



**ST JOSEPH'S INSTITUTION
PRELIMINARY EXAMINATION 2026
(YEAR 4)**

CANDIDATE
NAME

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CLASS

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INDEX
NUMBER

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ENGLISH LANGUAGE

1184/02

Paper 2 Comprehension

14 August 2026

QUESTION BOOKLET

**1 hour 50 minutes
(11:00 – 12:50)**

Candidates answer on the Question Paper.

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 pen on both sides of the paper.
Do not use staples, paper clips, glue or correction fluid/tape or highlighters.

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 section.

The total number of marks for this paper is 50.

This document consists of 10 printed pages and 1 blank page.

[Turn Over

Section A [5 marks]

Refer to the poster (**Text 1**) and the online review (**Text 2**) for Questions 1—4.

- 1** Look at the poster (Text 1). Tick (✓) the most suitable label for header 2.

☐ Curious About Life as a BeatLab Student?

☐ Why Is BeatLab the Right Place for You?

☐ Aspiring to Perform as Part of a Band?

[1]

- 2** How do the three smaller images reinforce the overall message of the poster?

.....

 [1]

- 3** Which phrase in Text 2 suggests that the lessons at BeatLab Drum Studio are "customised", as described in Text 1?

.....
 [1]

- 4** Look at Texts 1 and 2 and statements (a) and (b) below.
 Tick (✓) the correct answer for each statement.

(a) What do both Text 1 and Text 2 suggest about taking lessons at BeatLab Drum Studio?

☐ Students are encouraged to work towards certification programmes.

☐ Students can enjoy premium equipment and facilities.

☐ Students can experience personal growth through learning music.

[1]

[Turn Over

(b) The best word to describe the tone of the writer in Text 2 is...

☐ appreciative.

☐ informative.

☐ persuasive.

[1]

Section B [20 marks]

Refer to **Text 3** for Questions 5—14.

- 5** In Paragraph 1, what does the phrase “almost suspicious generosity” (lines 5 – 6) suggest about the weather the team had been experiencing?

.....
 [1]

- 6** In Paragraph 2, the wind became an obstacle for the climbers. Explain how the use of language conveys the ferocity of the wind. Support your ideas with **two** details from the paragraph.

.....

 [2]

- 7** In Paragraph 3, what does the phrase “each one a lifeline away from the others” (line 15) suggest about the situation the climbers were in?

.....
 [1]

- 8** In Paragraph 4, Nora and her team were navigating their ascent in the storm.

(a) Why was Nora unable to rely on her GPS device during the storm?

.....
 [1]

[Turn Over

- (b) In what **two** ways was this climb different from her previous climb on a smaller mountain

(i)

..... [1]

(ii)

..... [1]

- 9 In Paragraph 5, Yerlan alerted Nora and the team to the danger of the crevasse.

- (a) What alarmed Yerlan just before the crevasse gave way?

.....

..... [1]

- (b) Give **two ways** in which the writer emphasises Yerlan's alarm.

(i)

..... [1]

(ii)

..... [1]

- 10 In Paragraph 6, explain in **your own words** why the climbers were unaware of the crevasse.

.....

..... [1]

- 11 In Paragraph 7, Nora says, "We can't go up in this, and we can't stay exposed,"... "We dig in." (lines 43-44) What does this suggest about Nora's attitude?

..... [1]

- 12** In Paragraph 8, Nora and her team hacked a shallow cave to protect themselves from the extreme weather. Give **three** pieces of evidence from Paragraph 8 to explain how the extreme cold affected them.

.....

.....

.....

.....

.....

.....

.....

..... [3]

- 13** In Paragraph 11, the writer comments, “There would be no margin for error here, and no possibility of retreat once committed.” (lines 57 – 58)

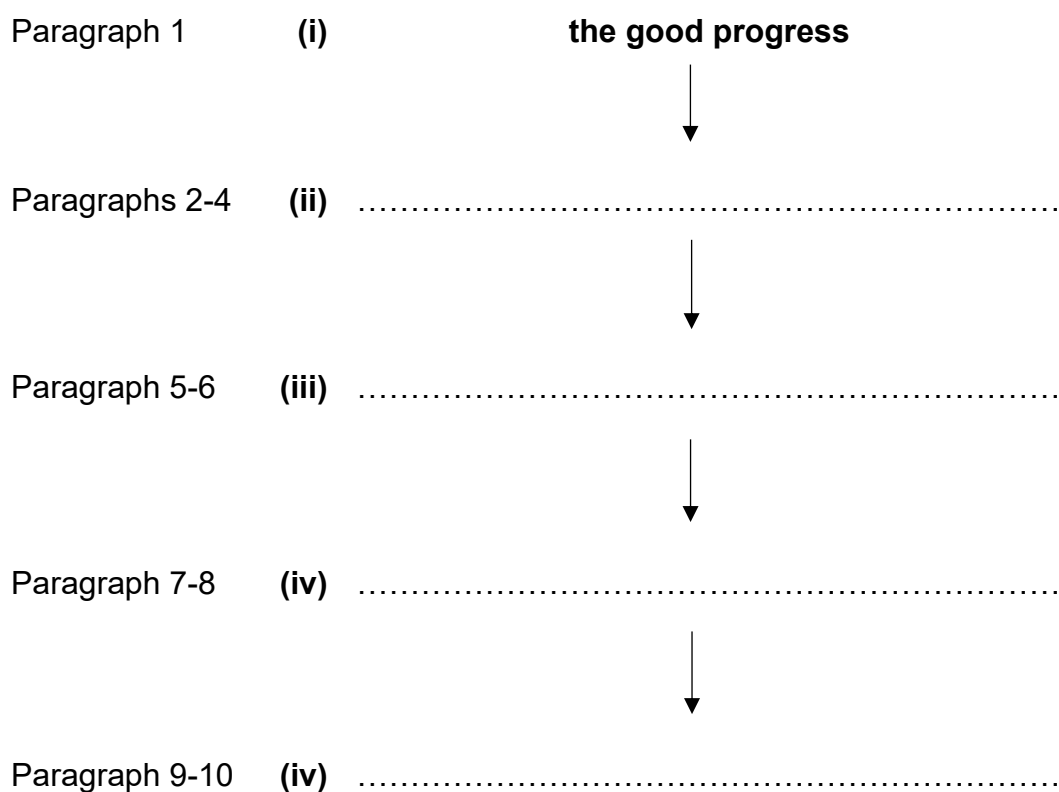
What tone is the writer using here?

..... [1]

- 14** The structure of the text reflects the different stages of Nora and her team's expedition. Complete the flow chart by choosing one phrase from the box to summarise each stage. There are some extra phrases in the box you do not need to use.

Atmosphere of the expedition

the hope	the refuge
the uncertainty	the hindrance
the assistance	the struggle
the ultimate challenge	



[4]

Section C [20 marks]

[Turn Over

Refer to **Text 4** for Questions 15—21.

- 15** According to the writer, in Paragraph 1, how does paying attention ensure a baby's survival?

.....

 [1]

- 16** Give **one** reason why "the research method has changed" (line 17).

.....
 [1]

- 17** The writer describes the finding as "staggering" (line 22).

- (a) What does this word suggest about the writer's tone?

..... [1]

- (b) What effect does the use of the word have on the reader?

.....

 [1]

- 18** According to Paragraph 2, explain in **your own words** why it is more accurate to measure focalised attention than automatic attention.

.....

 [2]

[Turn Over

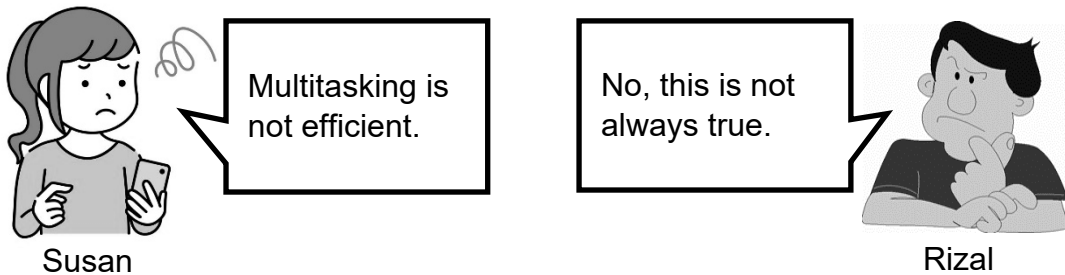
- 19 Explain what the writer means when he describes attention residues as mental remnants that “linger in the background” (line 27).

.....

.....

..... [1]

- 20 Here is part of a conversation between two students, Susan and Rizal, who have read the article.



- (a) From Paragraph 5, give **two** reasons which explain Susan's view.

.....

.....

.....

.....

..... [2]

- (b) Give **one** piece of evidence from Paragraph 5 to support Rizal's view.

.....

.....

..... [1]

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

.....[15]

[Turn Over

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