

General Remarks

- 1) Students have to exercise more care in the close reading of the texts AND the questions. [Some students have the good habit of underlining the key words in the questions.]
- 2) Students have to keep the 'big picture' in mind as they read the details of the text. [E.g. They have to remember that the writer of Text 2 is in a situation where it is raining heavily. When the word 'water' is used later, it refers to the rain falling on him and the puddles on the ground.]
- 3) Some students do not know where to look for the info asked in a question. [E.g. When a question quotes a line in the text and asks what has made the writer say that, the student should look at the lines before (*perhaps sometimes after*) that quote to look for the ideas.]
- 4) Weaker students SHOULD NOT paraphrase or rephrase ideas if they are not asked to use their own words. [Often they change the meaning of the ideas and lose the mark for that question.]
- 5) Students with a wider range of vocabulary fare better because they use more appropriate words to rephrase answers for questions that require the use of 'your own words' and they have better word choices when answering language impact questions.
- 6) For the summary question, some students wisely focused on selection of the points rather than rephrasing of the ideas to score marks for Points rather than Style.
*You still need to check for grammatical accuracy, especially in the use of verbs.
[Refer to Handout on Answers for more notes on the Summary Qn.]

Section A [5 marks]

Text 1

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

- 1 Refer to the section **Our Location**. Identify **one** feature of the location that will appeal to potential participants in the art courses or workshops and explain why.
[Literal+inference]

<i>Feature of location</i>	<i>Reason</i>
spacious glass-house gallery & art studio	big, modern and chic environment
directly above an MRT station	easy accessibility
within a beautiful lush green area	Peaceful/conducive environment

[Any one for 1 mark – must state feature and give reason]

- 2 Look at the four photographs below the section **ART COURSES**. What do they tell us about the art courses that are available at the Visual Arts Centre? [Interpret images]

The photos show people painting, spraying paint and doing crafts/making art installations to show that the courses cover a wide range of mediums. [1] OR

The courses are available/cater to different age groups. [1]

Also accepted: the idea of a huge variety of courses available

- 3 (a) Refer to the section **ART WORKSHOPS**. What does the word ‘signature’ tell us about the art workshops offered at the Visual Arts Centre? [Vocab-Explain]

These are special workshops conducted only at the Visual Arts Centre. [1]

Not accepted: popular, famous/well-known (without the idea of being exclusively available at the centre)

- (b) Pick out two words in this section that tells us that workshops can be specially designed for participants at their request. [Vocab-Quote]

[Note: two words → two **SEPARATE** words **NOT** A PHRASE OF TWO WORDS.]

‘customise’ and ‘tailor’ [1] **Both answers required for 1 mark**

- 4 Besides attending art courses and workshops, give one other reason why people might also want to visit the Visual Arts Centre? [Inference]

To view exhibitions that might be held there. [1] OR

To take part in art competitions [1]

Section B [20 marks]

Text 2

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

- 5 At the beginning of the text, the writer lands in Bombay amidst **poor weather**. Explain how the language used in Paragraph 1 emphasises **the wet weather conditions**.

Support your ideas with **three** details from Paragraph 1. **[Lang Impact]**

Note:

1. Please review how to address such a question. **UNDERLINE THE KEY WORDS!**
Make sure your answer address the **focus on the wet weather conditions** → rain
2. When picking the details – **copy the entire idea**.
[‘the ground was a wild plunging one’ is NOT the idea. The idea is ‘the ride to the ground was a wild, plunging one’!!!]
3. The three answers should be **differentiated**. You cannot just focus on heavy rain for all three details. Example:
 - a) One can focus on heavy rain and the gloom/darkness the rain created.
 - b) Another one can focus on the floods brought about by the torrential rain.
 - c) A third can focus on the lack of visibility caused by the downpour.

* Please note that a wide vocabulary is of great help in answering this type of question.

Suggested answers:

- ‘**enclosed in a massive grey marquee of rain**’ suggests that the **torrential rain blanketed/shrouded the city, making it look dark/gloomy**. [key ideas are underlined]
[blanketed/shrouded – can be replaced by any idea about being covered]
- ‘**a sea of undulating water**’ suggests that the place was **severely flooded with the flood water moving like waves**.
- ‘**a dim, misty abstraction offering mere hints of a city**’ OR
‘the distant downtown skyscrapers were vague and like pillars of smoke’ suggests that the rain was so heavy that it obscured the appearance of the city (and it was barely visible).

[3 details with explanation for 3 marks]

- 6 (a) What does the ‘inevitable task’ (line 13) refer to? **[Inference]**

Walking from the Airbus to the entrance of the arrival hall and getting splashed/showered by rain water [1]

- (b) What was the passengers’ response to this task? **[Literal]**

They were swearing and cursing/ upset. [1]

[Lifting of words from the text is allowed.]

7 With reference to the italicised words, explain what is unusual about the writer's description of the taxi-driver and the taxi in Paragraph 3. **[Lang Impact/Inference]**

(i) 'These *courtesies* were not as astonishing as the car's interior.' (line 20)

Explanation:

- a) The italicised word is 'courtesies' → it is unusual for the writer to use this word to describe the taxi-driver. That means we look at the taxi-driver and his actions. You must understand: The driver's courtesies were astonishing!
- b) Look at previous line (ie. line 19): the driver 'sprang out', '**seized**' the writer's **bag**, ushered him into the taxi and '**threw his bag in**' after him. Ask: is this courteous?

Suggested Answer:

The use of the word 'courtesies' was unusual because the driver was certainly NOT polite. He grabbed the writer's bag and after the writer got into the taxi, he threw it in after the writer. [1]

(ii) 'a tiny world of *order and tranquility*' (line 21)

Explanation:

- a) Read the context. The writer says that the taxi's interior was transformed into this 'tiny world of order and tranquility', meaning the deco gives a peaceful and systematic ambience.
- b) Now look at the descriptive details:
- gaudy (ie. extravagantly bright or showy) statuette,
 - postcards of snowy mountains (ok, peaceful enough) but each illuminated by a coloured Christmas light (→ many bright lights)
 - more lights surrounding a caged toy bird, thick red carpet
 - pictures of girls, temples, tigers, etc (a whole mixture of images)...

c) Is this peaceful and systematic? 🤔

Suggested Answer:

It is unusual to describe the inside of the taxi as an orderly and peaceful place but there were bright lights and all sorts of gaudy ornaments displayed that normally would not go together. [1]

[Answers must show the items in the car were random & did not go well with each other. They lacked order and they did not project any idea of serenity.]

8 In Paragraph 4, what **two** conditions of the car might have caused the writer to be uncomfortable? **[Literal]**

- **The car did not have a proper ignition switch and had to be started by manually connecting exposed wires.**
- **The engine made unusual noises – whistles and bangs.**
- **There was only one screen wiper and it did not work properly.**

[Any two for 2 marks] [Allow lifting]

- 9 'Cautiously he joined the traffic hurtling into town, the vehicles all semi-obscured by spray and travelling like powerboats.' (lines 36-37)

Identify the word(s) or phrase in the given sentence that suggests **[Vocab/Quote]**

- (i) reckless driving **hurtling [1]** – *idea of being fast and uncontrollable movement*
 ['travelling like powerboats' – only the idea of speed]
- (ii) poor visibility **semi-obscured (by spray) [1]**

- 10 'Desperate to regain control of the vehicle, the driver, his thin shoulders hunched, jaw muscles working, gripped the wheel like the reins of a runaway horse.' (lines 41-42)

How does the writer emphasise the desperation of driver in the given sentence?

[Lang Impact]

Expected answer:

- a) Point out the words used by the writer
 b) Explain how the words emphasise 'desperation' (will require your use of high-intensity words too)

Many of you are just repeating the words from the given sentence, without explaining them.

He describes in detail the driver's body language – hunched shoulders, shifting jaws – to show his anxiety in the situation and his struggle to hold the wheel to keep the car going in the correct direction. [1] OR

He uses a simile to show that he was anxiously trying to steer the uncontrollable vehicle. [1]

- 11 (a) In Paragraph 6, what reason does the writer give for their successful crossing of the first puddle (lines 45-46)? **[Literal]**

He attributed it to the puddle's benign [or kind] god. [1]

- (b) What happened to the car during the crossing of the next puddle? Answer in **your own words**. **[Rephrasing/Use of own words]**

(From the text: 'we spun slowly, sheeting water, to face the way we had come. The car lay at an odd angle and all the Christmas-tree lights had gone out.')

The car swirled 180 degrees/and faced the opposite direction and when it stopped, it tilted to one side, losing all electric power.

[Award 2 marks for all 3 ideas ; Award 1 mark for 1-2 ideas]

- 12 'I had never felt so wet or exposed.' (line 55). Besides standing in a puddle, what had made the writer say this? **[Inference]**

Explanation: Look at the context of the sentence – it's all about water!
 Lines 53-54: '...while the water enclosed us. We stood in it up to our ankles' → puddle
 '...it fell on us out of the sky' → pouring rain
 '...and came at us laterally as surf from passing vehicles' → splashed by other cars

He was drenched by the rain, and splashed by water as the other vehicles drove by. [1]

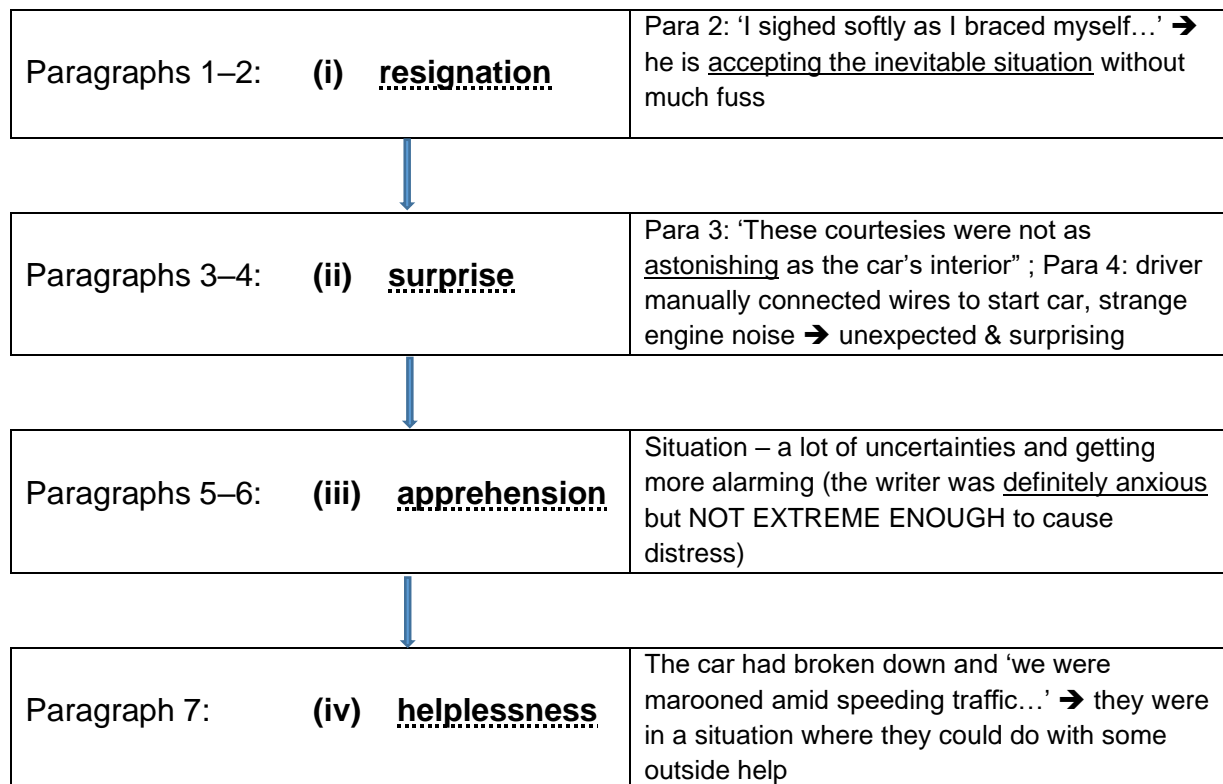
[Both ideas to be included for 1 mark]

- 13 The structure of the text reflects the writer's feelings as he arrives in Bombay and starts his journey in a taxi. Complete the flowchart by choosing one word from the box to summarise the main feelings at each stage of the text. There are some extra phrases in the box you do not need to use.

The writer's responses

helplessness relief surprise resignation distress excitement apprehension

Flow chart



[4]

Section C [25 marks]

Text 3

Refer to Text 3 on page 5 of the Insert for Questions 14-19.

- 14 Why were bicycles not popular in the 1870s? **[Literal]**

They were scary and dangerous to ride. *[Lifting is allowed.]*

- 15 What does the writer mean by when he calls Starley's Rover safety bicycle 'a curiosity' (line 8)? **[Vocab/Explain]**

People found that bicycle model to be unusual and/or interesting. [1]

- 16 (a) 'The result was magic.' (line 10)

What **two** enhancements did Starley make to his earlier design that led to this result? Answer **in your own words**. **[Rephrasing/Own words]**

(From the text: he included the newly invented pneumatic¹ tyre which cushioned the ride as well as made the new safety bicycle about 30 percent faster.)

He added tyres that worked on air which would soften the impact of riding [1] and make the bicycle move at a higher speed. [1]

[2 ideas to be included for 2 marks]

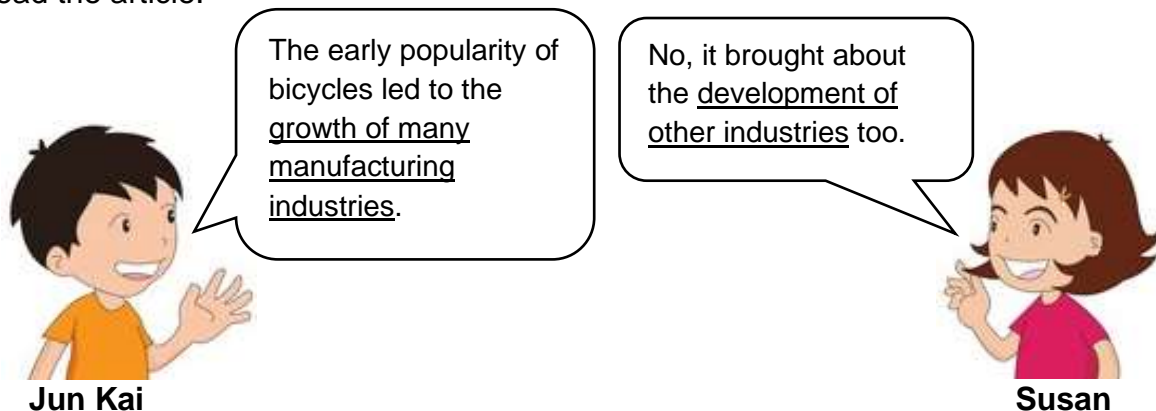
- (b) Identify **two** words or phrases in Paragraph 2 that emphasise the quick response of manufacturers to Starley's new invention? **[Vocab/Quote]**

(i) **scrambled.**

(ii) **sprang up**

[Both words are needed for 1 mark]

- 17 Here is part of a conversation between two students, Jun Kai and Susan, who have read the article.



- (a) Identify **two** examples from Paragraph 2 that Jun Kai can give to support his view. **[Literal]**
- *The problem is students do not know what manufacturing industries are.*
- (i) **steel industry / rubber industry / plastics manufacturers**
- (ii) **[Any two for 1 mark]**
- (b) With reference to Paragraph 2, how would Susan **fully** explain her position? **[Literal]**

The advertising industry gets a boost too [1] because artists were needed to provide design posters.
The printing industries also developed new processes for better effects in colours [1]. [Lifting is allowed.]

- 18 (a) In Paragraph 4, the writer says ‘...some people are so convinced that cycling is good for them that they bypass the bicycle as a means of transport and spend time every day at home cycling nowhere – on an exercise bike!’ **[Lang Impact]**

What does this tell us about the writer’s attitude towards these people?

He is scornful/disapproves of them.

[Also accepted: critical]

- (a) Name one way the writer uses to emphasise this attitude. **[Lang Impact]**
- **He uses the phrase ‘cycling nowhere’.**
 - **He uses the exclamation mark.**
- [Either idea for 1 mark]**

Some common challenges faced by students:

- (1) Many were NOT AWARE that there is a time difference between the TWO groups of ideas required:
 - (a) effects of the bicycle’s early popularity – in the past (need to use past tenses)
 - (b) reasons for the bicycle’s continuing popularity in modern times – currently, nowadays (need to use present tenses)
- (2) A few students did not note the subject of their sentences. They randomly used IT to begin their sentences without looking at their previous sentences. Very often the ‘IT’ referred to something else in the previous sentence. Avoid this error by reading your summary to check!!!
- (3) Quite a few students did not even understand the meaning of the ideas in the text so they focused on the wrong idea.
- (4) The weaker students changed the meaning of the ideas when they rephrased those ideas. (Just lift the KEY WORDS if you are not strong in the use of language.)

19 Using your own words as far as possible, summarise the effects of the bicycle’s early popularity and the reasons for its continuing popularity in modern times.

Use only the information from Paragraphs 3 to 6.

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

	<i>From the text</i>	<i>Meaning of key ideas</i>	<i>Rephrasing of key words</i>	<i>In own words</i>
1	liberated young people in the United States and Europe were no longer limited to potential marriage partners in their own villages as they roamed the countryside at will, meeting up in distant villages.	Young people could meet other young people who lived far beyond their villages or towns, fall in love and marry them.	Potential marriage partners – spouses, life partners <u>Not accepted:</u> partners, diverse marriage options, could marry anyone, marry diverse people	<i>When bicycles became popular in the 1890s, young people could find spouses beyond their immediate neighbourhood.</i>
2	..., bicycle clubs and advocacy groups pressed for road improvement.	More people began cycling, form groups and demanded for better roads to make cycling across the areas easier.	road improvement – road enhancement	[can just focus on the outcome of better roads] Better roads were built.
3	...which resulted in the closing of the social gap between rural and urban spaces.	This promoted movement of people across the country so that there was a mix of different social classes in both the rural areas and the cities.	closing of social gap – greater social equality <u>Not accepted:</u> gap (alone) – could mean physical gap or distance Closure of social gap (means no more social gap)	Less social difference between people in cities and those in the countryside / Greater social equality among people across cities and countryside.
4	...allowed cyclists from the city to see the countryside in ways they had not been able to before, due to cost as well as absence of access, and vice versa	Country folks could visit the cities and city folks could visit the countryside. (note: the movement was in both directions)	No key word – requires expression of complete idea	(can link to point 2) Promoted travelling between towns and rural areas at lower costs.

5	(In modern times) ... an environmentally-friendly means of transport	NOTE TIME SHIFT – use appropriate connector Bicycles continued to be popular because they are an eco-friendly	You are advised to use the given word – difficult to use substitute without compromising on the meaning	Presently Bicycles are a cheap and eco-friendly way to get travel around.
6	... an inexpensive alternative to other means of transport	and cheap way to travel.	Inexpensive alternative – cheap way to travel	
7	People who cycle to work take it as a form of exercise, as cycling reduces the risk of heart disease, high blood pressure, and obesity, all threats and preoccupations that come with living in the so-called developed world.	People cycle for exercise and keep healthy and fit.	Easier to keep the key word 'exercise' Reduce risk of diseases – keep illnesses at bay, stay fit and healthy, stay free from chronic diseases	Cycling is also an effective workout to keep people healthy and free from illnesses.
8	The bicycle also has recreational uses. Cycling holidays...	People also cycle for leisure, participating in cycling vacations	Recreational uses – leisure Cycling holidays – cycling vacations	Cycling also provides leisure for people to explore other countries on bicycles.
9	Nowadays competitive cycling events are popular both for participants and for those who are entertained by watching events...	and competitions. Cycling becomes a spectator sport too.	Competitive cycling events – competitions, tournaments Entertainment – leisure, enjoyment	Cycling competitions also provide enjoyment for both contestants and spectators.
10	In some developing regions of the world, the bicycle a lifeline for the millions of people who walk for kilometres each day just to get to work or school.	In less developed countries (you need this context!) bicycles are crucial for people so that they do not have to walk long distances to work or school.	No specific key word – you need to understand the whole idea that the people in those countries walk for many kilometres just to get to school or work	In some less developed countries, bicycles help people who used to walk great distances to school and work.

Complete Summary

When bicycles became popular in the 1890s, young people could find spouses beyond their immediate neighbourhood. **[1]** Better roads were built, promoting **[2]** **[4]** travelling between towns and rural areas at lower costs. There is greater social equality among people across cities and countryside. **[3]** Nowadays, bicycles are a **[6]** **[5]** cheap and eco-friendly way to get travel around. **[7]** People also cycle for exercise to stay fit and healthy. **[7]** People can cycle for leisure, taking part in cycling **[8]** **[9]** tours or competitions. Others just enjoy being spectators at cycling competitions. In some less developed countries, bicycles help people who used to walk great **[10]** distances to school and work.

[103 words for 10 points]

Section A [5 marks]

Text 1

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- 1 Refer to the section **Our Location**. Identify **one** feature of the location that will appeal to potential participants in the art courses or workshops and explain why.
[Literal+inference]

<i>Feature of location</i>	<i>Reason</i>
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[Any one for 1 mark – must state feature and give reason]

- 2 Look at the four photographs below the section **ART COURSES**. What do they tell us about the art courses that are available at the Visual Arts Centre? [Interpret images]

The photos show people painting, spraying paint and doing crafts/making art installations to show that the courses cover a wide range of mediums. [1] OR

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Also accepted: **the idea of a huge variety of courses available**

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[Note: two words → two **SEPARATE** words **NOT** A PHRASE OF TWO WORDS.]

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Section B [20 marks]

Text 2

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[3 details with explanation for 3 marks]

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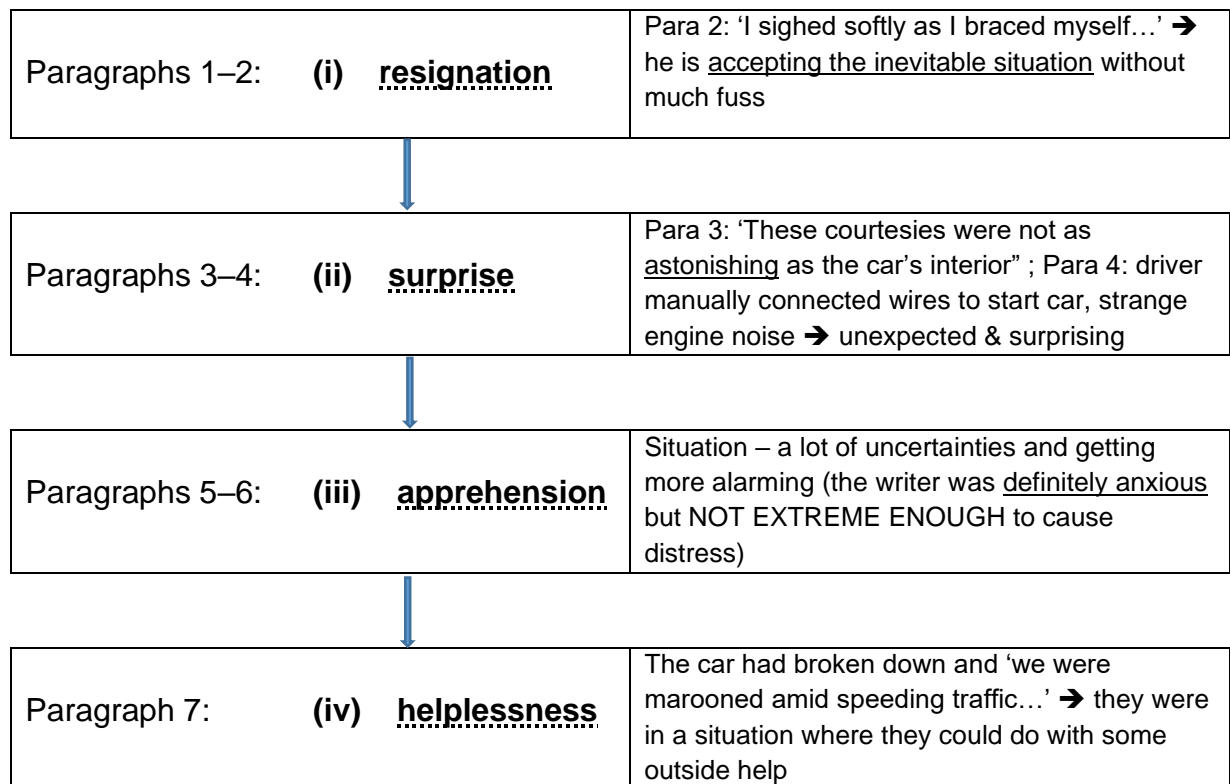
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Section C [25 marks]

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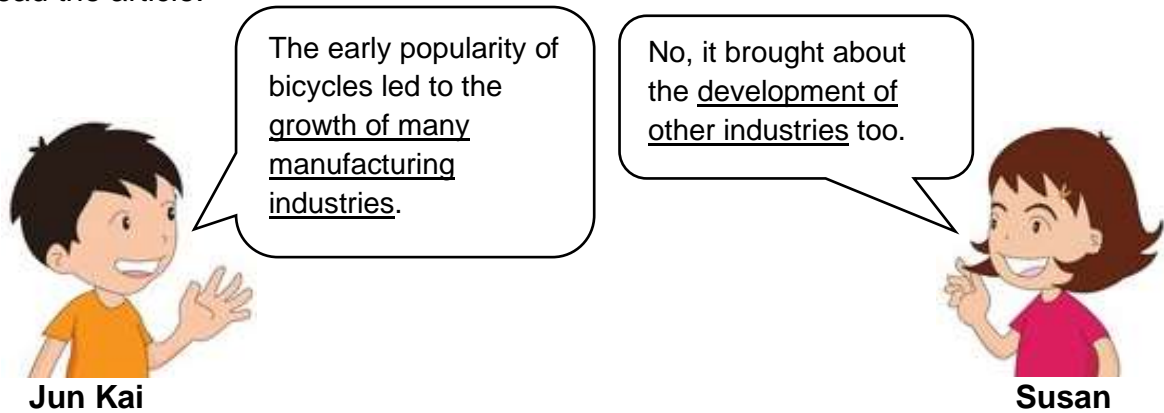
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8	The bicycle also has recreational uses. Cycling holidays...	Cycling also provides leisure for people to explore other countries on bicycles.
9	Nowadays competitive cycling events are popular both for participants and for those who are entertained by watching events...	Cycling competitions also provide enjoyment for both contestants and spectators.
10	In some developing regions of the world, the bicycle a lifeline for the millions of people who walk for kilometres each day just to get to work or school.	In some less developed countries, bicycles help people who used to walk great distances to school and work.

Complete Summary

When bicycles became popular in the 1890s, young people could find spouses beyond their immediate neighbourhood. Better roads were built, promoting travelling between towns and rural areas at lower costs. There is greater social equality among people across cities and countryside. Nowadays, bicycles are a cheap and eco-friendly way to get travel around. People also use cycling as a means of stay fit and healthy. People can cycle for leisure, taking part in cycling tours or competitions. Others just enjoy being spectators at cycling competitions. In some less developed countries, bicycles help people who used to walk great distances to school and work.

[103 words for 10 point]

Class	Index Number	Name
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BUKIT MERAH SECONDARY SCHOOL



PRELIMINARY EXAMINATION 2021 SECONDARY 4 EXPRESS / 5 NORMAL (ACADEMIC)

ENGLISH LANGUAGE

Paper 2 Comprehension

2021

1128/02

26 August

1 hour 50 minutes

INSERT

READ THESE INSTRUCTIONS FIRST

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

This document consists of **5** printed pages.

Setter: Ms Chong Oi Lin

[Turn over

Section A

Text 1

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

	Home	Art Courses & Workshops Guide	Exhibitions	Art Competitions	Contact Us
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Are you seeking to express your passion in Art?

Whether you want to develop your art skills professionally or just enjoy art for fun, the Art Courses and Workshops at the Visual Arts Centre Singapore are exactly what you are looking for.

OUR LOCATION

The Visual Arts Centre is a spacious glass-house exhibition gallery and art studio located directly above the Dhoby Ghaut MRT Station and housed within the beautiful, lush green habitat of Dhoby Ghaut Green.



ART COURSES

We provide what you'll need to build up drawing and painting skills that can create the "WOW" factor! An assortment of classes are curated to meet your needs and interests. Our art courses cover a wide range of mediums: Acrylic Painting, Oil Painting, Watercolour Painting, Drawing and Sketching, Chinese Ink Painting, as well as a comprehensive course on Portfolio Preparation. Classes are available every day throughout the week, and all art materials are provided for you! Most importantly, our teachers are academically trained and have over 20 years of experience in teaching visual arts.



Click [here](#) for more details on the courses available.

ART WORKSHOPS

Our signature art workshops include Portrait Drawing with Artist Guidance Workshop, Landscape Watercolour Painting Workshop, Floral Watercolour Painting Workshop, Chinese Ink Painting Workshop, Therapeutic Art Jamming Workshop and Team-building Art Jamming Workshop.

If you are thinking of engaging us to customise an art workshop for you, feel free to contact us directly at **6255 0711** or drop us a note at info@visualartscentre.sg to enquire today!

We'll tailor a workshop experience just for you and your group – be it a Birthday Party, Company Team-building or Dinner and Dance – incorporating some art to give your audience a memorable experience!



SECTION B

Text 2

The text below describes a journey during the rainy season in India. Read the text carefully and answer Questions 5 -13 in the Question Booklet.

- 1 The captain of the Airbus, speaking at 31,000 feet in a cloudless morning sky, announced our arrival in fourteen minutes. A slight turn to join the inbound traffic revealed that the city was enclosed in a massive grey marquee of rain. From up here, it looked gloomy but calm. However, sinking closer, I saw that it was a sea of undulating water. As I had expected, our ride to the ground was a wild, plunging one and when Bombay could be finally glimpsed through steaming windows, it was a dim, misty abstraction offering mere hints of a city with little hard evidence. The distant downtown skyscrapers were vague and like pillars of smoke. 5
- 2 We landed, taxied up to the stand and parked beside another Airbus awaiting its turn to move to the runway. Rain sheeted off its wings as men in dripping waterproof capes closed the cargo doors. The domestic arrival hall stood sixty metres away with a carwash arrangement of gushing waterspouts ranged across its entrance. I sighed softly as I braced myself for the inevitable task ahead. Passing through had meant immersion and, inside, blood-curdling curses and blasphemies were being uttered by the soaking, gasping passengers. 10 15
- 3 The taxi I hailed outside had come through so many monsoons there was a tide mark of corrosion running around the bottom of the doors. Like a Plimsoll line¹, it seemed to indicate the depth of the water over which the driver was not licensed to operate. Braving the rain he sprang out, seized my bag, ushered me in, threw the bag in after me, then rushed round to board himself. These courtesies were not as astonishing as the cab's interior. It had been transformed into a tiny world of order and tranquility. A gaudy statuette stood on the dashboard with postcards of snowy Himalayan landscapes glued beneath, each illuminated by a coloured Christmas-tree light. Garlands of jasmines filled the car with fragrance. Behind my seat more lights flanked a miniature gilded cage containing a toy nightingale. There was thick crimson carpeting on the floor and, pasted to the rear of the driver's seat, pictures of girls, temples, tigers, cumulus clouds in a dark monsoon sky. A sign fixed to the dashboard said 'Bless Us!' and another, 'This vehicle was purchased with funds from the Union Bank.' 20 25
- 4 The driver, young, intense, took a small bottle from his glove box and beckoned me forward. He placed a dab of sandalwood perfume on my wrists and then plunged his hands into the jumble of wires that hung from the dashboard. These, touched together in sequence, got the engine going. The noise it made was unusual, like steam whistles accompanied by deep percussive bangs. He activated the single wiper, which fitfully stirred the torrent coursing down the windscreen, then turned and smiled at me. 30
- 'Are you comfortable?'
- 'Yes, thank you.'
- 35
- 5 Cautiously he joined the traffic hurtling into town, the vehicles all semi-obsured by spray and travelling like powerboats. Racing to beat the lights we hit our first billabong of standing water. It thundered into the wheel wells and gushed up past the windows, causing the car to skid wildly; a lorry overtaking on the wrong side missed us by the width of a raindrop. Horns blared and I was torn between raising my hands to my ears and hanging onto my seat. Desperate to regain control of the vehicle, the driver, his thin shoulders hunched, jaw muscles working, gripped the wheel like the reins of a runaway horse. Backwash from the vehicles in front warned that there was more water ahead. 40

6 'Puddle,' muttered the driver, slowing.

Puddle? It was a small inland sea, its further coast barely visible to the naked eye, but our crossing was accomplished without difficulty since this one had a benign puddle god. The driver's confidence grew. We entered the next at a fair speed but, midway over, there was a sudden lurch and a muffled, shocking thud; we spun slowly, sheeting water, to face the way we had come. The car lay at an odd angle and all the Christmas-tree lights had gone out. For a few seconds we sat in stunned silence and then the driver threw open the door. What he saw caused him to clutch his head in anguish. 45 50

7 The front offside wheel had come off. It still occupied the wheel well, but was no longer attached to the axle. We stared at it in dismay while the water enclosed us. We stood in it up to our ankles; it fell on us out of the sky and came at us laterally as surf from passing vehicles. I had never felt so wet or exposed. Moreover, we were marooned amid speeding traffic in conditions of minimum visibility. 55

¹Plimsoll line: a special marking on a ship indicating the legal limit to which it may be loaded so that it floats safely

Adapted from Alexander Frater; Chasing the Monsoon; © Alexander Frater 1990; Published by Picador

Section C

Text 3

The article below is about bicycles. Read it carefully and answer Questions 14 -19 in the Question Booklet.

- 1 The person generally credited with inventing the modern bicycle was an Englishman named John Kemp Starley. His uncle, James Starley, had developed the penny-farthing, a direct-drive bicycle, in the 1870s. Thinking that there might be a greater demand for bicycles if they were not so scary and dangerous to ride, in 1885 the 30-year-old inventor began experimenting in his workshop with a chain-driven bicycle featuring two much smaller wheels. After testing several prototypes, he came up with the Rover safety bicycle, a 20-kilogramme machine that resembles what we think of as a bicycle today. When first displayed at a bicycle show in 1886, Starley's invention was regarded as a curiosity. Two years later, he included the newly invented pneumatic¹ tyre which cushioned the ride as well as made the new safety bicycle about 30 percent faster. The result was magic. 5
10
- 2 Bicycle makers around the world scrambled to offer their own versions, and hundreds of new companies sprang up to meet the demand. The tools necessary to make a bicycle frame spurred technological development in the steel industry, rubber industry and plastics as inventors sought to make more efficient tools so they could supply the manufacturers in the bicycle industry that were experiencing a boom in the 19th century. The ripple effect extended to advertising as well. Artists were commissioned to create beautiful posters, providing a lucrative market for the newly developed processes that allowed for printing in rich, vivid colors. 15
- 3 During the bicycle craze of the 1890s, newly liberated young people in the United States and Europe were no longer limited to potential marriage partners in their own villages as they roamed the countryside at will, meeting up in distant villages. Later, bicycle clubs and advocacy groups pressed for road improvement, which resulted in the closing of the social gap between rural and urban spaces. Improved roads allowed cyclists from the city to see the countryside in ways they had not been able to before, due to cost as well as absence of access, and vice versa; country folk could visit the larger towns or cities more easily. 20
25
- 4 In modern times, the bicycle is popular as an environmentally-friendly means of transport, partly solving the problem of polluting vehicles, particularly in the crowded cities. It is recommended as an inexpensive alternative to other means of transport such as bus, train or car. People who cycle to work take it as a form of exercise, as cycling reduces the risk of heart disease, high blood pressure, and obesity, all threats and preoccupations that come with living in the so-called developed world. In fact, some people are so convinced that cycling is good for them that they bypass the bicycle as a means of transport and spend time every day at home cycling nowhere – on an exercise bike! 30
- 5 The bicycle also has recreational uses. Cycling holidays can be taken through organised tours as diverse as riding on the fabled Silk Road, tackling tough trails in Vietnam or meandering through the English countryside. Nowadays competitive cycling events are popular both for participants and for those who are entertained by watching events like the Tour de France each year and the Olympic Games every four years. BMX – Bicycle Motocross – is a modern and popular sport, which has given rise to customised bicycles for better performance and offers fun and fitness to those who participate. 35
40
- 6 In some developing regions of the world, the bicycle a lifeline for the millions of people who walk for kilometres each day just to get to work or school. Charities such as World Bicycle Relief provide bicycles for such people in Africa, South America and Southeast Asia. Children and adults with bicycles are able to reduce their commute times by up to 75 percent. As a result, they have more time to study, are more productive, and experience less fatigue. 45

¹pneumatic: containing or operated by air or gas under pressure

Class	Index Number	Name
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BUKIT MERAH SECONDARY SCHOOL



PRELIMINARY EXAMINATION 2021 SECONDARY 4 EXPRESS / 5 NORMAL (ACADEMIC)

ENGLISH LANGUAGE

Paper 2 Comprehension
2021

1128/02

26 August

1 hour 50 minutes

Candidates answer in the Question Booklet.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

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

Write in dark blue or black pen.

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

Answer **all** questions.

Write your answers in the spaces provided in the Question Booklet.

The Insert contains the texts for all the sections.

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

For Examiner's Use	
Section A	/5
Section B	/20
Section C	/10
Summary	/15
Total	/50

Section A [5 marks]

Text 1

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

- 1 Refer to the section Our Location. Identify one feature of the location that will appeal to potential participants in the art courses or workshops and explain why.

..... [1]

- 2 Look at the four photographs below the section ART COURSES. What do they tell us about the art courses that are available at the Visual Arts Centre?

..... [1]

- 3 (a) Refer to the section ART WORKSHOPS. What does the word 'signature' tell us about the art workshops offered at the Visual Arts Centre?

..... [1]

- (b) Pick out two words in this section that tells us that workshops can be specially designed for participants at their request.

..... [1]

- 4 Besides attending art courses and workshops, give one other reason why people might also want to visit the Visual Arts Centre?

..... [1]

Section B [20 marks]

Text 2

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

- 5** At the beginning of the text, the writer lands in Bombay amidst poor weather. Explain how the language used in Paragraph 1 emphasises the wet weather conditions.

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

.....

.....

.....

.....

.....

.....

.....

..... [3]

- 6 (a)** What does the 'inevitable task' (line 13) refer to?

..... [1]

- (b)** What was the passengers' response to this task?

..... [1]

[Turn Over

7 With reference to the italicised words, explain what is unusual about the writer's description of the taxi-driver and the taxi in Paragraph 3.

(i) 'These *courtesies* were not as astonishing as the car's interior.' (line 20)

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

(ii) 'a tiny world of *order and tranquility*' (line 21)

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

8 In Paragraph 4, what **two** conditions of the car might have caused the writer to be uncomfortable?

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

9 'Cautiously he joined the traffic hurtling into town, the vehicles all semi-obscured by spray and travelling like powerboats.' (lines 36-37)

Identify the word(s) or phrase in the given sentence that suggests

(i) reckless driving [1]

(ii) poor visibility [1]

10 'Desperate to regain control of the vehicle, the driver, his thin shoulders hunched, jaw muscles working, gripped the wheel like the reins of a runaway horse.' (lines 41-42)

How does the writer emphasise the desperation of driver in the given sentence?

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

11 (a) In Paragraph 6, what reason does the writer give for their successful crossing of the first puddle (lines 45-46)?

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

(b) What happened to the car during the crossing of the next puddle? Answer **in your own words**.

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

12 'I had never felt so wet or exposed.' (line 55). Besides standing in a puddle, what had made the writer say this?

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

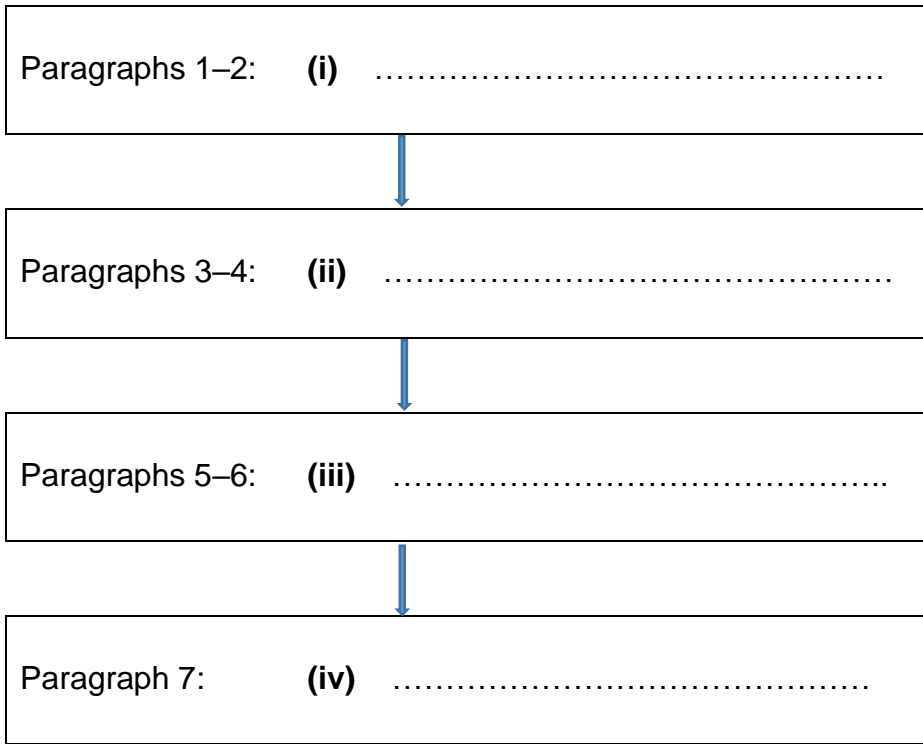
[Turn over

- 13 The structure of the text reflects the writer’s feelings as he arrives in Bombay and starts his journey in a taxi. Complete the flowchart by choosing one word from the box to summarise the main feelings at each stage of the text. There are some extra phrases in the box you do not need to use.

The writer’s responses

helplessness relief surprise resignation distress excitement apprehension

Flow chart



[4]

Section C [25 marks]

Text 3

Refer to Text 3 on page 5 of the Insert for Questions 14-19.

14 Why were bicycles not popular in the 1870s?

..... [1]

15 What does the writer mean by when he calls Starley’s Rover safety bicycle ‘a curiosity’ (line 8)?

..... [1]

16 (a) ‘The result was magic.’ (line 10)

What **two** enhancements did Starley make to his earlier design that led to this result? Answer **in your own words**.

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

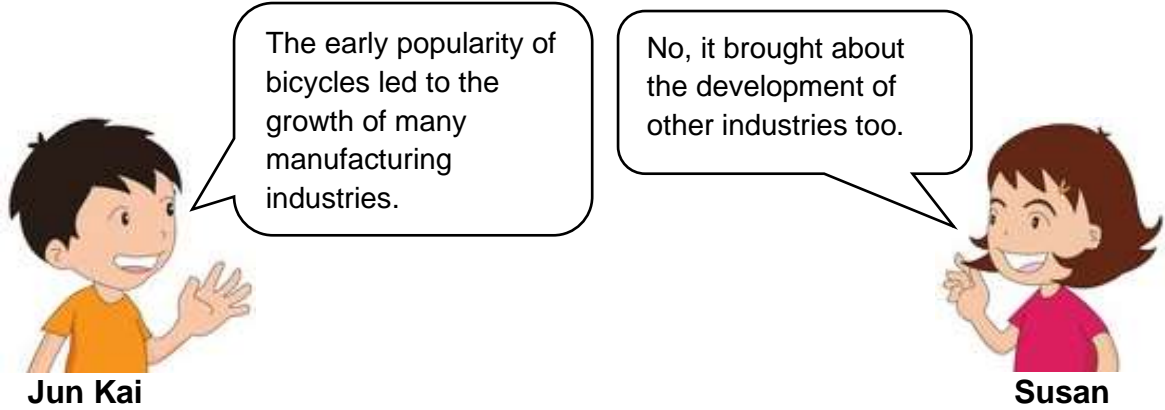
(b) Identify **two** words or phrases in Paragraph 2 that emphasise the quick response of manufacturers to Starley’s new invention?

(i)

(ii) [1]

[Turn over

17 Here is part of a conversation between two students, Jun Kai and Susan, who have read the article.



(a) Identify **two** examples from Paragraph 2 that Jun Kai can give to support his view.

(i)

(ii) [1]

(b) With reference to Paragraph 2, how would Susan **fully** explain her position?

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

18 (a) In Paragraph 4, the writer says ‘...some people are so convinced that cycling is good for them that they bypass the bicycle as a means of transport and spend time every day at home cycling nowhere – on an exercise bike!’

What does this tell us about the writer’s attitude towards these people?

..... [1]

(b) Name **one** way the writer uses to emphasise this attitude.

..... [1]

