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Name: _____ ( ) Class: _____

PRESBYTERIAN HIGH SCHOOL

ENGLISH LANGUAGE **1128/01**

PAPER 1

16 AUGUST 2021 MONDAY 1 hour 50 minutes

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2021 SECONDARY FOUR EXPRESS/ FIVE NORMAL (ACADEMIC)
PRELIMINARY EXAMINATION

QUESTION BOOKLET

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

Answer **Section A**, **Section B** and **one question** from **Section C**.
Write your answers in the spaces provided in the Question Booklet.
The Insert contains the text for **Section B**.

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

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

Setter: Mrs Foo- Tang Geok Huey
Vetter(s): Secondary 4/5 Team and Mrs Ho- Yeo Siok Wan

This question booklet consists of **10** printed pages (including this cover page) and **0** blank pages.

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Section A [10 marks]

Question 1

Carefully read the text below, consisting of 12 lines, about tuna fish. 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 tick (√) 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 midnight. ..... at .....

My mother always wears sensible clothes. ..... √ .....

Tuna fish is one of the most popular varieties of seafood in the world. In

addition to its abundant and meaty flavour, tuna is also extremely nutritious. **1** .....

Tuna is an excellent source of vitamin B12, a essential vitamin needed to **2** .....

form new red blood cells and prevents the development of anemia. The **3** .....

high levels of omega-3 fatty acids in tuna fish may help to reduce the LDL **4** .....

cholesterol that can accumulate on the arteries of the heart. The omega-3 **5** .....

in tuna also seems to have a positive effect on eye health. It was thought to **6** .....

contribute to the overall health of the retina. The omega-3 fatty acids are **7** .....

also believe to slow the growth of tumour cells and reduce inflammation in **8** .....

the body. This is important because many types of cancer is correlated with **9** .....

chronic inflammation. Besides the health benefits, tuna is leaner meat which **10** .....

is relatively high in protein and low in calories. So it is good for weight loss.

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Section B [30 marks]

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

Question 2

You should look at the printout of a poster in the Insert, study the information carefully and plan your answer before beginning to write.

As the leader of the Student Council, you would like some of your members to participate in the Bully-Free Ambassador's Camp so that they can raise awareness of bullying among students and share tips and strategies in minimising and managing it. This will also be a great opportunity for them to share and discuss appropriate initiatives to create a bully-free environment in your own school. Write a letter to the Principal to propose enrolling some Student Council members in the camp.

In your letter, you must include the following details:

- the reason for having Bully-Free Ambassadors in school
- what they will learn from the camp
- how they will apply what they have learnt in your school
- how your school can benefit from having these ambassadors.

Write your letter in clear, accurate English and in a polite and persuasive tone in order to interest and convince the Principal that your proposal is a worthwhile idea.

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

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Section C [30 marks]

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

Questions 3 – 6

3 Describe an annual event that you enjoy and explain why it is so important to you.

4 Having a good character is more important than having a good education. Do you agree?

5 Write about a time when you suffered a great setback and describe in detail how you overcame it.

6 Peers are the greatest influence in the lives of young people today. What are your views?

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

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Name: _____ ( ) Class: _____

PRESBYTERIAN HIGH SCHOOL

ENGLISH LANGUAGE **1128/01**

PAPER 1

16 August 2021 MONDAY 1 hour 50 minutes

PRESBYTERIAN HIGH SCHOOL PRESBYTERIAN HIGH SCHOOL PRESBYTERIAN HIGH SCHOOL PRESBYTERIAN HIGH SCHOOL PRESBYTERIAN HIGH SCHOOL PRESBYTERIAN HIGH SCHOOL PRESBYTERIAN HIGH SCHOOL PRESBYTERIAN HIGH SCHOOL PRESBYTERIAN HIGH SCHOOL PRESBYTERIAN HIGH SCHOOL PRESBYTERIAN HIGH SCHOOL PRESBYTERIAN HIGH SCHOOL PRESBYTERIAN HIGH SCHOOL PRESBYTERIAN HIGH SCHOOL PRESBYTERIAN HIGH SCHOOL PRESBYTERIAN HIGH SCHOOL PRESBYTERIAN HIGH SCHOOL PRESBYTERIAN HIGH SCHOOL

2021 SECONDARY FOUR EXPRESS/ FIVE NORMAL (ACADEMIC)
PRELIMINARY EXAMINATION

INSERT

READ THESE INSTRUCTIONS FIRST

This Insert contains the text for **Section B**.

Setter: Mrs Foo- Tang Geok Huey
Vetter(s): Secondary 4/5 Team and Mrs Ho- Yeo Siok Wan

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Read the poster below and use the information to answer the question on Page 3 of the Question Booklet.

BULLY-FREE AMBASSADOR'S CAMP

Here is your chance to sign up to be part of this Bully-Free Ambassador's Camp! Participants will undergo a two-day camp to be trained to become Bully-Free Ambassadors in their own school.

When : 12th and 13th December 2021, 9am to 5pm
Where: Radin Mass Community Club
Who : 12 student leaders per school (Upper Secondary)

Programme details:

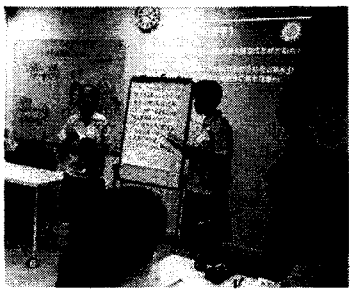
- Each school will send up to 12 student leaders to be trained, preferably Secondary Three or Four students.
- They will participate in the following activities:



Mass Banner Design

Students will design Bully-Free banners and present their Bully-Free message and art work.

Through this, students can conceptualise, plan and execute Bully-Free initiatives within their own school.



Role-play

Students will have role-play sessions to understand the role of being an active bystander.

This will empower students to be responsible and active ambassadors in combating bullying in school.



Classroom learning

Students will learn about the types and signs of bullying and how to deal with and prevent bullying. Experienced counsellors will also share about friendship and feelings when students encounter bullying.

This will develop students' social-emotional skills to strengthen relationships among their peers in school.

Go to www.bullyfree.sg to find out more details!

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ANSWER

Section A [10 marks]

Question 1

Carefully read the text below, consisting of 12 lines, about tuna fish. 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 tick (√) 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 midnight. — at

My mother always wears sensible clothes. — √

Tuna fish is one of the most popular varieties of seafood in the world. In		
addition to its abundant and meaty flavour, tuna is also extremely nutritious.	1	abundance (WF)
Tuna is an excellent source of vitamin B12, a essential vitamin needed to	2	an (art.)
form new red blood cells and prevents the development of anemia. The	3	prevent (inf. to)
high levels of omega-3 fatty acids in tuna fish may help to reduce the LDL	4	√
cholesterol that can accumulate on the arteries of the heart. The omega-3	5	in (prep)
in tuna also seems to have a positive effect on eye health. It was thought to	6	is (tense)
contribute to the overall health of the retina. The omega-3 fatty acids are	7	√
also believe to slow the growth of tumour cells and reduce inflammation in	8	believed (tense)
the body. This is important because many types of cancer is correlated with	9	are (plural)
chronic inflammation. Besides the health benefits, tuna is leaner meat which	10	lean (adj)
is relatively high in protein and low in calories. So it is good for weight loss.		

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Name: _____ ( ) Class: _____

PRESBYTERIAN HIGH SCHOOL

ENGLISH LANGUAGE **1128/02**

PAPER 2

16 AUGUST 2021 MONDAY 1 hour 50 minutes

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2021 SECONDARY FOUR EXPRESS / FIVE NORMAL (ACADEMIC)
PRELIMINARY EXAMINATION

INSERT

READ THESE INSTRUCTIONS FIRST

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

Setters: Mrs Goh Kaixin and Mr Marcus Chai
Vetter(s): 4E5N EL Team and Mrs Ho Siok Wan

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Section A

Text 1

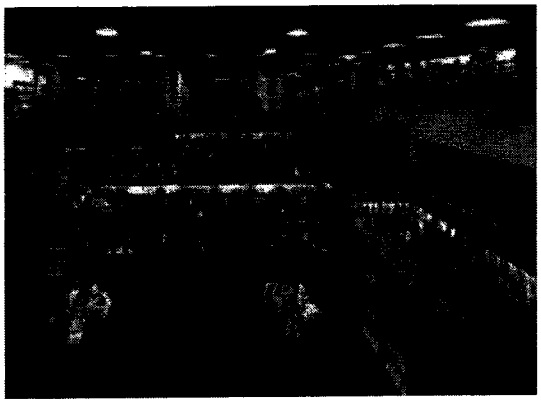
Study the website below and answer Questions 1 – 4 in the Question Booklet.

blackwells.co.uk/bookshop/home

The history and heritage of an Oxford family bookshop

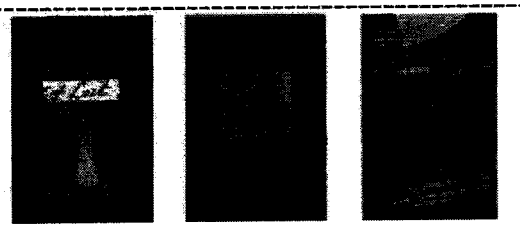
Our founder, Benjamin Henry Blackwell, first opened the doors of the 12-feet square bookshop at 50 Broad Street, Oxford on 1st January 1879. Since then, we have grown to become more than just one bookshop, with a chain of 30 bookshops serving not only individual customers but also a host of libraries, universities, businesses and government departments. The shop has garnered mentions in numerous books and it has been featured in a variety of films. It has been a haven for the bookish from all parts of the globe. The Oxford bookshop itself has grown – sideways, upwards and, most notably, underground.

The Norrington Room



The Norrington Room, located at the basement of the Oxford bookshop, was opened in 1966. This enormous terraced chamber was built by tunnelling under the south-east corner of the bookshop's grounds. For many years, it was proudly listed in the Guinness Book of Records as the single largest room in the world selling books. So remember that when you cross the threshold into the Norrington Room, you are entering world record territory. You will be surrounded by nearly three miles of shelves, and over 150,000 books.

Book Recommendations



Summer Reading

You're going to want to know about the best books to read this summer. Grab yours before they're gone – they're selling like hot cakes!

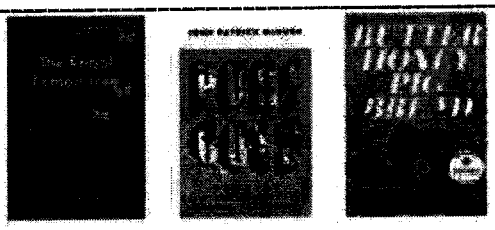
View collection



Seriously Good

The best of new books hot off the press and the gems coming soon.

View collection



Five Foot Bookshelf

A life-changing collection curated by booksellers and writers. Immerse yourself in the cream of the crop of writing through time, place and imagination.

View collection

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Section B

Text 2

The text below is about a traveller's experience during one of his African travels. Read it carefully and answer Questions 5 – 13 in the Question Booklet.

1 The driver hops down from the truck, scrambles through the mud, and stands there with his hands on his hips. He shakes his head and puffs into his fists and gives me a sour look. Night has begun to fall, and all the grunts and chirps and lusty calls of twilight in the African bush surround us. A few of the Samburu men unsheathe their machetes and start hacking at the brush[1], tossing branches and leaves under the truck's wheels. Somewhere a screech is heard – a high, keen sound as urgent as the faces squinting into the dusk's half-light.

2 This part of Kenya's Great Rift Valley is dangerous country, a place haunted by lions and elephants and testy bandits. Even these brave Samburu warriors get prickly at nightfall. The driver guns the engine, and the wheels whirl and spit mud, but after rocking to the side and surging briefly from the rut, the truck sinks back in. He turns and stares off to the horizon; the men begin to argue. We are stuck 60 kilometres from the middle of nowhere, and the light has vanished below the hills.

3 I have picked a bad time to head north. A week of brutal storms have battered the Laikipia and Samburu Districts, turning much of the dirt road to Maralal into a muddy canal. I am on my way to the Maralal International Camel Derby[2], a raucous annual affair held in August that is entering its 18th year. It is a big weekend for everyone, especially the men chasing after the grand prize – 60, 000 Kenya shillings, which is more than what most will make in a year. Just a few week before, I had flown from the comforts of my Nairobi hotel to the tree-speckled plains of the Maasai Mara National Reserve. I spent a few days at the reserve watching hapless wildlife getting ganged up on like a chubby kid in a schoolyard before taking a road trip to Maralal. But the road would not cooperate.

4 Tempers are flaring on the side of the road; men gesture angrily with their machetes. Behind us, more than two dozen trucks are stuck in single file – looking, at this point, like a buffet line for hungry jungle cats or gun-toting gangsters. A couple of SUVs have tried to power through the brush flanking the road. Their drivers stand slouched against their vehicles, weary in their distress, making calls to embassies and NGOs and hoping that someone will arrive to save the day. The men are outside bickering, and I have climbed back into the truck, content to wait this one out.

5 Outside, stooped beneath the glare of the headlights, men pile rocks below the tires. Tall, lean Maasai men hack at the brush, tossing bundles of branches onto the road. Everyone is covered in mud, struggling, pulling and falling, struggling, pulling and falling. Suddenly, the truck surges onto solid ground. We slap backs and shake hands and offer our weary thanks in a diverse chorus of tongues. Then we climb into the back of the truck, anxious for this journey to be over with.

---

[1] *brush: small, low bushes*

[2] *derby: a race where there are no restri* WPartnerInLearning

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6 In the end I make it to Maralal for the derby, placing a respectable tenth in the amateur race and earning plenty of good-hearted laughs along the way. The grand prize in the professional race goes to a tall, lanky Samburu who finishes in the money for the third year running. And the weekend is not without its drama. In the waning moments of the semi-professional derby, two jockeys come galloping down the homestretch, neck and neck. One pulls ahead as they approach the finish line, but suddenly his camel slows, bats its big eyelashes, and decides to take a breather. The other camel bears down on them. Cheers ripple through the crowd. Looking nervously behind him, fearing he has snatched defeat from the jaws of victory, the jockey hops down from the saddle, lowers his shoulder, and pushes his winning steed across the finish line.

7 In Africa, even in the face of the impossible, people struggle, persist, and pull through. Life here rarely goes according to plan and certainly not according to schedule. But, in spite of it all, everyone lowers their shoulders and ploughs ahead, realising that we are in this together.

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Section C

Text 3

The text below is about frankincense trees. Read it carefully and answer Questions 14 – 21 in the Question Booklet.

1 Frankincense, woodsy and sweetly aromatic, is one of the oldest commercial commodities, spanning more than 5,000 years. Today, thousands of tonnes of it are traded every year to be used by Catholic priests as incense during religious ceremonies, and by makers of perfumes, natural medicines, and essential oils that can be inhaled or applied to the skin for their supposed health benefits.

2 Most frankincense comes from about five species of Boswellia trees found in North Africa, India, Oman, Yemen, and western Africa. The trees look gnarled and knotty, like a desert bonsai. To collect frankincense, harvesters make incisions into the trunks and scrape out the oozing sap, which hardens into frankincense resin.

3 Ecologists have exerted that the trees should be cut no more than 12 times a year in order to keep them healthy. However, in many countries where Boswellia trees are grown, it is not uncommon to find trees whose trunks have been marred by cuts from top to bottom. The recommendations are often ignored and harvesters make as many as 120 incisions on each Boswellia tree for its sap. The resin that leaks out of the cuts acts like a scab, protecting the 'wound' so it can heal. When new cuts are formed too quickly before previous cuts close up, the tree's natural ability to self-repair and heal will be greatly compromised, making it extremely susceptible to infection.

4 During the past decade, the market for essential oils – worth more than $7 billion in 2018 and expected to double in value by 2026 – has boomed, putting greater pressure on frankincense trees. As a result, one of the primary frankincense species, Boswellia sacra, has become endangered. Yet, it is difficult to assess the extent of how critically endangered the Boswellia sacra trees are, as most of them often grow in remote, war-torn areas.

5 The other species of Boswellia trees that is critically endangered is the Boswellia papyrifera, with experts predicting a 50-percent reduction of the species within the next two decades. This species of Boswellia trees accounts for about two-thirds of global frankincense production. The Boswellia papyrifera trees are not regenerating and there are several contributory factors. Boswellia papyrifera are found almost exclusively in regions with a harsh, arid climate that is very prone to bushfires. Moreover, farming communities located around land where Boswellia papyrifera grow let their cattle graze freely. Very often, the cattle graze on the Boswellia papyrifera saplings, preventing them from maturing into adult trees. Furthermore, regions where Boswellia papyrifera are found are plagued by poverty. Selling the resin may be the only source of income for many people in these areas, and this leads to overtapping – cutting a tree too many times. In addition, the high mortality rate in the older, better breed trees results in weaker trees that produce fewer and lower-quality seeds.

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6 Moreover, there is a huge disparity in laws governing fauna and flora. In Africa, for example, it is illegal to overharvest Boswellia papyrifera. Likewise, Boswellia papyrifera located in Oman's UNESCO World Heritage Site are protected by law. In other countries, however, there are few or no laws passed to protect the Boswellia papyrifera. Even where laws exist, they may not amount to much because the remoteness of the trees makes policing them impossible, which further exacerbates the problem.

7 Frankincense prices have been going up in recent years even as the quality of the resin has gone down. Makers of frankincense-based products are compensating for the scarcity by mixing in high-quality essential oils and other things, such as sandalwood and flower blossoms. The long-term solution to shortages is to revert to old, more sustainable ways of harvesting frankincense. Trees should be allowed a full recovery year for every few years of tapping. Nevertheless, encouraging people in difficult circumstances to implement such measures is challenging. Fencing and firebreaks should also be erected to protect forests from wildfires and cows that overgraze saplings. Because enforcement is so difficult in the remote, resource-poor areas where frankincense grows, consumer demand for responsibly sourced products will spur change for the good of frankincense forests. Rather than relying exclusively on wild trees, growing frankincense trees commercially on plantations would also help.

Acknowledgements:
Text 1: *https://blackwells.co.uk/bookshop/home*
Text 2: *'Kenya Passage'* by Christopher Vourlias
Text 3: 'Frankincense trees are being tapped out for essential oils' by Rachel Fobar
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Name: _____ ( ) Class: _____

PRESBYTERIAN HIGH SCHOOL

ENGLISH LANGUAGE **1128/02**

PAPER 2

16 AUGUST 2021 MONDAY 1 hour 50 minutes

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2021 SECONDARY FOUR EXPRESS / FIVE NORMAL (ACADEMIC)
PRELIMINARY EXAMINATION

QUESTION BOOKLET

READ THESE INSTRUCTIONS FIRST

Write your name, register number and class at the top of the cover page.
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 in the Question Booklet.
The Insert contains the texts for all the sections.
Write the total number of words at the end of your summary.

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

For Examiner's Use	
A	5
B	20
C	25
Total	50

Setters: Mrs Goh Kaixin and Mr Marcus Chai
Vetter(s): 4E5N EL Team and Mrs Ho Siok Wan

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Section A [5 marks]

Text 1

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

1 Refer to the paragraph under the heading **The history and heritage of an Oxford family bookshop**. What do the following descriptions suggest about Blackwell's as a bookshop?

(i) 'serving not only individual customers but also a host of libraries, universities, businesses and government departments.'

.....

.....

(ii) 'The shop has garnered mentions in numerous books and it has been featured in a variety of films.'

.....

..... [2]

2 Look at the photograph and paragraph under the header **The Norrington Room**. Identify a feature of the room that is mentioned in the paragraph.

.....

..... [1]

3 Refer to the paragraph under the heading **The Norrington Room**. Which sentence aims to attract readers to visit the bookshop in person?

.....

..... [1]

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4 Under the heading **Book Recommendations**, write down the expression which might appeal to people who like to read the latest books.

.....

..... [1]

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Section B [20 marks]

Text 2

Refer to Text 2 on pages 3 – 4 of the Insert for Questions 5 – 13.

5 'Somewhere a screech is heard – a high, keen sound as urgent as the faces squinting into the dusk's half-light.' (lines 6 – 7)

Whose 'faces' is the writer referring to?

[1]

6 In Paragraph 2, the writer is caught in an unfavourable situation. Explain how the language used in Paragraph 2 indicates the unfavourable circumstance the writer was in.

Support your ideas with three details from Paragraph 2.

[3]

7 In Paragraph 3, we are told that the Laikipia and Samburu Districts have experienced stormy weather.

(i) What is the writer comparing the storm with?

[1]

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(ii) Why is this comparison effective?

.....

..... [1]

8 What is unusual and effective about the writer's use of the phrase 'like a buffet line' (line 28) to describe what is happening?

(i) Unusual	
(ii) Effective	

[2]

9 'Everyone is covered in mud, struggling, pulling and falling, struggling, pulling and falling.' (lines 36 – 37)

What do the repetition of the words 'struggling', 'pulling' and 'falling' suggest about the attitude of the Maasai men?

.....

..... [1]

10 The writer and the passengers on the truck showed their gratitude in a 'diverse chorus of tongues' (line 38). What does the writer mean by this expression?

.....

..... [2]

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11 Identify phrases in Paragraph 6 which suggest

(i) enjoyment: _____

_____

(ii) action-packed: _____

_____ [2]

12 The writer uses the expressions 'neck and neck' (line 45) and 'snatched defeat from the jaws of victory' (line 49) in his description of the race.

(i) What do both the expressions suggest about the race?

_____

_____ [1]

(ii) What do you think the spectators are feeling as they watch the race?

_____

_____ [1]

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13 The structure of the text reflects the various events that took place during the writer's stay in Africa. Complete the flowchart by arranging in the right order, the sequence of events that took place in Africa. There are some extra words in the box you do not need to use.

Sequence of events

working together	an attack	stopping to rest
getting stuck	tension in the air	a wildlife experience
taking a road trip	daybreak	coming to grief

Flow chart

(i)
- a hotel stay
- _____

↓

(ii)
- heavy rains
- _____

↓

(iii)
- _____
- _____
- _____

↓

(iv)
- a camel race

[5]

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Section C [25 marks]

Text 3

Refer to Text 3 on pages 5 – 6 of the Insert for Questions 14 – 21.

14 Which two words in Paragraph 1 tells us about the characteristics of the frankincense fragrance?

.....

..... [1]

15 According to Paragraph 1, state the products that use frankincense as a raw material.

.....

..... [1]

16 What does the word 'supposed' (line 5) suggest about the writer's attitude towards the effectiveness of essential oils?

.....

..... [1]

17 In Paragraph 2, which two-word phrase tells us that harvesting frankincense involves cutting the tree?

.....

..... [1]

18 Identify two phrases from Paragraph 3 that suggest frankincense has been over-harvested.

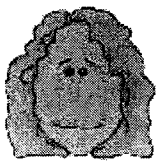
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..... [1]

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19 Here is a part of a conversation between two students, Amy and Ben, who have read the article.



Amy

I think that harvesters should heed the ecologists' advice.

But I don't think the ecologists' advice will be followed.



Ben

(i) Give a piece of evidence from Paragraph 3 to support Amy's view.

.....

..... [1]

(ii) Explain fully how Ben would justify his position, with reference to lines 20–22.

.....

.....

..... [2]

20 Suggest why being cultivated in 'remote, war-torn areas' (line 25) makes it difficult for the authorities to assess how critically endangered the Boswellia sacra trees are.

(i) Remote	
(ii) War-torn	

[2]

21 **Using your own words as far as possible,** summarise the reasons why the Boswellia papyrifera is critically endangered to prevent

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frankincense trees from becoming extinct.

Use only information from Paragraphs 5 to 7.

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 Boswellia papyrifera is critically endangered due to several reasons.

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Content	8
Language	7
Total	**15**

( ) words [15]

END OF PAPER

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Name: _____ ( ) Class: _____

PRESBYTERIAN HIGH SCHOOL

ENGLISH LANGUAGE **1128/02**

PAPER 2

16 AUGUST 2021 MONDAY 1 hour 50 minutes

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2021 SECONDARY FOUR EXPRESS / FIVE NORMAL (ACADEMIC)
PRELIMINARY EXAMINATION

SUGGESTED ANSWER

READ THESE INSTRUCTIONS FIRST

Write your name, register number and class at the top of the cover page.
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 in the Question Booklet.
The Insert contains the texts for all the sections.
Write the total number of words at the end of your summary.

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

For Examiner's Use	
A	5
B	20
C	25
Total	50

Setters: Mrs Goh Kaixin and Mr Marcus Chai
Vetter(s): 4E5N EL Team and Mrs Ho Siok Wan

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Section A [5 marks]

Text 1

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

1 Refer to the paragraph under the heading **The history and heritage of an Oxford family bookshop**. What do the following descriptions suggest about Blackwell's as a bookshop?

(iii) 'serving not only individual customers but also a host of libraries, universities, businesses and government departments.'

The bookshop is **highly regarded/reputable**.

(iv) 'The shop has garnered mentions in numerous books and it has been featured in a variety of films.'

The bookshop is **well-known/famous**. (do not accept: **popular**) [2]

2 Look at the photograph and paragraph under the header **The Norrington Room**. Identify a feature of the room that is mentioned in the paragraph.

The feature is its **enormous terraced chamber.** [1]

3 Refer to the paragraph under the heading **The Norrington Room**. Which sentence aims to attract readers to visit the bookshop in person?

The sentence is **"For many years, it was proudly listed in the Guinness Book of Records as the single largest room in the world selling books."** [1]

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4 Under the heading **Book Recommendations**, write down the expression which might appeal to people who like to read the latest books.

The expression is **"hot off the press"**. [1]

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Section B [20 marks]

Text 2

Refer to Text 2 on pages 3 – 4 of the Insert for Questions 5 – 13.

5 'Somewhere a screech is heard – a high, keen sound as urgent as the faces squinting into the dusk's half-light.' (lines 6 – 7)

Whose 'faces' is the writer referring to?

The writer is referring to the faces of **the Samburu men**. [1]

6 In Paragraph 2, the writer is caught in an unfavourable situation. Explain how the language used in Paragraph 2 indicates the unfavourable circumstance the writer was in.

Support your ideas with three details from Paragraph 2.

'A place haunted by lions and elephants and testy bandits' suggests that the writer is **highly susceptible to being attacked** by wild animals and/or robbers.
'After rocking to the side and surging briefly from the rut, the truck sinks back in' suggests that there is **no way of getting away** from this dangerous location as the writer's vehicle is stuck in the mud.
'We are stuck 60 kilometres from the middle of nowhere' suggests that the writer was in a **remote area**.
'The light has vanished below the hills' suggests that it was **getting dark**.

Accept any three of the above. [3]

7 In Paragraph 3, we are told that the Laikipia and Samburu Districts have experienced stormy weather.

(iii) What is the writer comparing the storm with?

The writer is comparing the storm with **someone brutal/cruel/violent.** [1]

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(iv) Why is this comparison effective?

This comparison is effective because it emphasises the **damaging** effects of the storm. [1]

8 What is unusual and effective about the writer's use of the phrase 'like a buffet line' (line 28) to describe what is happening?

(iii) Unusual	A buffet line usually refers to a **wide variety of food served in a restaurant**; but the buffet line here refers to the **long line of trucks/people** stuck in a traffic jam **along the road/in a forest**.
(iv) Effective	Just like how diners help themselves freely to the food on the buffet table, the passengers on the trucks are in a **vulnerable state** where they become easy targets of wild animal attacks or armed robbery.

[2]

9 'Everyone is covered in mud, struggling, pulling and falling, struggling, pulling and falling.' (lines 36 – 37)

What do the repetition of the words 'struggling', 'pulling' and 'falling' suggest about the attitude of the Maasai men?

It suggests that they were very **determined** to free the vehicle from the mud. [1]

10 The writer and the passengers on the truck showed their gratitude in a 'diverse chorus of tongues' (line 38). What does the writer mean by this expression?

He means that the people said thank you **in unison** [1] in **different languages** [1]. [2]

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11 Identify phrases in Paragraph 6 which suggest

(iii) enjoyment: **good-hearted laughs**

(iv) action-packed: **not without its drama** [2]

12 The writer uses the expressions 'neck and neck' (line 45) and 'snatched defeat from the jaws of victory' (line 49) in his description of the race.

(iii) What do both the expressions suggest about the race?

The expressions suggest that the race was **competitive**. / The riders were **equally matched**. / The riders were **on par** with each other. [1]

(iv) What do you think the spectators are feeling as they watch the race?

They are feeling **excited/thrilled**. [1]

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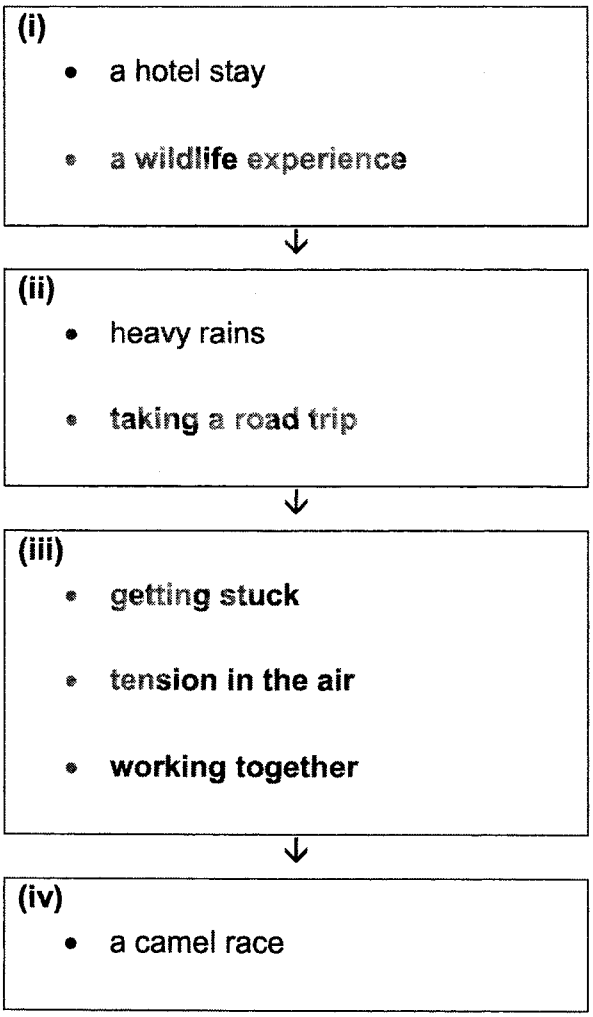
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13 The structure of the text reflects the various events that took place during the writer's stay in Africa. Complete the flowchart by arranging in the right order, the sequence of events that took place in Africa. There are some extra words in the box you do not need to use.

Sequence of events

working together	an attack	stopping to rest
getting stuck	tension in the air	a wildlife experience
taking a road trip	daybreak	coming to grief

Flow chart



[5]

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Section C [25 marks]

Text 3

Refer to Text 3 on pages 5 – 6 of the Insert for Questions 14 – 20.

14 Which two words in Paragraph 1 tells us about the characteristics of the frankincense fragrance?

The words are **'woodsy'** and **'sweetly'** [1]

15 According to Paragraph 1, state the products that use frankincense as a raw material.

The products are **incense, perfumes, natural medicines and essential oils.** [1]

16 What does the word 'supposed' (line 5) suggest about the writer's attitude towards the effectiveness of essential oils?

He is **skeptical/doubtful** towards the effectiveness of essential oils. [1]

17 In Paragraph 2, which two-word phrase tells us that harvesting frankincense involves cutting the tree?

The phrase is **'make incisions'**. [1]

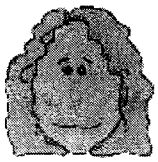
18 Identify two phrases from Paragraph 3 that suggest frankincense has been over-harvested.

The two phrases are '**marred by cuts**(from top to bottom)' and '(as many as) **120 incisions**'. [1]

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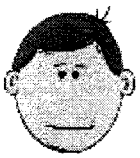
19 Here is a part of a conversation between two students, Amy and Ben, who have read the article.



Amy

I think that harvesters should heed the ecologists' advice.

But I don't think the ecologists' advice will be followed.



Ben

(iii) Give a piece of evidence from Paragraph 3 to support Amy's view.

When the tree is cut too many times, its natural ability to self-repair and heal will be greatly compromised, making it extremely susceptible to infection. [1]

(iv) Explain fully how Ben would justify his position, with reference to lines 20–22.

The market for essential oils is **worth more than $7 billion and is expected to double in value**. [1] Therefore, harvesters would **cash in on this opportunity** by overtapping the trees. [1] [2]

20 Suggest why being cultivated in 'remote, war-torn areas' (line 25) makes it difficult for the authorities to assess how critically endangered the Boswellia sacra trees are.

(iii) Remote	It is **inaccessible.**
(iv) War-torn	It is **dangerous.**

[2]

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21 **Using your own words as far as possible,** summarise the reasons why the Boswellia papyrifera is critically endangered and the solutions to prevent frankincense trees from becoming extinct.

Use only information from Paragraphs 5 to 7.

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).

Reasons that the tree is critically endangered

S/N	line	Point	Paraphrased
1	30-32	Boswellia papyrifera are found almost exclusively in regions with a **harsh, arid climate** that is very prone to bushfires	Frankincense trees grow in **severe, dry weather conditions**
2	33-35	(…)the **cattle graze** on the Boswellia papyrifera saplings, **preventing them from maturing** into adult trees	Cows **consume** young plants which **cannot grow into full trees**
3	35-37	Regions where Boswellia papyrifera are found are **plagued by poverty**. Selling the resin may be the only **source of income** for many people in these areas, and this leads to overtapping	The places where the trees grow are inhabited by **impoverished** people, who over tap the trees as their sole means of **livelihood**.
4	40	There is a **huge disparity** in laws governing fauna and flora	Laws on plants and animals **differ greatly** across countries.
5	44-46	Even where laws exist, they may not amount to much because the **remoteness of the trees makes policing them impossible**	The trees grow **in faraway locations**, making it **hard to enforce** these laws

Solutions

S/N	line	Point	Paraphrased
6	50-51	The long-term solution to shortages is to revert to **old**, more **sustainable** ways of harvesting frankincense.	We should use more **primitive** but **environmentally-friendly** methods.
7	52	Trees should be allowed a **full recovery year** for every few years of tapping	Trees need a year to **recuperate** till the next tapping.
8	54-55	Fencing and firebreaks should also be **erected** to **protect** forests from wildfires and cows that overgraze saplings	Fences and firebreaks should be **built** to **keep out** cows and preventing fires from spreading to the crop.
9	57	(…)consumer demand for **responsibly sourced products**	If we buy responsibly sourced products, growers will be

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		will **spur change** for the good of frankincense forests	**incentivised** to adapt to market demand.
10	58-60	Rather than relying exclusively on wild trees, **growing** frankincense trees commercially on plantations would also help.	We can **cultivate** frankincense trees on plantations

Mark	Summary Style Descriptors
7	▪ There is a **sustained and successful attempt** to **re-phrase** the text language. ▪ The summary is free from lifting except for phrases from the text which are difficult to substitute. ▪ Apart from very occasional slips, **the language is accurate**.
5 – 6	▪ There is a **noticeable attempt to re-phrase** the text. ▪ The summary is **free from** stretches of **concentrated lifting**. ▪ The language is **almost always accurate**. **Serious errors** will be so **isolated** as to be almost unnoticeable.
3 – 4	▪ There are recognisable but **limited attempts** to **re-phrase** the text detail. ▪ Groups of **text expression** are **interlaced** with **own words**. ▪ The expression may not always be secure, but **the attempt to substitute** the text **will gain credit.** ▪ The language is **largely accurate**.
1 – 2	▪ **Wholesale copying of large areas** of the text, but **not** a **complete transcript**. ▪ Attempts to substitute **own language** will be **limited to single word** expression. ▪ **Irrelevant sections of the text** will be **more frequent** at this level and below. ▪ Meaning is not in doubt but **serious errors** are becoming **more frequent.**
0	▪ Pretty well **a complete transcript** of the **text** expression. ▪ Originality is barely noticeable. ▪ There may also be **random transcription** of **irrelevant sections** of the text. ▪ **Heavy frequency of serious errors**, impeding the reading in many places.

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SCHOOL OF SCIENCE AND TECHNOLOGY, SINGAPORE

SECONDARY 4
PRELIMINARY EXAMINATION

ENGLISH LANGUAGE
Paper 1 1128/01
Writing

30 August 2021 (Monday) **1 hour 50 minutes**

CANDIDATE NAME

CLASS

INDEX NUMBER

Additional Materials provided.
Insert

READ THESE INSTRUCTIONS FIRST
Do not turn over the page until you are told to do so.
Write your name, class, and index number in the spaces provided above.
Write in dark blue or black pen.
Do not use staples, paper clips, highlighters, glue or correction fluid/tape.

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 writing paper provided.

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

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

The total mark for this paper is **70**.

This document consists of **4** printed pages, including the cover page.

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