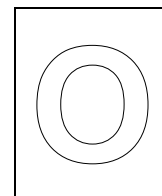




# CANBERRA SECONDARY SCHOOL



## 2021 Preliminary Examination

### Secondary Four Express / Five Normal (Academic)

**ENGLISH LANGUAGE**

1128/01 Section A

19 August 2021

1 hour 50 minutes

0800h – 0950h

Name: \_\_\_\_\_ (     )     Class: \_\_\_\_\_

#### READ THESE INSTRUCTIONS FIRST

Write in dark blue or black ink 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 Booklets for Section A, Section B and Section C.

**All sections** are to be handed in **separately**.

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

Do not turn over the paper until you are told to do so.

FOR MARKER'S USE		
	Marks Awarded	Max Marks
Section A		10

---

This question paper consists of 2 printed pages including the cover page.

Setter: Ms Wong Sooh Yee

**Section A [10 marks]****Question 1**

Carefully read the text below, consisting of 12 lines, about Hawker Culture in Singapore. 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 the 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 2pm.

at

My mother always wears sensible clothes.

✓

Hawker Culture in Singapore is an integral part of the way of life for Singaporeans. People from all walks of life gather at hawker centres to **1** .....  
 dine and bond over their favourite hawker food. Our hawkers, comprised **2** .....  
 all races, gender and age, and their repertoire of skills are central to our **3** .....  
 hawker centres. Well regarded for his mastery of the hawker culinary **4** .....  
 traditions, it is important that our hawkers' knowledge, culinary skills and **5** .....  
 values are passed on by the generations. Today, hawker centres are **6** .....  
 spread across our island and serve as "community dining rooms", which **7** .....  
 friends and families gather, interact but bond over their shared love for **8** .....  
 food. They also serve as vibrant commune spaces that promote social **9** .....  
 cohesion, moderating the cost of living and foster a common national **10** .....  
 identity based on shared experiences, values, and norms.

**End of Section A**

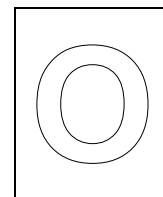
### Suggested Answers

Hawker Culture in Singapore is an integral part of the way of life for Singaporeans. People from all walks of life gather at hawker centres to dine and bond over their favourite hawker food. Our hawkers, comprised all races, gender and age, and their repertoire of skills are central to our hawker centres. Well regarded for his mastery of the hawker culinary traditions, it is important that our hawkers' knowledge, culinary skills and values are passed on by the generations. Today, hawker centres are spread across our island and serve as "community dining rooms", which friends and families gather, interact but bond over their shared love for food. They also serve as vibrant commune spaces that promote social cohesion, moderating the cost of living and foster a common national identity based on shared experiences, values, and norms.

1 √  
 2 comprising (VF)  
 3 is (SVA)  
 4 their (Pron)  
 5 √  
 6 through (Prep)  
 7 where (Pron)  
 8 and (Conj)  
 9 communal (WF)  
 10 moderate (VF)



# CANBERRA SECONDARY SCHOOL



## 2021 Preliminary Examination

### Secondary Four Express / Five Normal (Academic)

**ENGLISH LANGUAGE**

1128/01 Section B

19 August 2021

1 hour 50 minutes

0800h – 0950h

Name: \_\_\_\_\_ (     )     Class: \_\_\_\_\_

#### READ THESE INSTRUCTIONS FIRST

Write in dark blue or black ink 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 Booklets for Section A, Section B and Section C.

**All sections** are to be handed in **separately**.

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

Do not turn over the paper until you are told to do so.

FOR MARKER'S USE		
	Marks Awarded	Max Marks
Section B		30

---

This question paper consists of 7 printed pages including the cover page.

**Setter:** Ms Wong Sooh Yee

**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 webpage on page 7, study the information carefully and plan your answer based on the information given, before beginning to write.

Recently your class went on a school trip to Pulau Ubin with your teachers as part of your class bonding activities. All of you enjoyed yourselves on the two-day-one-night trip. You have been tasked by your teacher to write an article about the experiences your class had on the island for the school website.

Your article for the website must include the following content:

- a suitable title
- when it happened and reasons why all of you went on this trip
- share any **three** activities your classmates and teachers enjoyed and why
- how this trip was able to foster a closer relationship amongst all involved.

You may add any details which you think will be helpful.

Write your article in accurate English and a warm and enthusiastic tone to share your experiences with the readers of the school website.

You may add any other relevant details.

You should use your own words as much as possible.

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Lined writing area consisting of multiple horizontal lines for text entry.

Blank lined area for writing.





## Section B

Read the printout of a webpage below and use the information to answer the question on page 2 of the Question Booklet for Section B.



Pulau Ubin and Chek Jawa - Park x +

nparks.gov.sg/gardens-parks-and-nature/parks-and-nature-reserves/pulau-ubin-and-chek-jawa

**Visit Pulau Ubin**

Home to diverse habitats and teeming ecosystems, the island of Pulau Ubin is the perfect destination for nature lovers. Nature and history intertwine on Pulau Ubin, located off Singapore's north-eastern coast.

Just a 15-minute bumboat ride from Changi Point Ferry Terminal, this tranquil island sanctuary is a popular haunt of nature lovers and day trippers unwinding from the bustle of the city.

 Cycle to enjoy nature and take the more challenging cycling routes. Cycling is a great way to explore Ubin at your own pace. There are routes to suit your preference and cycling skills.

 Camp overnight at any of the three campsites around the island for free. Spend a night under the stars with only the bare necessities and be away from the city life.

 Explore a different side of Ubin by going on a mangrove kayaking tour. An experienced guide will take you through the mangroves, and share fun facts about Ubin's history and wildlife.

 Visit Chek Jawa, a pristine ecosystem that is teeming with wildlife. Learn about the rich biodiversity through the educational panels and directional signs installed along the boardwalk.

*Click [here](#) for more information*

## End of Section B

## Suggested Answers

Recently your class went on a school trip to Pulau Ubin with your teachers as part of your class bonding activities. All of you enjoyed yourselves on the two-day-one-night trip. You have been tasked by your teacher to write an article about the experiences your class had on the island for the school website.

Your article for the website must include the following content:

- a suitable title
- when it happened and reasons why all of you went on this trip
- share any **three** activities your classmates and teachers enjoyed and why
- how this trip was able to foster a closer relationship amongst all involved.

You may add any details which you think will be helpful.

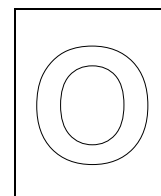
Write your article in accurate English and a warm and enthusiastic tone to share your experiences with the readers of the school website.

Situation	Went on school trip as a class bonding activity and has been asked to write an article for the school website
Purpose	To inform and share the experiences of your class
Audience	Readers of school website
Tone	Warm and enthusiastic
I am	A student

• a suitable title	An eye catching title
• when it happened and reasons why all of you went on this trip	State the date – for e.g. 6 <sup>th</sup> of May to 7 <sup>th</sup> May Possible reasons why - to strengthen bonds with classmates and teachers in the final year - to spend time outdoors and be away from school work - to enjoy nature and know more about a gem in Singapore with friends and teachers
• share any <b>three</b> activities your classmates and teachers enjoyed and why	Students to choose <b>any three</b> activities given in the stimulus -give specific details of the things they did, how they felt and share any memorable incidents -all the key information given in the stimulus should be expanded, with specific examples and elaboration -students must paraphrase the words given in the stimulus
• how this trip was able to foster a closer relationship amongst all involved.	Students to draw links to the chosen activities and experiences shared



# CANBERRA SECONDARY SCHOOL



## 2021 Preliminary Examination

### Secondary Four Express / Five Normal (Academic)

**ENGLISH LANGUAGE**

1128/01 Section C

19 August 2021

1 hour 50 minutes

0800h – 0950h

Name: \_\_\_\_\_ (     )     Class: \_\_\_\_\_

#### READ THESE INSTRUCTIONS FIRST

Write in dark blue or black ink 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 Booklets for Section A, Section B and Section C.

**All sections** are to be handed in **separately**.

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

Do not turn over the paper until you are told to do so.

FOR MARKER'S USE		
	Marks Awarded	Max Marks
Section C		30

---

This question paper consists of 7 printed pages including the cover page.

**Setter:** Ms Wong Sooh Yee















## Suggested Answers

3. Describe your favourite place for a meal and explain the reasons for your choice.

Descriptive	Narrative	Personal Recount	Reflective	Argumentative	Discursive
✓			✓		
<b>Key words</b> <b>Key focus</b>	<p>Favourite place could be: a specific restaurant, a hawker centre, a specific stall in a hawker centre or coffee shop, a cafe</p> <p>Other possibilities include: home, home of a relative or friend, a park, etc</p> <ul style="list-style-type: none"> <li>- Description of the sounds, sights, people and atmosphere and how they connect with you</li> <li>- What you enjoy eating and why, who you go with, what you usually do at the eating place</li> <li>- Thoughts and feelings about eating at this place should be mentioned</li> </ul> <p>Reflection: Why it is important to have a meal in a place where you enjoy, find comfort in, why it is important to have a happy or favourite place to go to</p>				

4. Write about a time when you did something out of character.

Descriptive	Narrative	Personal Recount	Reflective	Argumentative	Discursive
		✓	✓		
<b>Key words</b> <b>Key focus</b>	<p>Out of character – you must be able to describe your character and what you did which is very unexpected or different from what you are</p> <p>You must write as your 16-year-old self Main event/occasion must be stated</p> <ul style="list-style-type: none"> <li>- What did you do? Cheated in an exam, told a lie, made a confession to someone whom you had a crush on, cooked for somebody special, befriended a stranger, etc</li> <li>- A recount of the events: what happened, what you did and how the people involved reacted</li> <li>- What happened in the end?</li> </ul> <p>Reflection: Your thoughts and feelings about what happened. Would you do something similar again? How has this event changed you? Have you learnt anything? Is it always good to do something out of one's character? Or it is actually what you are capable of doing without realising it?</p>				

5. Do you agree that **music** plays an **important role** in **our life**?

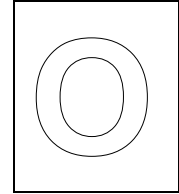
Descriptive	Narrative	Personal Recount	Reflective	Argumentative	Discursive
			✓	✓	
<b>Key words</b> <b>Key focus</b>	<p><u>Agree</u> You must state what the important role is</p> <ul style="list-style-type: none"> <li>- A escape from challenges in life</li> <li>- A form of self-expression and/or self-indulgence</li> <li>- To be able to relax</li> <li>- To keep ourselves emotionally and/or psychological happy</li> <li>- To provide companionship</li> <li>- To give identity – our culture, history, roots</li> <li>- Any others</li> </ul> <p>You have to explain why and how and elaborate with different instances/examples and the different songs</p> <p>Reflection: Why music has such an important place in your life, how it will always be and how it is important in everyone's life all around the world</p> <p><u>Disagree</u> Music plays a role but it is not an important role as compared to some others like our family, our friends, our experience (or any others)</p> <p>You will mention how music plays a role in people's lives but how people may be able to go on with their daily lives without music</p> <p>Reflection: We only live once and we face many ups and downs – it is always good for us to be able to depend on different things to make our life better instead of just one.</p>				

6. What are the **joys** of being **a tourist** in your **own country**?

Descriptive	Narrative	Personal Recount	Reflective	Argumentative	Discursive
			✓		✓
<b>Key words</b> <b>Key focus</b>	<p>Joys</p> <ul style="list-style-type: none"> <li>- cheaper and more convenient</li> <li>- may be stretched over a longer period (may not need to wait for the school holidays but can be a tourist during weekends or a public holiday)</li> <li>- to reconnect or discover hidden gems in the country</li> <li>- to visit/do things which you have always wanted to do but never found the time</li> <li>- can have different companions to travel with on different days or locations</li> <li>- can enjoy the wonderful hotel amenities or go back to your comfortable home at the end of the day</li> <li>- boost local economy</li> </ul> <p>Reflection:</p> <ul style="list-style-type: none"> <li>- it is important to make ourselves happy and find joy in the present</li> <li>- being happy may not be about where we go but who we go with and what we do together</li> </ul>				



**CANBERRA SECONDARY SCHOOL**



**2021 Preliminary Examination**

**Secondary Four Express / Five Normal (Academic)**

**ENGLISH LANGUAGE**

1128/02

**INSERT**

19 August 2021

1 hour 50 minutes

1050h – 1240h

**Name:** \_\_\_\_\_ (     )     **Class:** \_\_\_\_\_

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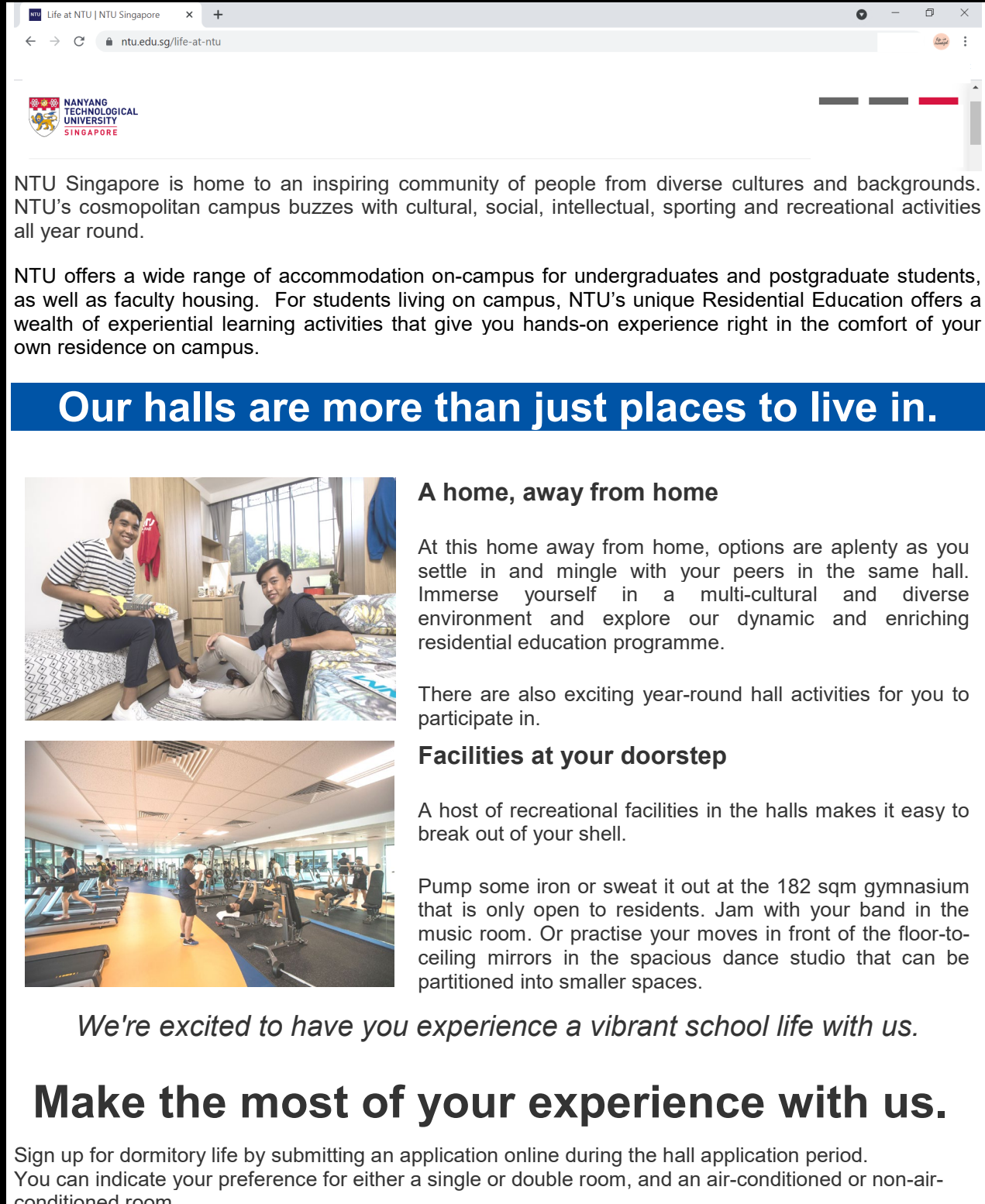
This insert consists of 6 printed pages including the cover page.

**Setter: Ms Wong Sooh Yee**

## Section A

## Text 1

Study the webpage below and answer Questions 1 – 4 in the Question booklet.



NTU Singapore is home to an inspiring community of people from diverse cultures and backgrounds. NTU's cosmopolitan campus buzzes with cultural, social, intellectual, sporting and recreational activities all year round.

NTU offers a wide range of accommodation on-campus for undergraduates and postgraduate students, as well as faculty housing. For students living on campus, NTU's unique Residential Education offers a wealth of experiential learning activities that give you hands-on experience right in the comfort of your own residence on campus.

## Our halls are more than just places to live in.

### A home, away from home

At this home away from home, options are aplenty as you settle in and mingle with your peers in the same hall. Immerse yourself in a multi-cultural and diverse environment and explore our dynamic and enriching residential education programme.

There are also exciting year-round hall activities for you to participate in.

### Facilities at your doorstep

A host of recreational facilities in the halls makes it easy to break out of your shell.

Pump some iron or sweat it out at the 182 sqm gymnasium that is only open to residents. Jam with your band in the music room. Or practise your moves in front of the floor-to-ceiling mirrors in the spacious dance studio that can be partitioned into smaller spaces.

*We're excited to have you experience a vibrant school life with us.*

## Make the most of your experience with us.

Sign up for dormitory life by submitting an application online during the hall application period. You can indicate your preference for either a single or double room, and an air-conditioned or non-air-conditioned room.

Adapted from <https://www.ntu.edu.sg/life-at-ntu>

## Section B

## Text 2

*The text below is about the author's memories as a youth in America during World War 2. Read it carefully and answer Questions 5 – 14 in the Question Booklet.*

- 1 Right from the start, it was clear that no one had ever been better adapted to a sport than Finny was to baseball. I saw that right away. Why not? It needn't be surprising that he was sensationally good at it, and that the rest of us were more or less bumblers in our different ways. I suppose it served us right for letting him decide on the sport to play. I didn't really think about it myself. What difference did it make? It was just a game. It was good that Finny could shine at it. He could also shine at many other things, with people for instance, the others in our dormitory, the faculty; in fact, if you stopped to think about it, Finny could shine with everyone, he attracted everyone he met. I was glad of that too. Naturally. He was my roommate and my best friend. 5  
10
- 2 Everyone has a moment in history which belongs particularly to him. It is the moment when his emotions achieve their most powerful sway over him, and afterward when you say to this person "the world today" or "life" or "reality" he will assume that you mean this moment, even if it is fifty years past. The world, through his unleashed emotions, imprinted itself upon him, and he carries the stamp of that passing moment forever. 15
- 3 For me, this moment—four years is a moment in history—was the war. The war was and is reality for me, I still instinctively live and think in its atmosphere. These are some of its characteristics: Franklin Delano Roosevelt is the President of the United States, and he always has been. The other two eternal world leaders are Winston Churchill and Josef Stalin. America is not, never has been, and never will be what the songs and poems call it, a land of plenty. Nylon, meat, gasoline, and steel are rare. There are too many jobs and not enough workers. Money is very easy to earn but rather hard to spend, because there isn't very much to buy. Trains are always late and always crowded with "servicemen." The war will always be fought very far from America and it will never end. Nothing in America stands still for very long, including the people, who are always either leaving or on leave. 20  
25
- 4 Sixteen is the key and crucial and natural age for a human being to be, and people of all other ages are ranged in an orderly manner ahead of and behind you as a harmonious setting for the sixteen-year-olds of this world. When you are sixteen, adults are slightly impressed and almost intimidated by you. This is a puzzle, finally solved by the realisation that they foresee your military future, fighting for them. You do not foresee it. 30
- 5 Newspapers are always crowded with strange maps and names of towns, and every few months the earth seems to lurch from its path when you see something in the newspapers, such as the time Mussolini, the Italian Prime Minister, who had almost seemed one of the eternal leaders, is photographed hanging upside down on a meathook. Everyone listens to news broadcasts five or six times every day. All pleasurable things, all travel and sports and entertainment and good food and fine clothes, are in the very shortest supply, always were and always will be. There are just tiny fragments of pleasure and luxury in the world, and there is something unpatriotic about enjoying them. All foreign lands are inaccessible except to servicemen; they are vague, distant, and sealed off as though behind a 35  
40

curtain of plastic. The prevailing colour of life in America is a dull, dark green called olive drab, the uniform of an American soldier. That colour is always respectable and always important. Most other colours risk being unpatriotic. 45

- 6 It is this special America, a very untypical one I guess, an unfamiliar transitional blur in the memories of most people, which is the real America for me. In that short-lived and special country we spent this summer at Devon when Finny achieved certain feats as an athlete. In such a period no one notices or rewards any achievements involving the body unless the result is to kill it or save it on the battlefield, so that there were only a few of us to applaud and wonder at what he was able to do. 50

Adapted from *A Separate Peace* by John Knowles



## Section C

### Text 3

*The text below is about why humans and gorillas need each other to survive. Read it carefully and answer Questions 15 – 22 in the Question Booklet.*

- 1** The mountain gorilla should have followed the same tragic path as most other endangered species when faced with threats: extinction. Though the loss of any species is irreparable, the loss of the mountain gorilla would be particularly significant for their wildlife ecosystem, the Central African economy and all of humanity. Mountain gorillas live in unique forests that are home to a variety of important wildlife species found only in that region. However, it's their status as our evolutionary cousins – gorillas and humans share 98% of DNA – that makes them particularly worth our study, our care, and our efforts to maintain mountain gorilla conservation. 5
- 2** All species are integral parts of the ecosystem in which they live. When any one species is lost, it affects the whole ecosystem. If the mountain gorilla disappears, it is likely a signal that the entire forest ecosystem is endangered, along with other important animals as well as plants. As great apes, gorillas are one of our closest relatives, so we will also lose the opportunity to learn from them, to compare them to our species and other great apes, and to study important aspects of life. 10  
15
- 3** Each ecosystem on our planet has been carefully balanced over tens of thousands or even millions of years; the abrupt loss of one species may cause a chain reaction that can alter the landscape in unpredictable ways for both humans and nature alike. That means conservation of endangered species and their critical ecosystems is at the root of protecting all life, including humans. 20
- 4** When conservationists focus on a specific species like the mountain gorilla, the work they do is intimately involved in solving important human issues. Their primary threat is habitat loss due to deforestation – and, as nearby communities continue to grow and struggle with their own economic and agriculture issues, there is constant pressure to expand into gorilla habitat and turn lush forests into productive farmland. In addition, these remote communities require wood to build homes and burn as fuel for cooking. As a result, it is easy for the people most affected—and who have greatest ability to impact gorilla protection – to see the mountain gorilla as a competitor for limited natural resources, rather than something that should be protected. 25  
30
- 5** As local communities build roads and encroach further and further into national parks in Rwanda and Uganda, it has become easier for humans to also use that land for hunting. Sometimes, that means poaching. Though it is illegal to hunt, trade and eat gorilla and other apes, a lack of resources for law enforcement and anti-poaching makes gorilla hunting difficult to eliminate. The economic payoff is often worth the risk: it is rare, gorilla meat fetches top dollar in urban areas where the delicacy is seen as a symbol of prestige among the wealthy and elite. Gorillas are also poached in attempts to capture infant gorillas for the live animal trade. 35  
40

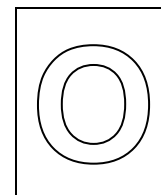
- 6** Due to their similar DNA to humans, mountain gorillas are at risk of contracting many diseases that affect us without the benefits of our immunities, vaccines or medicines. As humans encroach into what was once an isolated habitat, they bring diseases with them and gorillas are getting their first exposure to diseases humans have been living with for thousands of years. Just as diseases wiped out native human populations when European explorers brought them to the Americas, these diseases can quickly decimate a gorilla population. Tourists, poachers, locals, park rangers and scientists alike all pose threats through direct contact or through contamination by waste and debris left behind. 45
- 7** Though habitat loss, hunting and disease impact many endangered species, the mountain gorillas have also had to struggle with the effects of war. The Rwanda, Uganda, and Congo regions have experienced numerous armed conflicts between the army and militia groups vying for control. While the wars have been a brutal human tragedy, gorillas have equally suffered. They have been caught in crossfire, hunted for meat to feed soldiers or refugees, or shot purely for sport. In addition, the presence of armed militias makes it difficult for park rangers and scientists to undertake the conservation work required to conduct surveys and patrol protected areas. 50  
55

Adapted from <https://blogs.oracle.com/why-gorillas-and-humans-need-each-other-to-survive>

**End of Insert**



CANBERRA SECONDARY SCHOOL



## 2021 Preliminary Examination

### Secondary Four Express / Five Normal (Academic)

**ENGLISH LANGUAGE**

1128/02

19 August 2021

1 hour 50 minutes

1050h – 1240h

Name: \_\_\_\_\_ (     )     Class: \_\_\_\_\_

#### READ THESE INSTRUCTIONS FIRST

Write in dark blue or black ink pen on both sides of the paper.  
Do not use staples, paper clips, glue or correction fluid.

Answer **all** questions.

Write your answers in the Question Booklet.

The Insert contains the texts for all sections.

Use the foolscap paper provided for your summary draft work.

Write your summary on the Summary Writing Answer Sheet provided.

Tie your summary draft with your Summary Writing Answer Sheet.

At the end of the examination, hand in the Summary Writing Answer Sheet **separately**.

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

Do not turn over the paper until you are told to do so.

FOR MARKER'S USE		
	Marks Awarded	Max Marks
Section A		5
Section B		20
Section C		10
Summary		15
Total		50

---

This question paper consists of 9 printed pages including the cover page.

**Setter: Ms Wong Sooh Yee**

**Section A [5 marks]**

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

**1** 'Our halls are more than just places to live in.'

Using information from the first two paragraphs, state how NTU halls do this.

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

**2** Look at the first photograph on the webpage. How does it illustrate that the halls are 'A home, away from home'?

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

**3** Refer to the section under 'Facilities at your doorstep'.

Identify **two** language features which the writer uses to engage the readers.

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

**4** *We're excited to have you experience a vibrant school life with us.*

Make the most of your experience with us.

What is the intended effect of these two statements on the readers?

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

**Section B [20 marks]**

**Refer to Text 2 on page 3 and 4 of the Insert for Questions 5 – 14.**

**5** In Paragraph 1, why did Finny win the baseball game? **Answer in your own words.**

.....  
.....  
.....  
.....

**[2]**

**6** It was just a game. (line 6)

What does this sentence tell you about the attitude the writer has towards winning the baseball game?

.....  
.....

**[1]**

**7** The writer mentions that everyone has a moment in history which remains unforgettable. Explain how the language used in Paragraph 2 describes the memorable moment.

Support your ideas with **three** details from Paragraph 2.

.....  
.....  
.....  
.....  
.....  
.....

**[3]**

8 'America is not, never has been, and never will be what the songs and poems call it, a land of plenty.' (lines 21 – 22)

What does the writer mean in this sentence?

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

9 Give **two** contradictions which Americans face in Paragraph 3.

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

10 What does the puzzle in Paragraph 4 refer to?

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

11a In Paragraph 5, explain the meaning of the phrase 'the earth seems to lurch from its path' (line 35).

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

b Why is this phrase effectively used?

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

12 Why do the people listen to the news broadcasts five or six times every day?

.....

.....

.....

.....

[2]

13 What is unusual but effective in using the phrase 'a curtain of plastic' (lines 43 – 44)

<b>Unusual</b>	
<b>Effective</b>	

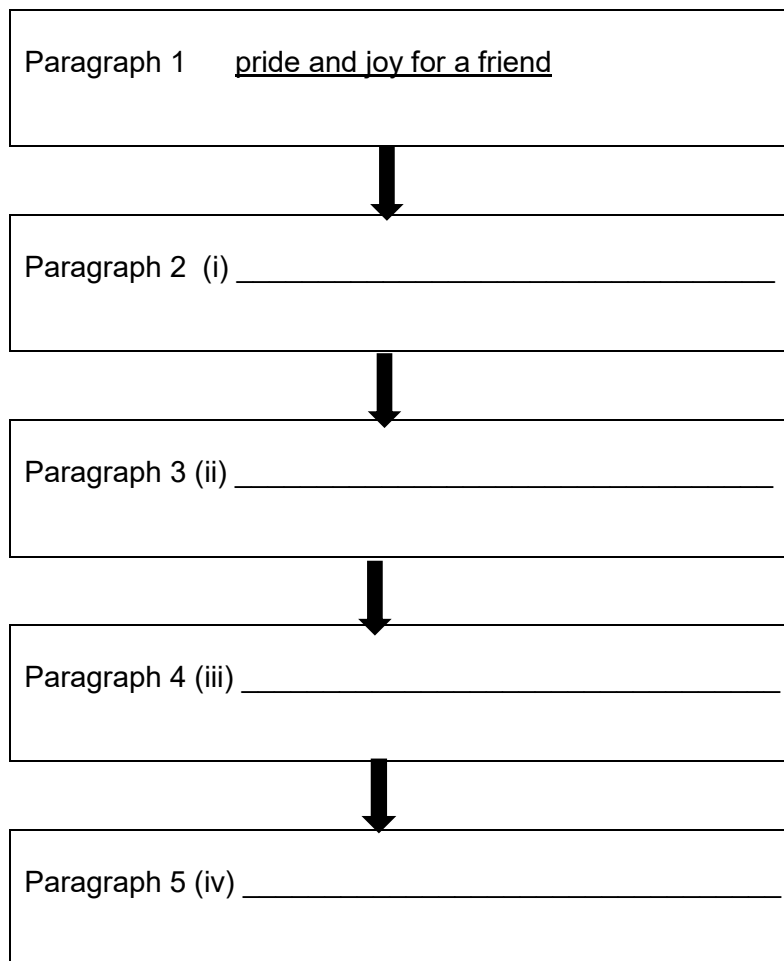
[2]

- 14 The structure of the text reflects the stages of events and the writer's feelings. Complete the flow chart by choosing one phrase from the box to summarise his thoughts and feelings in each part of the text. There are some extra phrases you do not need to use.

Stages of events and writer's feelings

pride and joy for a friend	feeling lost	hardships in life
a new reality	great sense of disloyalty	some light in a dull world
an impactful time		

### Flow Chart



[4]



**Section C [25 marks]**

**Refer to Text 3 on pages 5 and 6 of the Insert for Questions 15 – 22.**

**15** From Paragraph 1, what are the effects of the extinction of mountain gorillas?

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

**16** Quote a sentence in Paragraph 2 which shows that animals and plants are important.

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

**17** From Paragraph 3, explain why an abrupt loss of a species may cause an unpredictable chain reaction to the plants and animals.

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

**18** 'at the root of protecting all life' (line 21). What does 'the root' mean?

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

**19** In Paragraph 4, what are the reasons for the deforestation in the habitat of mountain gorillas?

**i.** .....  
.....  
**ii.** .....  
..... [2]

20 Here is a part of a conversation between two students, Melvin and Dawn, who have read about the threats faced by mountain gorillas.



Melvin

Humans see the value of mountain gorillas.

Humans do not regard mountain gorillas highly.



Dawn

a Give **two** pieces of evidence from Paragraph 2 to support Melvin’s view.

.....  
.....  
.....  
.....

[2]

b Explain with reference to Paragraph 4 why Dawn feels the way she does.

.....  
.....

[1]

21 Give a phrase in Paragraph 6 that has the same meaning as ‘decimate’ (line 47)

.....  
.....

[1]

**22 Write your summary on the Summary Writing Answer Sheet given separately.**

**Using your own words as far as possible**, summarise how and why human actions have threatened the population of mountain gorillas.

**Use only the material from Paragraphs 5 – 7 of Text 3.**

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

**[15]**

One threat faced by the mountain gorillas is ...

**End of Paper**

Section A [5 marks]

- 1 'Our halls are more than just places to live in.'

Using information from the first two paragraphs, state how NTU halls do this.

**NTU's unique Residential Education offers a wealth of experiential learning activities that give you hands-on experience right in the comfort of your own residence on campus.** [1]

- 2 Look at the first photograph on the webpage. How does it illustrate that the halls are 'A home, away from home'?

**The picture shows two students playing music comfortably in their dormitory and it illustrates the great comfort they enjoy in the hall which is similar to what they enjoy in their own home.** [1]

*Description of photo and explain how it depicts the idea of 'A home, away from home'*

- 3 Refer to the section under 'Facilities at your doorstep'.

Identify **two** language features which the writer uses to engage the readers.

**Use of imperatives/start sentences with a Verb like 'Pump...' 'Jam..' and 'Or practise...'** [1]

**Use of pronoun 'Your'**

- 4 *We're excited to have you experience a vibrant school life with us.*

Make the most of your experience with us.

What is the intended effect of these two statements on the readers?

**The readers will feel involved and want to apply to stay in a dormitory** [1]

*Feelings + Action*

Section B [20 marks]

Sec 4E/5NA EL Preliminary Examination Paper 2 2021 – Suggested Answers

Refer to Text 2 on page 3 and 4 of the Insert for Questions 5 – 14.

- 5 In Paragraph 1, why did Finny win the baseball game? **Answer in your own words.**

He was **extremely skilful/exceptionally adept** in playing baseball while the rest were **clumsy / unable to play it correctly.**

*From the text:*

he was sensationally good at it, and that the rest of us were more or less bumblers in our different ways [2]

- 6 It was just a game. (line 6)

What does this sentence tell you about the attitude the writer has towards winning the baseball game?

**The writer has little/no interest/desire to win the game. OR He views it as insignificant/inconsequential/not important to win the game.** [1]

- 7 The writer mentions that everyone has a moment in history which remains unforgettable. Explain how the language used in Paragraph 2 describes the memorable moment.

Support your ideas with **three** details from Paragraph 2.

i. **'emotions** achieve their most powerful **sway over** him' / 'unleashed emotions' highlights how his strong feelings had overwhelmed him / suggests that all the strong feelings inside him were released/let out in an uncontrolled manner

ii. **'imprinted** itself upon him' implies that the moment was etched deeply in his mind / left a permanent impact on him

iii. **'carries the stamp** of that passing moment **forever**' suggests that he bears a sign/mark/impression of the moment on him [3]

- 8 'America **is** not, **never has been**, and **never will be** what the songs and poems call it, a **land of plenty.**' (lines 21 – 22)

What does the writer mean in this sentence?

**America never had a lot of resources** and this situation **persists today** with no signs of changing **for the future.** [2]

**America is not a land of plenty in the past, present or future. [1m only]**

- 9 Give **two** contradictions which Americans face in Paragraph 3.

Sec 4E/5NA EL Preliminary Examination Paper 2 2021 – Suggested Answers

- i. America is known as a land of plenty but nylon, meat, gasoline, and steel are rare.
- ii. There are too many jobs and not enough workers.
- iii. Money is very easy to earn but rather hard to spend, because there isn't very much to buy. (Any 2) [1]

10 What does the puzzle in Paragraph 4 refer to?  
**The puzzle is why adults are slightly impressed and almost intimidated by those who are aged sixteen.** [1]

11a In Paragraph 5, explain the meaning of the phrase 'the earth seems to lurch from its path' (line 35).  
**The world becomes unstable / the whole world becomes shaken / everyone is startled / shocked by an extreme / earth shattering moment / historically defining.** [1]

b Why is this phrase effectively used?  
**The phrase highlights the strong negative responses of the world / how people could be thrown off when an extreme event happened.** [1]

12 Why do the people listen to the news broadcasts five or six times every day?  
**Americans feel that their life is dull and they need to be updated on things, news and events to entertain themselves.**  
**They want to enjoy some pleasure and luxury in different parts of the world which they have little access to.** [2]

13 What is unusual but effective in using the phrase 'a curtain of plastic' (lines 43 – 44)

Unusual	A curtain is usually made of cloth and not plastic
Effective	It highlights that what the Americans know about the world is limited/unclear and may not be the truth.

[2]

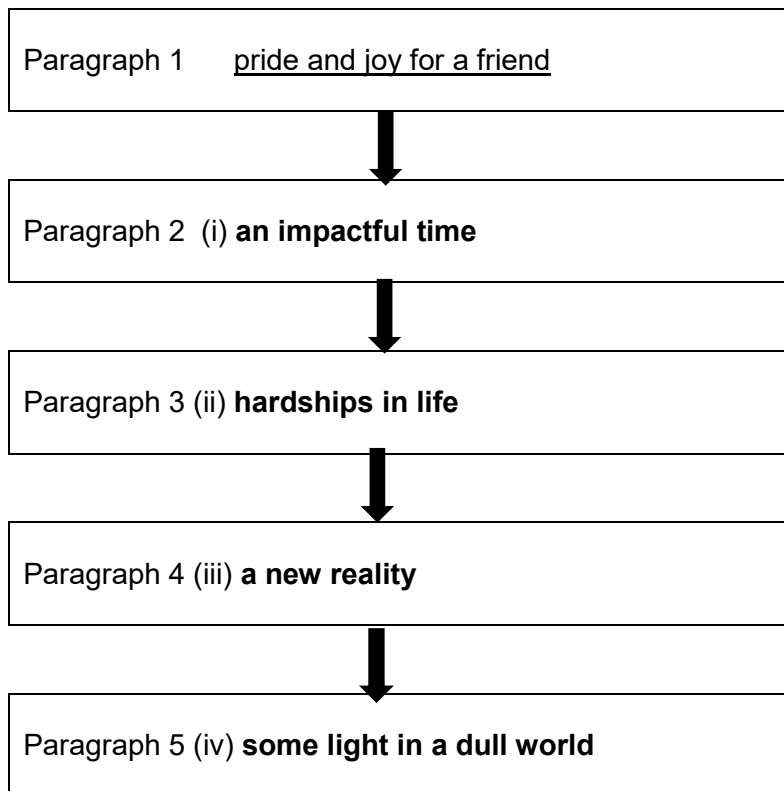
**Sec 4E/5NA EL Preliminary Examination Paper 2 2021 – Suggested Answers**

- 14** The structure of the text reflects the stages of events and the writer’s feelings. Complete the flow chart by choosing one phrase from the box to summarise his thoughts and feelings in each part of the text. There are some extra phrases you do not need to use.

**Stages of events and the writer’s feelings**

pride and joy for a friend	feeling lost	hardships in life
a new reality	great sense of disloyalty	some light in a dull world
an impactful time		

**Flow Chart**



[4]

**Section C [25 marks]**

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 15 – 22.

15 From Paragraph 1, what are the effects of the extinction of mountain gorillas?

**There will be a significant loss for the wildlife ecosystem, the Central African economy and all of humanity.** [1]

16 Quote a sentence in Paragraph 2 which shows that animals and plants are important.

**‘All species are integral parts of the ecosystem in which they live.’** [1]

17 From Paragraph 3, explain why an abrupt loss of a species may cause an unpredictable chain reaction to the plants and animals.

**Each ecosystem on our planet has been carefully balanced over tens of thousands or even millions of years so the plants and animals may not be prepared or know how to react.** [1]

18 ‘at the root of protecting all life’ (line 21). What does ‘the root’ mean?

**main/most important** [1]

19 In Paragraph 4, what are the reasons for the deforestation in the habitat of mountain gorillas?

**i. Humans want to turn lush forests into productive farmland.**

**ii. Humans need wood to build homes and burn as fuel for cooking.** [2]

20 Here is a part of a conversation between two students, Melvin and Dawn, who have read about the threats faced by mountain gorillas.



Melvin

Humans see the value of mountain gorillas.

Humans do not regard mountain gorillas highly.



Dawn



**Sec 4E/5NA EL Preliminary Examination Paper 2 2021 – Suggested Answers**

- a** Give **two** pieces of evidence from Paragraph 2 to support Melvin’s view.

**Mountain gorillas are our closest relatives, so we will have the opportunity to learn from them.**

**We can compare them to our species and other great apes.**

**We can study important aspects of life through these animals. (Any 2)** [2]

- b** Explain with reference to Paragraph 4 why Dawn feels the way she does.

**Humans see the mountain gorilla as a competitor for limited natural resources, rather than something that should be protected.** [1]

- 21** Give a phrase in Paragraph 6 that has the same meaning as ‘decimate’ (line 47)

**‘wipe(d) out’** [1]

- 22** *Write your summary on the Summary Writing Answer Sheet given separately.*

**Using your own words as far as possible**, summarise **how** and **why** human actions have threatened the population of mountain gorillas.

**Use only the material from Paragraphs 5 – 7 of Text 3.**

Your summary must be in continuous writing (not in note form). It must not be longer than 80 words (not counting the words given to help you begin). [15]

One threat faced by the mountain gorillas is ...

## Sec 4E/5NA EL Preliminary Examination Paper 2 2021 – Suggested Answers

<p>As [1] <u>local communities build roads and encroach further and further into national parks in Rwanda and Uganda</u>, it has become easier for humans to also [2] <u>use that land for hunting</u>. Sometimes, that means <u>poaching</u>. Though it is illegal to hunt, trade and eat gorilla and other apes, [3] <u>a lack of resources for law enforcement and anti-poaching makes gorilla hunting difficult to eliminate</u>. The economic payoff is often worth the risk: it is rare, [4] <u>gorilla meat fetches top dollar in urban areas where the delicacy is seen as a symbol of prestige among the wealthy and elite</u>. Gorillas are also poached in attempts to [5] <u>capture infant gorillas for the live animal trade</u>.</p> <p>Due to [6] <u>their similar DNA to humans</u>, mountain gorillas are at risk of contracting many diseases that affect us without the benefits of our immunities, vaccines or medicines. As humans encroach into what was once an isolated habitat, they [6] <u>bring diseases with them</u>—and gorillas are getting their first exposure to diseases humans have been living with for thousands of years. Just as disease wiped out native human populations when European explorers brought them to the Americas, these diseases can quickly decimate a gorilla population. Tourists, poachers, locals, park rangers and scientists alike all [7] <u>pose threats through direct contact or through contamination by waste and debris left behind</u>.</p> <p>Though habitat loss, hunting and disease impact many endangered species, the mountain gorilla have also had to struggle [8] <u>with the effects of war</u>. The Rwanda, Uganda, and Congo regions have experienced numerous armed conflicts between the army and militia groups vying for control. While the wars have been a brutal human tragedy, gorillas have equally suffered. <u>They have been caught in crossfire, hunted for meat to feed soldiers or refugees, or [9] shot purely for sport</u>. In addition, the [10] <u>presence of armed militias makes it difficult for park rangers and scientists to undertake the conservation work required to conduct surveys and patrol protected areas</u>.</p>	<p><b>The actions of humans have threatened the mountain gorillas.</b></p> <ol style="list-style-type: none"><li>1. The locals build roads and encroach into the national parks – the habitat of the gorillas</li><li>2. Hunters and poachers are able to hunt for trade and food due to</li><li>3. a lack of resources for law enforcements</li><li>4. Gorilla meat is highly demanded due to its prestige.</li><li>5. Gorillas are poached when baby gorillas are captured for live animal trade.</li><li>6. Human presence brings diseases to the animals as they have similar DNA.</li><li>7. Gorillas have direct human contact and are contaminated by human waste and litter.</li><li>8. During wars, gorillas are killed and hunted for food or</li><li>9. shot as a leisure activity</li><li>10. With armed soldiers in the forests, the conservation work of rangers and scientists becomes challenging.</li></ol>
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### One threat faced by the mountain gorillas is ....

the locals build roads and encroach into the habitat of the gorillas. Hunters and poachers hunt for trade and food due to a lack of resources for law enforcements. Gorilla meat is highly demanded due to its prestige. Gorillas are also poached when baby gorillas are captured for live animal trade. Human presence brings diseases to them. They have direct human contact and are contaminated by human waste and litter. During wars, they are killed and hunted for food or shot as a leisure activity. With armed soldiers in the forests, the conservation work of rangers and scientists becomes challenging. [100 words for 10 points]