Name:		Index Number:		Class:	

CATHOLIC HIGH SCHOOL
Preliminary Examination
Secondary 4 (O-Level Programme)

ENGLISH LANGUAGE

Paper 1 Writing

1128/01
28 August 2020
1 hour 50 minutes

Candidates answer in the Question Booklet.

Additional Materials: Insert

Section A Grammar Editing	/ 10
Section B Situational Writing	/ 30
Section C Essay	/30
Essay Question No:	
Total	**/ 70**

This document consists of **11** printed pages and **1** Insert.

[Turn over

More papers at www.testpapersfree.com

Downloaded from SingaKids.com

Section A [10 marks]

Question 1

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

If there is NO error in a line, put a (✓) in the space provided.
If the line is incorrect, circle the incorrect word and write the correct word in the space provided.
The correct word you provide must not change the original meaning of the sentence.

Examples:

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

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

The city was a microcosm of the world. I stood there watching the scene unfold

before me. There was throngs of people along the streets, mostly dressed in 1. .....

office suits, walking briskly towards his offices. On the roads, massive jams 2. .....

existed with pedestrians weaving along the cars. One would think that with the 3. .....

large number of urban workers and the dwindling rural workers, only one side 4. .....

of the two-way road would be fill at this time of the day. The morning traffic 5. .....

was almost intolerable. Those which were in the cars might not be affected by 6. .....

the heat but the wait was long and the cars barely budged in the ten minutes 7. .....

that I stood watching them. Huge skyscrapers loom around me and workers 8. .....

in their rush to get to them would brush pass me, sometimes pushing 9. .....

me onto the road. One would be forgiven for thinking that this was a 10. .....

ordinary city.

More papers at www.testpapersfree.com

Downloaded from SingaKids.com

Read the printout of the webpage below and use the information to answer the question on page 3 of the Question Booklet.

Courses That Will Allow You to Learn Something New!

Do you want to pick up skills that would develop you holistically? The school is offering 4 possible courses for each Level 4 class to choose from. You can spend 10 sessions (1 hour each) to master the skills of your selected course.

Course	Description
Digital Production Course 	Learn: • How to create a professional quality video • Basic storyboarding and scriptwriting • How to engage your audience more effectively through well-edited videos
Drama Course 	Learn: • How a stage performance is put together • Basic scriptwriting and acting skills • Production skills related to use of props, makeup and lighting
Culinary Arts Course 	Learn: • About different cuisines and different ingredients used • About different cooking techniques • How to present dishes beautifully
Furniture Design and Build Course 	Learn: • About the characteristics of different types of building materials • Basic ergonomics in design • How to create your own wooden furniture

More papers at www.testpapersfree.com

Downloaded from SingaKids.com

Section B [30 marks]

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

Question 2

Your Principal has announced that all Level 4 classes will be allowed to select a course that would be useful to develop themselves holistically. Four courses have been shortlisted and posted on the school website and classes are to select what their preferred choice is. Your form teacher has asked you to select a course and give a speech to the class on your preferred choice.

In your speech you should explain:

- Which course you like best for the class and why
- What activities would be conducted during the course
- How would your classmates and you use the skills taught in the course

You may add other details you think will be helpful.

Write your speech to your class in clear, accurate English and in a persuasive, enthusiastic tone to convince your class that this would be the best course for the class.

You should use your own words as much as possible.

More papers at www.testpapersfree.com

Downloaded from SingaKids.com

Section C [30 marks]

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

3. Write about an object that you would like to possess. Why is it so important to you?

4. 'I felt so betrayed.' Write about a time when you felt like this.

5. Some people fear taking risks; others thrive on it. Which group of people do you belong to and why?

6. 'Family is more important than friends.' What are your views?

Please write your chosen question number (3,4,5 or 6) here: .....

More papers at www.testpapersfree.com

Downloaded from SingaKids.com

ANSWER SCHEME

The city was a microcosm of the world. I stood there watching the scene unfold before me. There was throngs of people along the streets, mostly dressed in office suits, walking briskly towards his offices. On the roads, massive jams existed with pedestrians weaving along the cars. One would think that with the large number of urban workers and the dwindling rural workers, only one side of the two-way road would be fill at this time of the day. The morning traffic was almost intolerable. Those which were in the cars might not be affected by the heat but the wait was long and the cars barely budged in the ten minutes that I stood watching them. Huge skyscrapers loom around me and workers in their rush to get to them would brush pass me, sometimes pushing me onto the road. One would be forgiven for thinking that this was a ordinary city.

1.were (SVA)
2.their (ProN)
3.between(Prep)
4.√
5. filled (VF)
6.who (RelP)
7. √
8. loomed (T)
9. past (Adv)
10. an (art)

Total	/ 10

More papers at www.testpapersfree.com

Downloaded from SingaKids.com

Name:		Index Number:		Class:	

CATHOLIC HIGH SCHOOL
Preliminary Examination
Secondary 4 (O-Level Programme)

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

28 August 2020
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 and **2** blank pages.

More papers at www.testpapersfree.com

Downloaded from SingaKids.com

Section A

Text 1

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

THEY OFFER YOU LOW INTEREST. YOUR MONEY IS THEIR ONLY INTEREST.



Received a message offering loans at low interest rates, but asked to pay a deposit first?

Don't be tempted. It's a loan trap!

Licensed moneylenders are not permitted to advertise their businesses through SMS or WhatsApp.

What is a Loan Scam?

Loan scammers may claim to be staff from a licensed moneylender. Interested parties are instructed to transfer money as a deposit before the loan can be disbursed. After making the transfer, victims find that the scammers are no longer contactable. As part of these scams, the scammers may ask for personal information like NRIC and contact numbers, Singpass details and bank account numbers. When handed over, the information is used to harass or threaten victims for payment.

Anti-Scam Helpline:
1800-722-6688

More papers at www.testpapersfree.com

Downloaded from SingaKids.com

Section B

Text 2

The text below describes a man's hike through the snowy Yukon trail. Read the text carefully and answer Questions 5–15 in the Question Booklet.

1 The day was exceedingly cold. The man turned aside from the main Yukon trail. He climbed the high earth-bank, where a little-travelled trail led east through the pine forest. It was a high bank, and he paused to breathe at the top. There was no promise of sun, although there was not a cloud in the sky.

2 The man looked back along the way he had come. He could see as far as the horizon. The Yukon territory lay a mile wide and hidden under three feet of ice. On top of this were as many feet of snow. North and south, it was unbroken white. It was a clear day. However, there seemed to be an indescribable darkness over the face of things. All this—the great cold, no sun in the sky, and the strangeness of it all—had no effect on the man. It was not because he was long familiar with it. He was a newcomer in the land, and this was his first winter. The trouble with him was that he was without imagination.

3 He was quick and alert in the things of life, but only in the things, and not in their meanings. Fifty degrees below zero meant 80 degrees of frost. Such facts told him that it was cold and uncomfortable, and that was all. It did not lead him to consider his weaknesses as a creature affected by temperature. Nor did he think about man's general weakness; his ability to live only within narrow limits of heat and cold. From there, it did not lead him to thoughts of heaven and the meaning of a man's life. Fifty degrees below zero meant a bite of frost that hurt and that must be guarded against by the use of mittens, ear coverings, warm moccasins and thick socks. That it should be more important than that was a thought that never entered his head.

4 As he turned to go, he forced some water from his mouth as an experiment. There was a sharp, explosive crackle that surprised him. He knew that at fifty below, spittle crackled on the snow, but the spittle had crackled in the air. He spat again. And again, in the air, before it could fall to the snow, the spittle crackled. Undoubtedly it was colder than fifty below—how much colder he did not know but the temperature did not matter. He was making good time and would be at the camp soon enough; a bit after dark, it was true, but the boys would be there, a fire would be going, and a hot supper would be ready. As for lunch, he pressed his hand against the protruding bundle under his jacket. It was also under his shirt, wrapped up in a handkerchief and lying against the naked skin. It was the only way to keep the biscuits from freezing. He smiled agreeably to himself as he thought of those biscuits, each cut open and sopped in bacon grease, and each enclosing a generous slice of fried bacon.

5 At the man's heels trotted a dog, a big native husky. The animal was depressed by the tremendous cold. It knew that it was no time for travelling. The dog did not know anything about thermometers but the brute had its instinct. It experienced a vague but menacing apprehension that subdued it and made it slink along at the man's heels. The man continued through the forest for several miles. Then he went down a bank to the frozen path of a small stream.

6 Empty as the man's mind was of thoughts, he was most observant. He noticed the changes in the creek, the curves and the bends. And always he noted where he placed his feet. Once, coming around a bend, he moved suddenly to the side, like a frightened horse. He had felt the ice move under his feet. He had also heard the noise of the snow-covered ice skin breaking. And to get his feet wet in such a temperature meant danger. That was why he had jumped away so suddenly, before he curved away from

More papers at www.testpapersfree.com

Downloaded from SingaKids.com

the place where he had been walking and retraced his steps several feet along the trail.

7 During the next two hours he came to several similar dangers. Usually the snow above the pools had a sunken appearance. However, once again he came near to falling through the ice. Another time, sensing danger, he made the dog go ahead. The dog did not want to go. It hesitated until the man pushed it forward. The man looked around him. There did not seem to be so many pools of water under the snow on the left side of the creek, and in the past half hour the man saw no signs of any. He whistled to his dog and turned to his left. And then it happened. At a place where there were no signs, the man broke through the ice. It was not deep but he was wet to the knees before he got out of the water to the firm snow.

8 He cursed his luck aloud. He had hoped to get into camp at six o'clock, and this would delay him an hour. Now he would have to build a fire and dry his moccasins and socks. This was most important at that low temperature. He knew that much.

Adapted from *To Build a Fire* by Jack London

More papers at www.testpapersfree.com

Downloaded from SingaKids.com

Section C

Text 3

The article below is about genetically modified foods. Read it carefully and answer Questions 16–22 in the Question Booklet.

1 Genetically modified foods (GM foods) have made a big splash in the news lately. European environmental organisations and public interest groups have been actively protesting against GM foods and recent studies have brought the issue of genetic engineering to the forefront of public consciousness in the US.

2 The term GM food is most commonly used to refer to crops created for human or animal consumption using the latest molecular techniques. These plants have been modified in the laboratory to enhance desired traits such as increased resistance to herbicides or improved nutritional content. The enhancement of desired traits has traditionally been undertaken through breeding but conventional plant breeding methods can be time consuming and not accurate. New genetically modified plants can gain drought intolerance as well. Not only can genes be transferred from one plant to another, genes from non-plant organisms can also be used.

3 The world's population is predicted to double in the next 50 years. Ensuring an adequate food supply for this booming population is going to be a major challenge in the years to come. GM foods promise to meet this need in a number of ways. Firstly, consumers do not wish to eat food that has been treated with pesticides because of potential health hazards. Besides, run-off of agricultural wastes from excessive use of pesticides and fertilisers can poison the farm surroundings' water supply. Growing GM foods can help eliminate the application of chemical pesticides and reduces the cost of bringing a crop to the market.

4 For some crops, it is not cost-effective to remove weeds by physical means such as tilling, so farmers will often spray different herbicides to destroy weeds, a time-consuming and expensive process that requires care so that the herbicide does not harm the crop plant. GM crops genetically engineered to be resistant to one very powerful herbicide reduces the number of different herbicides needed.

5 Furthermore, there are many viruses, fungi and bacteria that cause plant diseases. Plant biologists are working to create plants with genetically-engineered resistance to these diseases. On the other hand, many children in the US and Europe have developed life threatening allergies to peanuts and other foods. There is a possibility that introducing a gene into a plant may create new allergens. There is also growing concern that introducing foreign genes into food plants may have a negative impact on human health.

6 Next, as the world population grows, more land is utilised for housing instead of food production. Farmers will need to grow crops in locations previously unsuited for plant cultivation, lowering crop yields. Plants can be created to enable people to grow them in formerly inhospitable places. Therefore, bringing a GM food to the market is a lengthy and costly process, and of course agri-biotech companies wish to make a profitable return on their investment. Hence, consumer advocates are worried that prices of seeds may be raised so high that small farmers will not be able to afford to buy them, thus widening the gap between the wealthy and the poor.

7 GM foods have the potential to solve many of the world's hunger and malnutrition problems, and to help protect and preserve the environment by increasing yield and reducing reliance upon chemical pesticides and herbicides. Yet there are many challenges ahead for governments, especially in the areas of safety testing and

[Turn over

More papers at www.testpapersfree.com

Downloaded from SingaKids.com

regulation. Therefore, we must proceed with caution to avoid unintended harm to human health and the environment as a result of our enthusiasm for this powerful technology. 45

Adapted from an article by Deborah Whitman in CSA Discovery Guides, April 2000

More papers at www.testpapersfree.com

Downloaded from SingaKids.com

Name:		Index Number:		Class:	

CATHOLIC HIGH SCHOOL
Preliminary Examination
Secondary 4 (O-Level Programme)

ENGLISH LANGUAGE **1128/02**

Paper 2 Visual Stimulus

28 August 2020
1 hour 50 minutes

Question Booklet

SECTION A

For Examiner's Use	
Section A	**/5**

This document consists of 2 printed pages.

[Turn over

More papers at www.testpapersfree.com

Downloaded from SingaKids.com

Section A [5 marks]

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

1 Who is the target audience of this poster?

.....

..... [1]

2 Refer to the line 'Don't be tempted. It's a loan trap!' How does the main picture reinforce this message?

.....

.....

.....

..... [2]

3 Victims are asked by scammers to do two things. What are these **two** things?

(i) .....

(ii) ..... [1]

4 Identify a sentence which confirms that SMS or WhatsApp messages sent by money lenders are scams.

.....

..... [1]

End-of-Section

More papers at www.testpapersfree.com

Downloaded from SingaKids.com

Name:		Index Number:		Class:	

CATHOLIC HIGH SCHOOL
Preliminary Examination
Secondary 4 (O-Level Programme)

ENGLISH LANGUAGE

1128/02

Paper 2 Narrative Comprehension

28 August 2020
1 hour 50 minutes

Question Booklet

SECTION B

For Examiner's Use	
Section B	**/20**

This document consists of 4 printed pages.

[Turn over

More papers at www.testpapersfree.com

Downloaded from SingaKids.com

Section B [20 marks]

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

5 At the beginning of this text there is a description of the atmosphere of the place. Explain how the language used in Paragraph 1 emphasises how uninviting the environment appears to be.

Support your ideas with **two** details from Paragraph 1.

.....

.....

.....

..... [2]

6 Which expression in Paragraph 2 suggests that the Yukon territory was vast from the man's perspective?

.....

..... [1]

7 According to Paragraph 2, why did the scene have "no effect on the man" (lines 9–10)?

.....

..... [1]

8 The writer describes man's general weakness as 'his ability to live only within narrow limits of heat and cold' (line 17). What does he mean by this expression?

.....

..... [1]

9 **(a)** Why did the man spit the first time?

.....

..... [1]

(b) Why did the man spit a second time?

.....

..... [1]

More papers at www.testpapersfree.com

Downloaded from SingaKids.com

10 In Paragraph 4, why was the man not bothered by the temperature?

.....

..... [1]

11 "It was also under his shirt, wrapped up in a handkerchief and lying against the naked skin." (lines 30–31)

Explain fully why the food was kept in this manner.

.....

.....

.....

..... [2]

12 (a) The dog experienced a 'menacing apprehension' (line 37) as it walked beside the man. **In your own words**, describe how the dog felt.

.....

.....

.....

..... [2]

(b) How did the dog behave as a result of its feeling?

.....

.....

.....

..... [2]

13 Suggest why it would mean 'danger' (line 45) if the man got his feet wet.

.....

..... [1]

More papers at www.testpapersfree.com

Downloaded from SingaKids.com

14 What 'signs' (line 53) did the man look out for?

.....

..... [1]

15 The structure of the text reflects the man's responses to his situation at different stages of the narrative. Complete the flow chart by choosing one phrase from the box to summarise his response at each stage of the text. There are some extra phrases in the box you do not need to use.

The man's responses

confused about what to do	fear of the unknown	knowing what to do
accepting a setback	acutely aware of surroundings	not thinking at all
underestimating the situation		

Flow chart

Paragraph 3: **(i)** .....

↓

Paragraph 4: **(ii)** .....

↓

Paragraph 6: **(iii)** .....

↓

Paragraph 8: **(iv)** .....

[4]

End-of-Section

More papers at www.testpapersfree.com

Downloaded from SingaKids.com

Name:		Index Number:		Class:	

CATHOLIC HIGH SCHOOL
Preliminary Examination
Secondary 4 (O-Level Programme)

ENGLISH LANGUAGE

1128/02

Paper 2 Expository Comprehension & Summary

28 August 2020
1 hour 50 minutes

Question Booklet

SECTION C

For Examiner's Use	
SAQ	/10
Summary	/15
Section C	/25

This document consists of 4 printed pages.

[Turn over

More papers at www.testpapersfree.com

Downloaded from SingaKids.com

Section C [25 marks]

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

16 In the first sentence of Paragraph 1, the writer mentions that GM foods 'have made a big splash in the news'. What does the expression mean?

.....

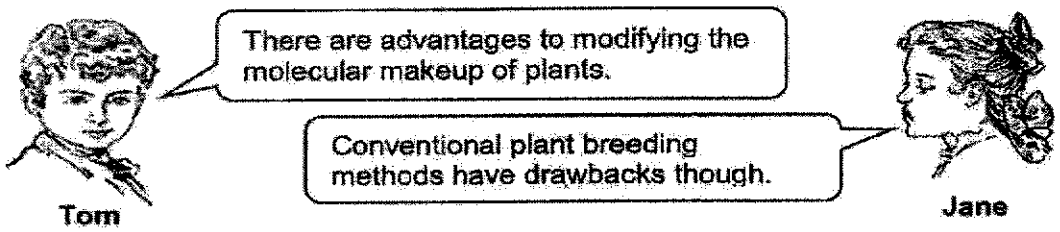
..... [1]

17 Give **one** piece of evidence from Paragraph 1 which shows that not everyone approves of GM foods.

.....

..... [1]

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



(a) Give **one** piece of evidence from Paragraph 2 to support Tom's view.

.....

..... [1]

(b) With reference to Paragraph 2, how can Jane support her point of view?

.....

..... [1]

19 With reference to Paragraph 3, give **two** reasons why the use of pesticides in farming is detrimental to humans.

.....

.....

.....

..... [2]

More papers at www.testpapersfree.com

Downloaded from SingaKids.com

20 With reference to Paragraph 6, explain why an increase in population will negatively affect farmers.

.....

.....

.....

..... [2]

21 According to Paragraph 7, relying on GM foods will help to solve problems. How will the following problems be solved?

Problem	Solution
World hunger and malnutrition	
Damage to the environment	

[2]

More papers at www.testpapersfree.com

Downloaded from SingaKids.com

22 There are arguments for and against the use of GM foods. **Using your own words as far as possible**, summarise the advantages and disadvantages of GM foods.

Use only information from Paragraphs 3 to 6.

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

One of the several advantages of GM foods is that .....

No. of words: [15]

End-of-Section

More papers at www.testpapersfree.com

Downloaded from SingaKids.com

Answer

9

ANS Sect A

1 Who is the target audience of this poster? **[1 /Inference]**

ANS: Handphone users who are / might be interested in taking up a loan.
Accept: People who have receive / might receive a message offering loans at low interest rates.
Must reference medium (i.e. handphone/message) *because it is specifically mentioned in the VS.*

DNA: Members of public who are / might be interested in taking up a loan *(medium of communication not mentioned)*
DNA: General public *(too broad)*

2 Refer to the line 'Don't be tempted. It's a loan trap!' How does the main picture reinforce this message? **[2 /Writer's Intent]**

ANS: The picture features a handphone with a text message placed in the middle of a trap **[1-description of main details]**. This reinforces the idea that messages from loan scammers sent via the handphone serves to entice / trick people into taking up the loan **[1-explanation]** (hence tricking/entrapping them).

Accept:
- Get people to take up a loan *(for 2nd part)*
- *Use of 'tempt' (can lift discriminately but must rephrase to answer the question)*

3 Victims are asked by scammers to do two things. What are these **two** things? **[1 /Literal]**

ANS (both required for 1m):
(i) Transfer money as a deposit
(ii) Provide personal details/information

4 Identify a sentence which confirms that SMS or WhatsApp messages sent by money lenders are scams. **[1 /Vocab]**

ANS: The sentence is 'Licensed money lenders are not permitted to advertise their businesses through SMS or WhatsApp.'
DNA spelling errors

[Turn over

More papers at www.testpapersfree.com

Downloaded from SingaKids.com

ANS Sect.B

5 At the beginning of this text there is a description of the atmosphere of the place. Explain how the language used in Paragraph 1 emphasises how uninviting the environment appears to be.

Support your ideas with two details from Paragraph 1. **[2 /Writer's Intent]**

ANS:
(1) The detail "(the day was) exceedingly cold" suggests the temperature was extremely low. **[1]**
DNA: The weather (condition) was bad. *(vague)*

(2) The detail "no promise of sun" emphasises the (likelihood of) continued darkness. **[1]**
Accept:
- ... (the likelihood of) darkness that / throughout the day *(or the like)*
- ... it would be dark/cold for a long time / throughout the day

Note: 'Promise' must be interpreted at least as duration of time required (accept even if 'possibility / likelihood' not included in response)

6 Which expression in Paragraph 2 suggests that the Yukon territory was vast from the man's perspective? **[1 /Vocab]**

ANS: The expression is "He could see as far as the horizon". **[1]**
DNA:
- "The Yukon territory lay a mile wide" *(references a fact; not the man's perspective)*
- "North and south, it was unbroken white" *(suggests continuous vs. vast)*

Note: Question references 'expression' (vs. sentence) to retain distractors (i.e. DNAs)

7 According to Paragraph 2, why did the scene have "no effect on the man" (lines 9–10)? **[1 /Literal]**

ANS: He was (a man) without imagination.
Accept lifting of the sentence. *(NB: addition of "The trouble with him" adds meaning to answer)*

DNA: He was a newcomer in the land, and this was his first winter. *(This references 'not because he was long familiar with it'; not the reason why the scene had no effect on him.)*

8 The writer describes man's general weakness as 'his ability to live only within narrow limits of heat and cold' (line 17). What does he mean by this expression? **[1 /IYOW]**

ANS: Man cannot survive in / cannot be exposed to extreme temperatures. **[1]**
Accept: Cannot be exposed to temperatures that are either [redacted].
Note: The expression references a complete idea and the 1 mark allocation serves to direct students to interpret the expression as a whole to support paraphrasing.

9 (a) Why did the man spit the first time? **[1 /Lang Use]**

ANS: By spitting, he was conducting an experiment to determine how cold it was / estimate/gauge the temperature **[1].**
Accept: ... determine what the temperature was *(NB: The man cannot tell the exact temperature; see line 26)*
DNA: He wanted to see if the spittle would crackle on the snow / in the air. *(Incomplete reasoning – what was the purpose of the experiment?)*

More papers at www.testpapersfree.com

Downloaded from SingaKids.com

(b) Why did the man spit a second time? **[1 /Lang Use]**

ANS: He wanted to make certain / confirm that the temperature was below fifty. **[1]**
DNA: .. confirm that it was his spittle that had caused the crackle/sound. *(The purpose of his experiment is referenced in the preceding question)*

10 In Paragraph 4, why was the man not bothered by the temperature? **[1 /Literal]**

ANS: He was making good time and would be at the camp soon. **[1]**
Accept: He would be at the camp soon.
Note: The idea that he was 'making good time' is key in the answer.
ED does not apply if 'supper' is mentioned.
DNA: Excessive lifting *(suggests that passage is not adequately understood)*
DNA: He was looking forward to his lunch *(this occurs AFTER his first thought)*

11 "It was also under his shirt, wrapped up in a handkerchief and lying against the naked skin." (lines 30–31)
Explain fully why the food was kept in this manner. **[2 /Inference]**

ANS: To keep the biscuits from freezing / warm **[1-evidence]** so he would be able to consume it for lunch. **[1-Inference]**
Accept lifting of evidence "It was the only way to keep the biscuits from freezing".

12 (a) The dog experienced a 'menacing apprehension' (line 37) as it walked beside the man. **In your own words**, describe how the dog felt. **[2 /IYOW]**

ANS: Anxiety / Worry **[1-apprehension]** from a threat **[1-menacing]**.
Note: The idea of a threat/danger, foreboding or terror [menacing] and the resulting uneasiness [apprehension] must be clearly conveyed in answer.

Accept for 'menacing' references to: threat, danger, foreboding, sinister, ominous terrifying, etc.

Accept for 'apprehension': agitation, anxiety, anxiousness, concern, disquiet, disquietude, distress, disturbance, fearfulness, funk, perturbation, solicitude, suspense, unease, uneasiness, etc.

DNAs:
* Dangerous anxiety *(Exp. describes 'anxiety' as dangerous vs. situation)*
* . .

(b) How did the dog behave as a result of its feeling? **[2 /Literal]**

ANS: It was subdued **[1]** and it made it slink at the man's heels. **[1]**
Accept lifting of the entire sentence.

13 Suggest why it would mean 'danger' (line 45) if the man got his feet wet. **[1 /Inference]**

More papers at www.testpapersfree.com

Downloaded from SingaKids.com

ANS: He could freeze to death / suffer from hypothermia.
Note: Answer must convey a life-threatening possibility to encapsulate the meaning of 'danger'.
DNA: He might freeze / He would get frostbite *(incomplete; life-threatening possibility not adequately conveyed)*
DNA: Reasons relating to falling/injury from slipping on wet/icy shoes *(does not adequately convey a life-threatening situation.)*

Clue: Considered an easy inference given the context of passage + reinforced in Para 8 for the need to build a fire to dry his shoes and socks.

14 What 'signs' (line 53) did the man look out for? **[1 /Literal]**

ANS: He was looking out for the snow above the pools that had a sunken appearance.
Accept: Pools of water under the snow *(NB: Phraseology lacks precision because this answer references what he was looking out for, not the signs of what he was looking out for)*
ED: addition of 'on the left side of the creek' *(adds meaning to what the question is asking for; it suggests that he was focused only on that area)*

15 The structure of the text reflects the man's responses to his situation at different stages of the narrative. Complete the flow chart by choosing one phrase from the box to summarise his response at each stage of the text. There are some extra phrases in the box you do not need to use.

The man's responses

confused about what to do	fear of the unknown	knowing what to do
accepting a setback	acutely aware of surroundings	not thinking at all
underestimating the situation		

Flow chart [4 /Synthesis]

Paragraph 3: underestimating the situation **[1]**
Paragraph 4: knowing what to do **[1]**
Paragraph 6: acutely aware of surroundings **[1]**
Paragraph 8: accepting a setback **[1]**

Para 3: underestimating the situation
Distractor(s): acutely aware of surroundings, knowing what to do

He was quick and alert in the things of life, but only in the things, and not in their meanings. Fifty degrees below zero meant 80 degrees of frost. Such facts told him that was it was cold and uncomfortable, and that was all. It did not lead him to consider his weaknesses as a creature affected by temperature. Nor did he think about man's general weakness, his ability to live only within narrow limits of heat and cold. From there, it did not lead him to thoughts of heaven and the meaning of a man's life. Fifty degrees below zero meant a bite of frost that hurt and that must be guarded against by the use of mittens, ear coverings, warm moccasins, and thick socks. That it should be more important than that was a thought that never entered his head.

More papers at www.testpapersfree.com

Downloaded from SingaKids.com

Para 4: knowing what to do
Distractor(s): acutely aware of surroundings

As he turned to go, he forced some water from his mouth as an experiment. There was a sharp, explosive crackle that surprised him. He knew that at fifty below, spittle crackled on the snow, but the spittle had crackled in the air. He spat again. And again, in the air, before it could fall to the snow, the spittle crackled. Undoubtedly it was colder than fifty below—how much colder he did not know but the temperature did not matter. He was making good time and would be at the camp soon enough; a bit after dark, it was true, but the boys would be there, a fire would be going, and a hot supper would be ready. As for lunch, he pressed his hand against the protruding bundle under his jacket. It was also under his shirt, wrapped up in a handkerchief and lying against the naked skin. It was the only way to keep the biscuits from freezing. He smiled agreeably to himself as he thought of those biscuits, each cut open and sopped in bacon grease, and each enclosing a generous slice of fried bacon.

Para 6: acutely aware of surroundings
Distractor(s): knowing what to do, not thinking at all

Empty as the man's mind was of thoughts, he was most observant. He noticed the changes in the creek, the curves and the bends. And always he noted where he placed his feet. Once, coming around a bend, he moved suddenly to the side, like a frightened horse. He had felt the ice move under his feet. He had also heard the noise of the snow-covered ice skin breaking. And to get his feet wet in such a temperature meant danger. That was why he had jumped away so suddenly, before he curved away from the place where he had been walking and retraced his steps several feet along the trail.

Para 8: accepting a setback
Distractor(s): knowing what to do *(the emotion conveyed)*

He cursed his luck aloud. He had hoped to get into camp at six o'clock, and this would delay him an hour. Now he would have to build a fire and dry his moccasins and socks. This was most important at that low temperature. He knew that much.

More papers at www.testpapersfree.com

Downloaded from SingaKids.com

ANS Sect.C

16 In the first sentence of Paragraph 1, the writer mentions that GM foods 'have made a big splash in the news'. What does the expression mean? [1 /Inference]

ANS: It implies that there was a lot of information/publicity about GM foods.
OR: It generated major public interest about GM foods.
Accept: a lot of information in the news
DNA: negative impact

17 Give one piece of evidence from Paragraph 1 which shows that not everyone approves of GM foods. [1 /Literal]

ANS: European environmental organisations and public interest groups have been actively protesting against GM foods. [1]
DNA: '... and recent studies have brought the issue of genetic engineering to the forefront of public consciousness in the US' *(irrelevant to Qn)*

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

Tom: There are advantages to modifying the molecular makeup of plants.
Jane: Conventional plant breeding methods have drawbacks though.

(a) Give one piece of evidence from Paragraph 2 to support Tom's view. [1 /Literal]
Tom: There are advantages to modifying the molecular makeup of plants.

ANS: 'to enhance desired traits (such as increased resistance to herbicides or improved nutritional content)'. [1]
OR: New genetically modified plants can gain drought intolerance as well. [1]

DNA: Not only can genes be transformed from one plant to another, genes from non-plant organisms can also be used. *(this references how genetic modification can be done; not the advantage)*

(b) With reference to Paragraph 2, how can Jane support her point of view? [1 /Literal]
Jane: Conventional plant breeding methods have drawbacks though.

ANS: conventional plant breeding methods can be very time consuming and often not accurate. [1]
Both points must be mentioned.

19 With reference to Paragraph 3, give two reasons why the use of pesticides in farming is detrimental to humans. [2 /Literal]

ANS: Food treated with pesticide is a potential health hazard [1]. Besides, run-off agricultural wastes from excessive use of pesticides and fertilisers can poison the farm surroundings' water supply [1].

20 With reference to Paragraph 6, explain why an increase in population will negatively affect farmers. [2 /Literal-Explain]

ANS: More land is utilized for housing [1] so farmers will need to grow crops in locations previously unsuited for plant cultivation [1] hence lowering crop yields.
Note: Reference to 'lowering crop yields' not required BUT including it completes the LOR in addressing the qn.

More papers at www.testpapersfree.com

Downloaded from SingaKids.com

21 According to Paragraph 7, relying on GM foods will help to solve problems. How will the following problems be solved? **[2 /Literal]**

Problem	Solution
World hunger and malnutrition	ANS: increasing yield [1]
Damage to the environment	ANS: Reducing reliance on chemical pesticides and herbicides **[1]**

More papers at www.testpapersfree.com

Downloaded from SingaKids.com

ANS Summary

22 There are arguments for and against the use of GM foods. **Using your own words as far as possible**, summarise the advantages and disadvantages of GM foods.

Use only information from Paragraphs 3 to 6.

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

One of the several advantages of GM foods is that...

3 The world's population is predicted to double in the next 50 years. Ensuring an adequate food supply for this booming population is going to be a major challenge in the years to come. GM foods promise to meet this need in a number of ways. Firstly, consumers do not wish to eat food that has been treated with pesticides because of potential health hazards. Besides, run-off of agricultural wastes from excessive use of pesticides and fertilisers can poison the farm surroundings' water supply. [1] Growing GM foods can help eliminate the application of chemical pesticides and [2] reduces the cost of bringing a crop to the market.

4 For some crops, it is not cost-effective to remove weeds by physical means such as tilling, so farmers will often spray different herbicides to destroy weeds, a time-consuming and expensive process that requires care so that the herbicide does not harm the crop plant. [3] GM crops genetically engineered to be resistant to one very powerful herbicide reduces the number of different herbicides needed.

5 Furthermore, there are many viruses, fungi and bacteria that cause plant diseases. [4] Plant biologists are working to create plants with genetically-engineered resistance to these diseases. On the other hand, many children in the US and Europe have developed life threatening allergies to peanuts and other foods. [5] There is a possibility that introducing a gene into a plant may create new allergens. There is also growing concern that [6] introducing foreign genes into food plants may have a negative impact on human health.

6 Next, as the world population grows, more land is utilised for housing instead of food production. Farmers will need to grow crops in locations previously unsuited for plant cultivation, lowering crop yields. [7] Plants can be created to enable people to grow them in formerly inhospitable places. Therefore, [8] bringing a GM food to the market is a lengthy and costly process, and of course agri-biotech companies wish to make a profitable return on their investment. Hence, consumer advocates are worried that [9] prices of seeds may be raised so high that small farmers will not be able to afford to buy them, [10] thus widening the gap between the wealthy and the poor.

More papers at www.testpapersfree.com

Downloaded from SingaKids.com

17

	Points from Passage	Own Words
1	Growing GM foods can help eliminate the application of chemical pesticides	Cultivating GM crops can make using chemical pesticides redundant/unnecessary [9]
2	reduces the cost of bringing a crop to the market	makes producing a crop for sale cheaper [7]
3	GM crops genetically engineered to be resistant to one very powerful herbicide reduces the number of different herbicides needed	GM crops created to be resistant to one very powerful herbicide would lower the number required/needed [16]
4	Plant biologists are working to create plants with genetically-engineered resistance to these diseases	Plants can be genetically engineered to resist diseases. [8]
5	There is a possibility that introducing a gene into a plant may create new allergens	An introduced gene into a plant may create new allergens [10]
6	introducing foreign genes into food plants may have a negative impact on human health	Food plants with foreign genes may negatively impact human health [10]
7	Plants can be created to enable people to grow them in formerly inhospitable places	People can grow genetically modified plants in formerly unsuitable places [10]
8	bringing a GM food to the market is a lengthy and costly process	It is a long and expensive process to create GM food for sale[13]
9	prices of seeds may be raised so high that small farmers will not be able to afford to buy them	Small farmers may not be able to afford the costly seeds [11]
10	thus widening the gap between the wealthy and the poor	Increasing the divide between the rich and poor [8]

10 points – 103 words

More papers at www.testpapersfree.com

Downloaded from SingaKids.com

CEDAR GIRLS' SECONDARY SCHOOL
Preliminary Examination 2020
Secondary Four

ENGLISH LANGUAGE **1128/02**

Paper 2 Comprehension **28 August 2020**

Insert

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.

More papers at www.testpapersfree.com

Downloaded from SingaKids.com