Marks
/50

END-OF-YEAR EXAMINATION 2010

Name of Pupil	:	_____ ( )
Class	:	_____
Subject / Code	:	ENGLISH LANGUAGE
Paper No.	:	2
Level	:	Sec 2 Express
Date	:	8 October 2010
Duration	:	1 hr 40 min
Setter	:	Miss Jaclyn Neo

INSTRUCTIONS TO CANDIDATES

Write in dark blue or black pen.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Write your answers for **Sections A, B, and C** on the **Answer Sheet** provided.
For **Section D**, write your answers on the writing paper provided.

Write your name, index number and class on every sheet of paper you hand in.

Answer **all** questions.

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

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

INFORMATION FOR CANDIDATES

There are four sections in this paper – Sections A, B, C and D.

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

This question paper consists of **10** printed pages, including this cover page.

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Section A: Vocabulary Cloze [5 marks]

Fill in each blank with <u>ONE</u> suitable word. Write your answers on the <u>Answer Sheet</u> provided.

Books have certainly come a long way from the (1) _____ of paper by the Chinese in the 8th century to the production of modern books by sophisticated printing (2) _____. Books have enabled numerous generations of people to (3) _____ information, knowledge and "spiritual food" through reading.

However, technological (4) _____ and constant innovation have given (5)_____ to a new format named electronic book or e-book, which is an electronic version of a book that can be read on a personal computer or hand-held device designed specifically for this (6) _____.

Online book giant Amazon and Japanese electronics conglomerate Sony have both (7) _____ their own versions of e-book readers named Kindle and Sony Reader respectively, which are well received in the United States. In January, Apple launched the iPad and (8) _____ agreements with several large publishers that would allow their e-books to be distributed by Apple. The stage for e-books is set to (9) _____ even further.

(10) _____ to statistics compiled by the US based International Digital Publishing Forum, revenue from the US wholesale e-books in the second quarter of 2009 hit US$37.6 million, which was over three times the same quarter in 2008.

Adapted from Reading Redefined by Chun Tsung Yi

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Section B: Grammar Cloze [5 marks]

Fill in each blank with the correct form of the verb indicated in the brackets. Write your answers on the Answer Sheet provided.

I had never seen Zhuo so attentive before. No drooping head, or mechanical (1)_____ (nod). Unable to help myself, I smiled. Every day, I nagged at him. "Can you be more caring towards Popo? Talk more to Popo! Go sit beside Popo." I (2) _____ (know) he thought it was pointless to talk to an old woman, stricken with dementia, barely (3) _____ (know) to whom she was talking. How do you pull your child away from his teenage paradise of Wii, PS3 and iWhatever?

When Pa was still alive, he and Ma would take Zhuo to the kindergarten. They were so happy then, Pa driving the old Suzuki lorry and Ma beside him (4)_____ (balance) Zhuo on her lap, laughing all the way to school. All differences between the two set aside, just for their grandson. But that was before Pa passed away.

Then Ma (5) _____ (grieve) for so long, I was worried every day. She would not eat, and she grew depressed, angry at the world. She blamed Pa, whom she cursed for (6) _____ (trick) her into leaving family and home in Jakarta, only to come to this stifling "neraka" (hell) as she called it. Her mind (7) _____ (break). I have never (8) _____ (see) her smile since.

And yet today, she is smiling. Zhuo is smiling. My son is not (9) _____ (look) at his watch impatiently; he is not sighing or making faces. Today, I see what my heart has (10) _____ (wish) for so long.

Adapted from The Straits Times, "The day I saw my Po-po" by Tee Zhuo, 24 Aug 2010

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Section C: Editing [5 marks]

Correct each underlined word for errors in spelling, and words in bold for errors in grammar. Write your answers on the Answer Sheet provided.

A fire that burned brightly in the heart of Singapore for the past (1) fornight was put (2) **off** at 9.01p.m. yesterday, marking the end of a festival that set new markers for youth and sport.

It was an emotional moment at the closing of the first Youth Olympic Games (YOG), accompanied by the sombre notes of a flugelhorn. But in the words of one of the most powerful men in world sport, another symbol - the Singapore spirit - will live (3) **in**.

International Olympic Committee president Jacques Rogge told the 3,600 young athletes: 'Years from now, when you (4) **reflected** on your sports career, you will be able to say 'I was in Singapore, where it all began'. You will keep this Singapore spirit alive in your countries as true role models.'

This spirit was showed in the infectious (5) enthusaism of more than 20,000 volunteers, who worked (6) **in** the scenes. They were (7) reconised last night with athletes handing eight of them bouquets.

Fourteen junior or youth world records were (8) **rewrote**, and future Olympic gems look to have been unearthed in China's six-gold swimmer Tang Yi and Russia's triple-gold gymnast Viktoria Komova. China retained its grip atop the medal standings, ending with 30 golds, 16 silvers and five bronzes.

For host Singapore, there (9) **was** moments to savour and heartbreaks to experience. It bagged two silvers and four bronzes but gold medal hope Darren Choy finished empty-handed in the sailing competition. Archer Abdul Dayyan Jaffar won a bronze with his (10) Turkesh partner in a mixed event.

Like with all major Games, this one had its special moments.

Adapted from the Straits Times "Hail YOG Singapore Spirit" by Leonard Lim, 27 August 2010

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Section D: Comprehension [35 marks]

Read the following passages carefully before you attempt any questions.

Passage A

1 My six-year old son, James, wants to score goals on the soccer field, be the first one to finish his mathematics work in class, and get the highest score on Wii Sports. When his friends come over, I overhear him boasting about all the things he can do better than them.

2 I am not alone. My friend, Eliza Chee, also feels that her daughter, Becca, has a competitive streak. When it comes to schoolwork, Becca would find out how her classmates scored on a test, then studies harder so she can beat them the next time round.

3 For parents, such **chronic** competitiveness can be hard to handle. I point out to my son that he might hurt his friend's feelings; that everyone has their strengths and weaknesses, and that winning is not always important.

4 Psychologists say competition is not inherently good or bad, and can have both positive and negative consequences. According to clinical psychologist Alison Brooks from The Counselling Place: "Competition occurs naturally in children from a very young age, and in different situations. A child competes for playground space, toys and attention from adults. Competition is an inevitable part of life." It is up to the parents to help their kids compete in a healthy way.

5 Is there such a thing as healthy competition? There is a growing school of thought that believes there is no such thing, and that once you make any activity a competition it becomes unhealthy for a number of reasons.

6 First, competition places a huge focus on the end result, rather than the process. Imagine a scenario where the teacher says, "Draw a picture of a house." Some kids will draw the usual stock house images, others may draw skyscrapers and apartments, take pains to colour, try a collage, and pay attention to details. Now, what if the teacher said, "Let's see who can draw a house in the fastest time?" The competitive element will likely take away the creative process, and the sheer enjoyment of the activity.

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7 Second, competition may not be conducive in teaching children to learn or put in their best. Places like the sports field where competition is encouraged can be where the worst sins are committed. Kids with natural abilities may shine and stay on the field longer, while those who are not as good stay on the bench for fear they might lose the match for the team. This drive to win can interfere with skills development – the fear of failure can result in stress and fatigue even for star players.

8 Third, competition pits children against one another, which implicitly fosters feelings of superiority such that children feel they have to beat others to feel good about themselves. It teaches children to envy winners and **dismiss** losers.

9 Winning and losing are intrinsic to competition but that does not mean either is bad. Both offer different but useful life lessons. In fact, it is through failure that we learn our most valuable lessons, which makes us determined to do better next time.

Adapted from Simply Her, "Beat that" by Celine Teo, August 2010

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Passage B

1 Ten-year-old Eddie was a disruptive student in class. Adept at annoying his teachers, he was constantly on detention during lunch time. His teacher-in-charge exclaimed that she found him "hard work" and was losing her patience with him.

2 Without a clearer understanding of Eddie, it is easy to label him as a troublemaker. However, clinical psychologist Lyn Worsley, a child therapist, said that such cases are not always so straightforward.

3 In Eddie's case, it was found that his poor behaviour in school was a manifestation of childhood stress. According to Ms Worsley, Eddie's family life appeared to be a difficult one. His parents worked full time and Eddie was left alone most of the time. He rarely talked to his parents due to their exhaustion and distraction.

4 "While this appears to be unrelated to Eddie's significant behaviour problems ~~in school~~, ~~Eddie~~'s stress was **evident** in his inability to relate with others and express his needs," she said.

5 A child who experiences stress may not behave in the same way a stressed-out adult does. Younger children tend to have more "masked symptoms", said Associate Professor Dr Daniel Fung, the chief of the department of child and adolescence psychiatry at Singapore's Institute of Mental Health (IMH). "At their young age, they may not have the language skills to describe the stress they are undergoing," explained Dr Fung.

6 "~~Unlike adults~~, ~~stressed-out kids~~ tend to have more physical or somatic complaints. The child may appear to fall ill more frequently or have declining academic results." Ms Worsley added that children also have less control over their emotions, and hence react to them in ways that are difficult for adults to understand.

7 So while adults may start snapping at people or simply become quiet whenever they're feeling stressed, a child who feels pressured in his everyday life may interpret stress as irritation in their bodies, resulting in changes in bowel habits and tummy aches, said Ms Worsley. She added: "They may also become more demanding and **revert** to earlier developmental behaviour like bedwetting and tantrums."

8 While there are no official statistics to show how stressed out Singaporean kids are, a 2007 local study done by IMH on 2,139 primary school children found that 12.5 per cent of them had emotional and behavioural problems.

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9 At IMH's child guidance clinic, outpatient cases have risen by 16 per cent from 2006 to 2009. Often, many of the cases cite academic stress, peer and family pressure to do well in school as the reasons for their emotional and behavioural problems.

10 Dr Fung said the main source of stress for children comes from environmental changes due to issues such as marital conflict between their parents. "Children are still not masters of their own fate. A child's stress is often linked to his adult caregivers," he said.

11 Routine and predictability also give a child some form of control over their lives. In today's hurried pace of life, children who have no say in their lives will also experience stress, added Ms Worsley.

12 However, Dr Fung said it is important to note that some degree of stress may not be a bad thing - since it drives a person to better himself. "Stress is only bad when it is chronic, unpredictable and hard to control," he added.

13 While it may not be possible to change the **temperament** a person is born with, Ms Worsley said resilience skills can be built to help him cope more efficiently in tough times.

Adapted from Channelnewsasia, "Young and Stressed out" by Eveline Gan, 17 August 2010

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Answer all the questions in the order set. When a question asks you to answer in your own words, YOU MUST NOT COPY THE WORDS IN THE PASSAGE IN YOUR ANSWER. *Write your answers on the writing paper provided.*

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

From Passage A

From paragraph 1

1. What evidence is given to show that James has a competitive streak? [1]

From paragraph 3

2. What did the author mean when she said that "For parents, chronic competitiveness can be hard to handle."? [1]

From paragraph 4

3. Why is competition an "inevitable part of life"? [1]

From paragraph 5

4. **In your own words**, explain what the author meant by "There is a growing school of thought that believes there is no such thing". [2]

From paragraphs 6 to 8

5. Why would adding a competitive element to drawing take away the enjoyment of the activity? [1]

6. What are the three reasons the author stated to show that there is no such thing as healthy competition? [3]

From paragraph 9

7. **In your own words**, explain why neither winning nor losing is bad. [1]

From Passage B:

From paragraph 1

8. Write the word which tells us that Eddie was very skilled at making his teacher angry. [1]

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From paragraphs 2 to 3

9. Why are cases of disruptive students in school "not always so straightforward"? [2]

From paragraph 12

10. **In your own words,** explain why some degree of stress can be good for children. [1]

From paragraph 13

11. How can parents help their children to deal with stress? [1]

From Passages A and B:

12. For each of the following words, give one word or a short phrase (of not more than **seven** words) which has the same meaning as the word used in the passage. [5]

From Passage A:

(i) chronic (line 9)
(ii) dismiss (line 42)

From Passage B:

(iii) evident (line 14)
(iv) revert (line 32)
(v) temperament (line 53)

From Passage B

13. Summary

Childhood stress may cause children to display emotional and behavioural problems at home and in school.

Using your own words as far as possible, summarise the *possible causes and indicators of stress* experienced by children.

Use the material from paragraphs 3 to 11. Your account, which should be in continuous writing, must not be longer than **120 words**, including the words given below.

Begin your summary as follows:

Childhood stress may be caused by ..... [15]

- End of Paper -

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Answer key

Section A

1) invention, creation
2) machines, equipment, gadgets, instruments, tools
3) attain, obtain, acquire
4) advancement, progress, growth
5) rise
6) purpose, use, reason
7) launched, created, designed, made
8) announced, signed
9) expand, grow
10) According

Section B

1) nodding
2) knew
3) knowing
4) balancing
5) grieved
6) tricking
7) broke
8) seen
9) looking
10) wished

Section C

1) fortnight
2) out
3) on
4) reflect
5) enthusiasm
6) behind
7) recognised
8) rewritten
9) were
10) Turkish

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Section D

1. James was shown to always want to win, be it to score goals on the soccer field/ be the first one to finish his mathematics work in class/ or get the highest score on Wii Sports.

2. The author meant that it may be difficult for parents to deal with children who are too competitive in all that they do.

3. Competition is inevitable in life as it occurs **naturally** even in children from a very young age.

4. More people are accepting that it is not possible to have healthy competition.

5. Instead of taking the time to enjoy the process of drawing such as colouring their picture or working creatively on the details, students would just focus on the end result.

6. The three reasons the author stated are (1 mark for each point below):
i. competition places too much focus on the end result rather than the process,
ii. competition may not be conducive in teaching children to learn or put in their best; and
iii. competition fosters feelings of superiority.

7. Neither winning nor losing is bad as both teach people about life.

8. The word is "adept".

9. Disruptive students are not just being troublemakers (1), but their behavioral problems could be a symptom of childhood stress (1).

10. Some degree of stress can be good as it can develop the child/ or motivate the child to improve himself/herself.

11. Parents can help their children to build resilience skills.

12. Accept any answer with similar meaning

(i) **chronic:** incessant, persisting, never-ending, ceaseless, continuing
(ii) **dismiss:** despise, taunt, scorn, mock, ridicule, look down on
(iii) **evident:** apparent, clear, obvious, plain to see
(iv) **revert:** return to earlier, go back
(vi) **temperament:** nature, disposition, personality, character

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13. **Childhood stress may be caused by...**

1) Difficult family life such as lack of time spent/ lack of communication with parents,
2) An inability to relate to others and express their needs
3) academic stress
4) Peer and family pressure to do well in school
5) Environmental changes due to issues at home/ marital conflict between parents
6) No say/ part to play in the routine and predictability in their lives
7) Some indicators of stress experienced by children might be what others view as / consider emotional and behavioral problems
8) They might have more physical or somatic (bodily) complaints,
9) Become more demanding
10) Fall ill more frequently/ suffer irritation in their bodies
11) Have declining academic results
12) Revert to earlier developmental behavior.

Content – 10
Language – 5

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