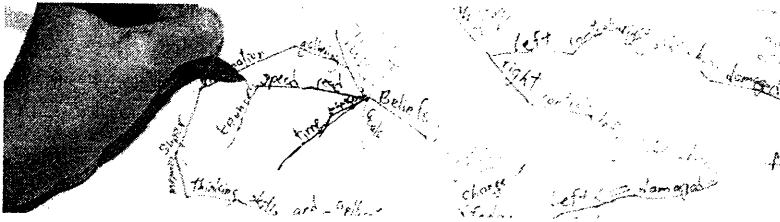
You should look at the flyer on page 3 carefully and plan your answer before beginning to write.

You recently attended a study workshop during your June vacation. Your aunt is interested to send your cousin who is not a motivated learner, to this same workshop during the December holidays. You decide to share the promotional flyer given to you during the workshop with your aunt. Write an email to her to recommend the workshop to her since your cousin will be taking his or her N level examinations the following year. You must include the following details:

- When and why you went to the workshop
- What kind of activities you participated in
- What you found most interesting and why
- What you learnt and how you can apply your learning in your studies
- Why you think your cousin will benefit from the workshop

Write your email in clear, accurate English and in a cheerful, friendly tone, convincing your aunt that your cousin should attend the workshop.

You may add any other details that might help your aunt to make up her mind.
You should use your own words as much as possible.



What's in the programme?

This five-day non-residential study workshop is one of our most popular courses designed for children ages 13 - 19 to equip them with highly effective study, communication and life skills. Your child will be put through a series of dynamic talks, hands-on activities and experiential challenges which will encourage him/her to become more focused, increase their self-confidence, resilience and motivation.

Highlights of the programme:

Speed Reading

Information Gather & Processing

Whole Brain Note Making Techniques

Developing a Super Memory for facts and Figures

Thinking Skills & Applications

How would my child benefit?

After attending this course, your child will be able to:

- Utilise accelerated studying techniques: how to write more effective notes, memorize more information faster, and make learning all subjects more enjoyable
- Motivate himself towards success
- Set his own goals in school, career, and in life
- Time management
- Become a better communicator



Contact Us

10 Hoe Chiang Road
 #01-05 Keppel Towers
 Singapore 089153
 Tel: (65) 6274-0105
 Fax: (65) 6274-2105

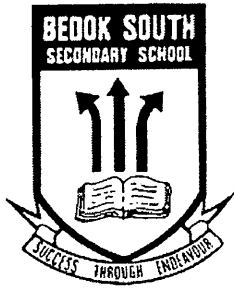
Section C [30 marks]

Begin your answer on a fresh page.

You are advised to write between 250 and 400 words on one of the following topics.

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

- 1 Reading opens the window to the world. Do you agree?
- 2 Write about your aspiration and how you intend to work towards that.
- 3 Describe an interesting place you have visited over the weekend and explain what makes it interesting.
- 4 Write about what happened when someone lost his or her way at a busy street.



BEDOK SOUTH SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2013
ENGLISH LANGUAGE

Date: 24th Jul 2013

1 hour 50 minutes

Level: Secondary 4 Normal (Academic)

Paper 2 Comprehension

INSERT

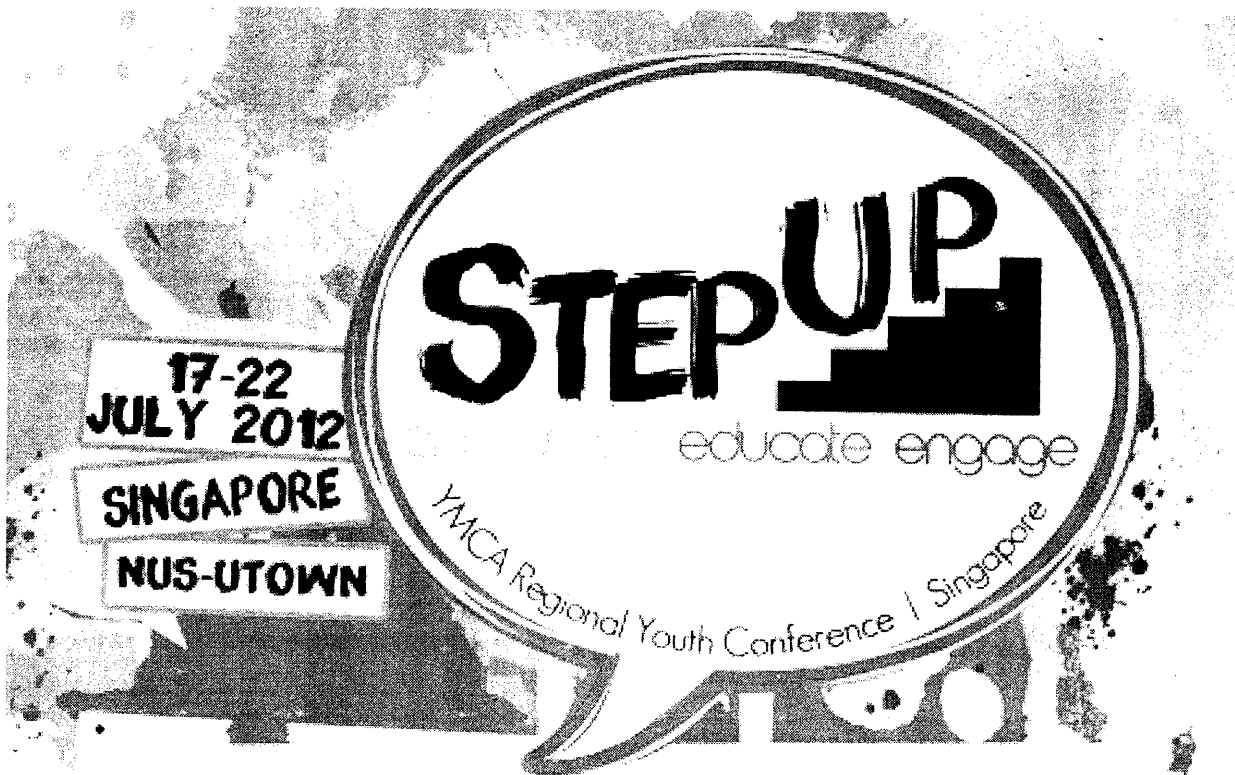
READ THESE INSTRUCTIONS FIRST

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

Setter: Mrs Elizabeth Ng

This document consists of 5 pages and 1 blank page.

Text 1



YMCA OF SINGAPORE SEEKS TO ENCOURAGE, EDUCATE, AND ENGAGE YOUTH THROUGH THE YMCA REGIONAL YOUTH CONFERENCE. IF YOU ARE 17 TO 25 YEARS OLD, JOIN US TO BE EQUIPPED WITH LEADERSHIP SKILLS, TO ACQUIRE KNOWLEDGE TO SERVE THE COMMUNITY, AND BE SURROUNDED WITH FRIENDS IN A MULTINATIONAL AND MULTICULTURAL ENVIRONMENT. IF YOU WANT TO ADVOCATE A SOCIAL CAUSE, OR SIMPLY WANT TO CONTRIBUTE TO YOUR COMMUNITY, THIS IS THE CONFERENCE FOR YOU!

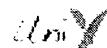
SIGN UP NOW!

ENJOY EARLY BIRD DISCOUNT* OF UP TO \$60 OFF!
EARLY BIRD FEE* @ \$240/PAX (GROUPS OF 3)
OR \$270/PAX (INDIVIDUAL)

step-upconference@ymca.org.sg
ymca.org.sg/step-upconference
www.facebook.com/StepupConference2012

Early bird discount ends 30th April. Conference registration closes 5th May. Conference fees include accommodation, meals, induction at venue, conference fee, transportation, conference workshop and materials. Terms and conditions apply.

Organised by



Sponsored by



Supported by



Text 2

The text below is about the narrator encountering a deadly mamba snake in South Africa in the 1940s. Read it carefully and answer Questions 1 to 8 in the Question Booklet.

- 1 At first, it was hardly a movement at all, less than the flicker of an eyelid, a slight blurring of light. Then the head of the black mamba rose above the edge of the shelf two feet from where I sat. Its flat anthracite* head froze inches above the shelf. Its forked tongue, as though possessing a life of its own, flicked and trembled the air for vibrations. The huge snake rose, periscoping above the shelf, moving forward until its head was no more than six inches from my face. I could see its eyes, tektites** without movement set above the jaws of injected death. Its head moved in slow motion from side to side, sweeping across my sightline. If it struck, I would have fifteen minutes to live ... enough time to enter the cave and lie beside Doc before my nervous system collapsed. The mamba's head moved below my line of sight and then came to rest on the toe of my boot. I could feel the pressure of its body as it slid over the boot and along the shelf to disappear over the cliff's far edge. The snake could only have come out of the cave. Doc had sent me a sign. I knew what I was required to do. 5 10 15
- 2 Slowly the numbness left my body and I felt the rush of adrenalin as it hit my bloodstream, leaving me trembling. I waited until the shaking had ceased before I dropped down to the edge of the tiny ledge and worked my body flat against the cliff wall until I stood facing into the opening to the cave. The floor of the tunnel leading to the cave was covered with sand worn from the walls by the erosion of the wind. I could clearly see where the snake had entered and then returned, no doubt attracted to the hapless bats sleeping inside. 20
- 3 I carefully worked my way back to the ledge, shouldered my small rucksack and started to climb down the cliff. The snake was unlikely to be on my path. Fat from eating bats, it would find a place to sleep under the safety of the rock where it was unlikely to be disturbed. 25
- 4 Once I had recovered from my fear, I found the snake an entirely appropriate, even perhaps, magnificent symbol. The black mamba, the most deadly snake in the world, takes one partner for life. If its partner is killed, the second snake will often wait for the killer to return, prepared to die in order to take revenge. Not naturally aggressive, it will nevertheless defend its young, raising itself onto the last few inches of its tail and striking sideways in a whipping action. As most humans instinctively raise their arms in panic to defend their eyes, the mamba fangs most often strike into the top of the upper arms. The journey to the heart is swift and the outcome is certain. 30 35

The Power of One by Bryce Courtney

anthracite - coal black*

*tektites** - small glassy bodies*

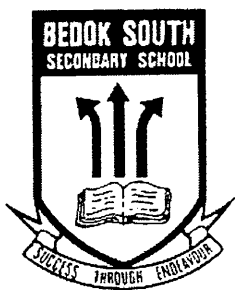
Text 3

The text below is about robots being perfect workers. Read it carefully and answer Questions 9 to 14 in the Question Booklet.

- 1 The word robot is associated in the popular imagination with autonomous machines made to look and act at least something like humans. In fact, typical robots bear no resemblance to the human form: their shape is suited to the tasks they perform, which are in themselves of an extremely limited and specific nature. About 40 percent of today's industrial's robots are used in the automobile industry for assembly-line tasks. Most of these robots are mounted at a particular spot on the line and consist of a single arm with five or six joints. Each of these joints may have a number of possible directions of motion, which are known as degrees of freedom. The hand of these multiple grippers simulate some of the movements of the human hand, or a suction cup that can pick up parts. Alternatively, if the robot is dedicated to performing a single task, the hand may be replaced by a spray painter, welder or another tool. 5 10
- 2 In the 1980s, 50 robot welders installed at the Chrysler automobile plant replaced 200 employees with a 20 per cent increase in production. Robots work without spending time socialising or taking lunch breaks. Their work pace is consistent. They are exempt from occupational safety regulations in temperature and hazardous materials. They do occasionally break down but they do not call in 'broken down' so that they can go fishing. Thus, their down time is about 5 per cent versus 25 percent for human workers. 15 20
- 3 Nowadays, robots compete with humans for jobs humans wish to retain but also those which they want to give up. They can be used to handle work that is far too monotonous for human employees. For example, inspecting the quality of small electronic diodes* can be very stressful for human eyes and humans can only perform the operation for a few hours before they experience headaches and eyestrain. The repetitive work of assembly line work such as the packing of boxes can induce fatigue, dangerous inattention and work-related disorders such as repetitive strain injury. Other robots go where humans cannot fit. In Japan, an experimental snakelike robot was built to crawl through machinery, looking for particular parts that needed repair. Tiny microrobots, called nanorobots might someday be able to perform surgery from the interior of the human body. 25 30 35
- 4 Robots can also help to reduce the risk of serious accidents for humans in hazardous places. In radioactive areas of nuclear power plants, robots provide a means of getting work done safely without exposing humans to radiation. Mining is another dangerous occupation in which automation could reduce the risk of fatal accidents and long term health problems. 40

- 5 Robotic explorers have also been used to take pictures and acquire soil samples in the hostile environments of Mars and the moon, as well as in volcanoes on Earth. Curiosity and the desire for adventure is part of human nature, and there always will be explorers who yearn to walk on other worlds. For pure scientific investigation, human presence in space is not particularly cost-effective. Astronauts require larger spacecraft, expensive life-support equipment, and complex risk-reduction measures. Their random movements also tend to destabilise the spacecraft and jostle delicate equipment more than a well-designed robot would. 45
50

Adapted from *Encyclopedia of Technological and Applied Sciences*
diodes - a device through which current can pass freely in only one direction*



BEDOK SOUTH SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2013
ENGLISH LANGUAGE

STUDENT NAME

CLASS

INDEX NUMBER

Date: 24th July 2013
Level: Secondary 4 Normal (Academic)

1 hour 50 minutes

Paper 2 Comprehension

Candidates answer on the Question Booklet.
Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your class, index number and name 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.

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

Setter: Mrs Elizabeth Ng

This document consists of 8 printed pages and 1 Insert.

Section A [5 marks]

Refer to the advertisement (Text 1) on page 2 of the Insert for Questions 1 – 3.

- 1 The advertisement uses the phrase 'STEP UP' with words such as 'encourage', 'educate' and 'engage'.

What is the intended message for the readers?

.....
[1]

- 2 The advertisement uses persuasive language to persuade its readers. Give one phrase that helps achieve this effect.

.....
[1]

- 3 The advertisement is informal and friendly. It achieves this effect by using three of the following features. (Tick 3 boxes only)

the logos in the advertisement

☐

words such as 'us', 'you' and 'your'

☐

font type used in the advertisement

☐

early bird discount given to participants

☐

providing a facebook link

☐

phrases such as 'acquire knowledge' and 'serve the community'

☐

[3]

Section B [20 marks]

4. What does the phrase 'the numbness left my body' (line 17) suggest about the writer's initial reaction to the snake?

.....
[1]

5. Which of the following lines from Paragraph 2 support the idea that the writer managed to regain his composure despite the presence of the snake? (Tick two boxes only)

'Slowly the numbness left my body...'

☐

'I felt the rush of adrenalin...hit my bloodstream'

☐

'... and worked my body flat against the cliff wall...'

☐

'...I waited until the shaking had ceased...'

☐

'...I stood facing into the opening to the cave.'

☐

[2]

6. Why was the snake attracted to the cave?

.....
[2]

7. What do the following words in italics from Paragraph 3 suggest about the writer's attitude towards the situation that he was in?

Based on the following word/phrase in italics,	the writer's attitude
I <i>carefully</i> worked my way back ... (line 25)	
The snake was <i>unlikely</i> to be on my path. (lines 26-27)	

[2]

8. The snake was '*fat* from eating bats' (line 27). With reference to the italicised word, explain why the snake needs the safety of the rock.

.....

.....[2]

9. 'Not naturally aggressive, it will nevertheless defend its young, raising itself onto the last few inches of its tail and striking sideways in a whipping action' (lines 33-35).

Identify the phrases from the sentence given above that correspond with the following description of the black mamba.

Description of the black mamba and its movement

Matching descriptions from the given sentence

Instinctively non-threatening

Protective

Powerful muscles

Attacking with quick lashes

[4]

10. (a) Referring to paragraph 4, what does the 'outcome' refer to?

.....
[1]

- (b) Why is the outcome 'certain'?

.....
[2]

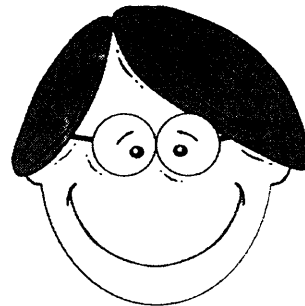
11.

It is clear the writer was startled by the appearance of the snake.

I don't agree. In fact, the writer stayed calm when the snake appeared.



Student A



Student B

Which student do you agree with? Give four pieces of evidence from the text to support your opinion.

I agree with Student because

.....

[4]

Section C [25 marks]

12. Read the text and match the paragraph or paragraphs with the headings. Write the correct letter (**A-F**). The first one has been done for you. There is one other letter you will not need to use.

DO NOT USE ANY LETTER MORE THAN ONCE.

Paragraph 1	F
Paragraph 2	
Paragraph 3	
Paragraph 4	
Paragraph 5	

- A** Robots versus humans
- B** Maintenance of robots
- C** Robots and danger
- D** Change in perception of robots
- E** Limitations of humans
- F** Functions of robots

[4]

13. According to the text, give a reason why do most people feel that robots are more efficient than humans?

.....

.....[1]

14. (a) What does the phrase 'repetitive work' (line 28) suggest about the nature of the manufacturing assembly?

.....
[1]

- (b) Pick out another word that conveys the same idea.

.....
[1]

15. What are the effects of repetitive work on a person?

Physical

Mental[2]

16. Why does the writer say nanorobots 'might someday be able to do surgery' (line 34)?

.....
[1]

17. **Using your own words as far as possible**, summarise the type of work that robots specialize in and how the use of robots has benefited humans.

Use only the material from paragraphs 3-5 of Text 3.

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 shape of robots is specifically suited to their tasks

[illegible]

..... No of words [15]

SEC 4NA EL P2 PRELIMINARY EXAM 2013
ANSWER KEY

Section A [5 marks]

Refer to the advertisement (Text 1) on page 2 of the Insert for Questions 1 – 3.

- 1 The advertisement uses the phrase 'STEP UP' with words such as 'encourage', 'educate' and 'engage'.
What is the intended message for the readers? [1]

Ans: Encourage/motivate youths to be more active to contribute and serve the community.

- 2 The advertisement uses persuasive language to persuade its readers.
Give one phrase that helps achieve this effect. [1]

Ans: 'Join us' OR 'sign up now' OR "for you"

- 3 The advertisement is informal and friendly. It achieves this effect by using three of the following features? (Tick 3 boxes only) [3]

the logos in the advertisement

☐

words such as 'us', 'you' and 'your'

☒

font type used in the advertisement

☒

early bird discount given to participants.

☐

providing a facebook link

☒

phrases such as 'acquire knowledge' and 'serve the community'

☐

Section B [20 marks]

4. What does the phrase 'the numbness left my body' (line 17) suggest about the writer's initial reaction to the snake? [1]

Ans: He had been frozen with fear / paralysed with fear / was so scared that he was unable to move.

5. Which of the following lines from Paragraph 2 support the idea that the writer managed to regain his composure despite the presence of the snake? (Tick two boxes only) [2]

'Slowly the numbness left my body...'

☐

'I felt the rush of adrenalin...hit my bloodstream'

☐

'... and worked my body flat against the cliff wall...'

☒

'...I waited until the shaking had ceased...'

☒

'...I stood facing into the opening to the cave.'

☐

6. Why was the snake attracted to the cave? [2]

Ans: The snake wanted to feed on the bats [1m] residing in the cave [1m]

OR

The bats in the cave [1m] were its food source [1m]

7. What do the following words in italics from Paragraph 3 suggest about the writer's attitude towards the situation that he was in? [2]

Based on the following word / phrase in italics,	the writer's attitude
I <i>carefully</i> worked my way back ... (line 25)	Wary, cautious
The snake was <i>unlikely</i> to be on my path. (lines 26-27)	Hopeful , optimistic Deny: confidence

8. The snake was '*fat* from eating bats' (line 27). With reference to the italicised word, explain why the snake needs the safety of the rock. [2]

Ans: After eating, the snake was very heavy / lethargic / sleepy (1m) and thus, would not be able to move or defend itself against attack (1m). Hence, it needs the cover of the rock for its own safety.

9. 'Not naturally aggressive, it will nevertheless defend its young, raising itself onto the last few inches of its tail and striking sideways in a whipping action' (lines 33-35).

Identify the phrases from the sentence given above that correspond with the following description of the black mamba. [4]

Description of the black mamba and its movement

Matching descriptions from the given sentence

Instinctively non-threatening

Not naturally aggressive

Protective

Defend its young

Powerful muscles

Raising itself onto the last few inches of its tail

Attacking with quick lashes

Striking sideways in a whipping action

10. (a) Referring to paragraph 4, what does the 'outcome' refer to? [1]

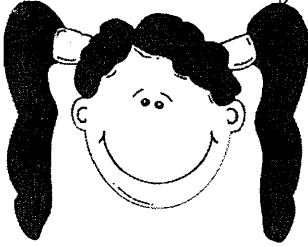
Ans: Death

- (b) Why is the outcome 'certain'? [2]

Ans: As most people instinctively raise their arms to protect their eyes so the black mamba's fangs most often strike their upper arms (1).

The snake's venom then travels quickly to the victim's heart and causing death (1).

11.



Student A



Student B

It is clear the writer was startled by the appearance of the snake.

I don't agree. In fact, the writer stayed calm when the snake appeared.

Which student do you agree with? Give four pieces of evidence from the text to support your opinion. [4]

Agree (Startled)		Disagree (Calm)
Noticed the snake even though there was it was hardly a movement at all / less than the flicker of an eyelid / slight blurring of light.	1	He allowed the snake to rest on the toe of his boot.
Its forked tongue, as though possessing a life of its own,	2	He knew what he was required to do.
The snake was no more than six inches away from the writer	3	The snake could only have come out of the cave
If it struck, I would have fifteen minutes to live	4	The snake was unlikely to be on his path.
There was numbness in his body	5	The snake had just eaten bats
His body was shaking	6	The snake would find a place to sleep under the safety of the rock where it was unlikely to be disturbed.

Section C [25 marks]

12. Read the text and match the paragraph or paragraphs with the headings. Write the correct letter (**A-F**). The first one has been done for you. There is one other letter you will not need to use.

DO NOT USE ANY LETTER MORE THAN ONCE.

Paragraph 1 **F**

Paragraph 2 **A**

Paragraph 3 **D**

Paragraph 4 **C**

Paragraph 5 **E**

A Robots versus humans

B Maintenance of robots

C Robots and danger

D Change in perception of robots

E Disadvantages of humans

F Functions of robots

13. According to the text, give a reason why do most people feel that robots are more efficient than humans? [1]

Ans: Robots work without spending time socializing. OR
Robots work without taking breaks unlike humans. OR
Robots do not take leave.

14. (a) What does the phrase 'repetitive work' (line 28) suggest about the nature of the manufacturing assembly? [1]

Ans: It is boring / dull since the workers are doing the same thing over and over again.

- (b) Pick out another word that conveys the same idea. [1]

Ans: monotonous

15. What are the effects of repetitive work on a person? [2]

Physical **Ans: Strain injury**

Mental **Ans: Fatigue and inattentiveness**

16. Why does the writer say nanorobots 'might someday be able to do surgery' (line 34)? [1]

Ans: Technology in development of robots is fast developing (a) that it is not a surprising / possible (b) that it could perform surgery in the future.

- must have both [a] + [b] for mark.

17. **Using your own words as far as possible**, summarise the type of work that robots specialize in and how the use of robots has benefited humans. [15]

Use only the material from paragraphs 3-5 of Text 3.

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 shape of robots is specifically suited to their tasks

Work that robots do		Benefits to humans
handle monotonous assembly work		<i>Do higher level work (inferred)</i>
assembly line work		Prevent fatigue and repetitive strain injuries
Operate from within the human body		<i>Precision surgery lower risks (inferred)</i>
Work radioactive areas		Humans need not be exposed to radiation.
Mining		reduces risk of fatal accidents and long term health problems.
Exploratory work in space		Cost effective and less risky

Task Fulfilment : / 8 (Any 8 of 12 points provided)

Language : / 7

Total : /15

