

**Answer Key**

<b>Question</b>	<b>Erroneous word</b>	<b>Answer</b>	<b>Type of error</b>
1	this	These	Demonstrative Pronoun
2	ate	eaten	Verb Form
3	undermine	undermined	Verb Form
4	the	a	Article
5	great	greater	Comparative
6	-	-	No Error
7	with	to	Preposition
8	-	-	No Error
9	however	because	Conjunction
10	judge	judged	Tense

# ANSWERS

**BUKIT MERAH SECONDARY SCHOOL**



**MID-YEAR EXAMINATION 2019  
SECONDARY 4 EXPRESS/ 5 NORMAL (ACADEMIC)**

**ENGLISH LANGUAGE**

Paper 2      Comprehension

**1128/02**

**7 May 2019**

**1 hour 50 minutes**

Candidates answer in the Question Booklet.

Additional Materials: Insert

## **READ THESE INSTRUCTIONS FIRST**

Write your name, class and register 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.

Setter: Leow Ser Leng

**[Turn over**

## Section A [5 marks]

## Text 1

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

- 1 The webpage begins with the tagline 'Where Business, Technology and Innovation Collide in Singapore!' What does 'Collide' suggest about the impact of the event on participants?

**It suggests that it has a significant/ powerful/ strong impact on participants. [1]**

- 2 Refer to the section under 'Networking'.

- (i) How does the photograph support the information presented in this section?

**The photograph shows various participants engaged in/ engrossed in conversations. This supports the idea that participants can interact with/ connect with other like-minded people/ participants during the event. [1]**

- (ii) Identify a phrase that encourages the reader to be involved in networking.

**'a breeze (to join)' [1]**

**Accepted: 'Experience the power (of a strong support network!)**

**Not accepted: 'the power (of a strong support network!)**

Who is the target audience of this webpage?

- 3 **Business owners/ leaders who are interested in using technology to improve their operations.[1]**

**Accepted:**

**Employees of companies who are interested in technology.**

- 4

How does the webpage persuade its target audience to participate in the event?

**Through the use of imperatives 'seize this golden opportunity', 'Register today', 'Click Here' to prompt the reader to register for this event. Through highlighting various mass media platforms that have featured/ promoted this event. [Any 1 for 1m]**

## Section B [20 marks]

## Text 2

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

- 5 (i) Which **word** in Paragraph 1 suggests that the writer anticipated his trek to be an easy one?

**'leisurely' [1]**

- (ii) What does this word suggest about the writer's assessment of the situation?

**He underestimated the challenges involved. [1]**

- 6 Paragraph 2 describes the challenges faced by the writer. Explain how the language used in the paragraph emphasises how the writer found the experience to be physically demanding. Support your answer with **two** details from the paragraph.

**'gruelling path (was uphill)' suggests/ shows/ indicates that the path was an extremely tiring and demanding one/ an arduous/ strenuous/ taxing/ one.**

**'clamber all the way / crawl on all fours' suggests/ shows/ indicates that the writer had to move in an awkward and laborious way using both hands and legs.**

**'intense and energy sapping hours' suggests/shows/ indicates that it was an extremely/ exceptionally/ extraordinarily exhausting time**

**'wearily resting' suggest that the writer was exhausted/ drained/ extremely tired/ fatigued.**

**[Any 2 for 1m each=2m]**

**Not accepted:**

**'(was) parched but out of water' suggests/ shows/ indicates that the writer was dehydrated but had no more water to drink (related to hot weather)**

**'sweat was pouring out of me' (related to hot weather rather than the trek)**

**;'(rougher with) everything being jagged or piercing, shredding my arms and legs' (dangerous rather than physically demanding)**

- 7 'Soon, the sun was getting lower in the sky, making me ponder on my predicament.' (line 14).

- (i) Explain why the writer had to ponder on his predicament.

**As it was getting dark, he had to consider safety issues carefully. [1]**

- (ii) What was his final decision?

**To continue moving towards the beach [1]**

8 “ ‘Went down’ is just a euphemism though because, in reality, it plummeted.” (line 22).

How is the word ‘plummeted’ used effectively here?

**It emphasises how suddenly/ quickly the sun set.**

**Not Accepted:**

9 **It emphasises how suddenly/ quickly the sky darkened  
('plummeted' is about the sun, not the sky)**

What tone is the writer conveying in the last sentence of this paragraph?

10 **Humorous / self-mocking/ self-deprecating/ He was making fun of himself. [1]**

The writer says that he ‘attempted to be rational’ (line 30).

Which **two** of his actions show that he was not rational?

11 **He darted around/ made blind plunges in random directions/ plunged in random directions (Any two, not more than two for 1m)**

In Paragraph 6, the writer describes taking a photograph of himself. Why do you think his action was ‘unfathomable’ (line 33)?

12 **He should be focusing on getting himself out of danger [1] instead of trying to see how he looked like when frightened [1]**

The writer describes the night as ‘the black sauna’ (lines 35-36). What does this suggest about the environment he was in?

**The expression captures fully how the narrator was experiencing total darkness and feeling very hot and sweaty [1].**

**OR**

**The expression captures fully how the night was totally dark and very hot [1].**

13 **(Both parts need to be present for 1m)**

Explain why it was a bad decision for the writer to slide down the nearest slope.

**The weight of his tent-filled backpack would push him downward too quickly. He was not in control of his descent and thus put himself in greater danger. He could not see what was ahead.**

14 **[Any one for 1m]**

From Paragraph 7, identify **four** elements in nature that threatened the writer’s safety.

**loose gravel and dirt  
precipice/ slope ending abruptly/  
30-metre cliff  
angry sea**

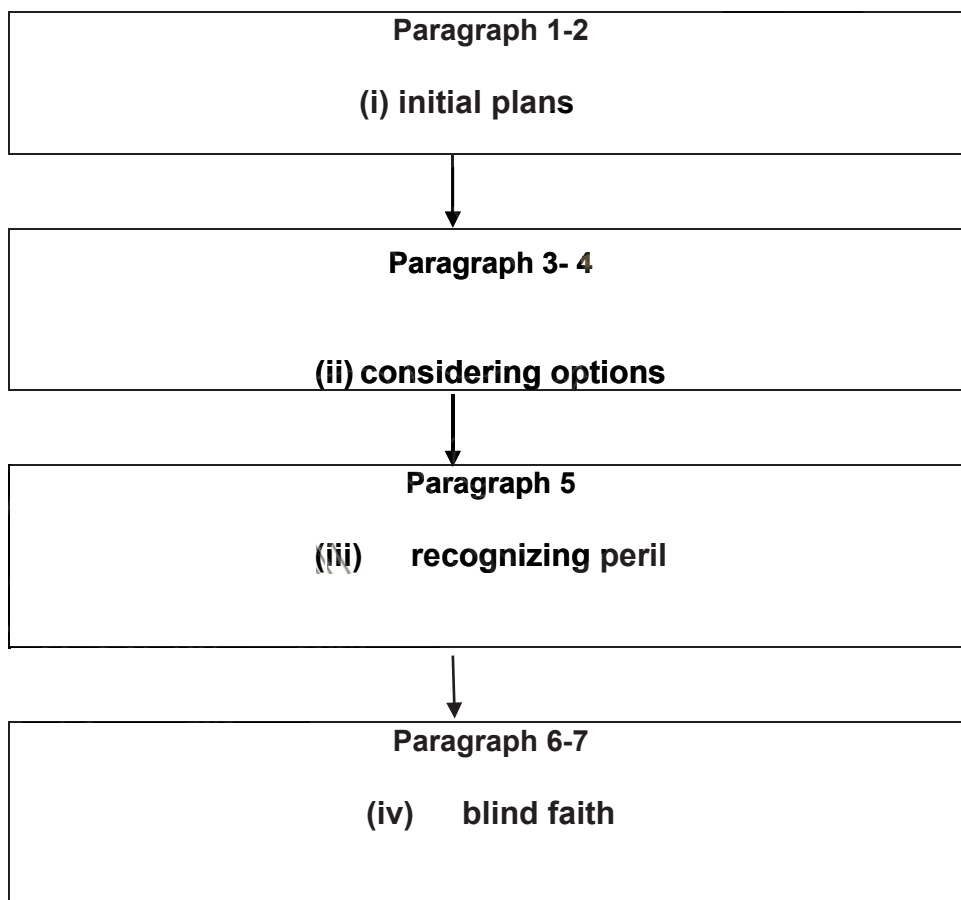
**jagged rocks**  
**[Any 2 for 1m/ pair. Total 2m]**

- 15** The structure of the text reflects the writer's experience at different stages of the trek. Complete the flow chart by choosing one phrase to summarise the main experience at each stage. There are some extra phrases in the box that you do not need to use.

**Stages of the trek**

visualising scenery	considering options	initial plans	recognising peril
blind faith	seeking guidance	final plans	

**Flow Chart**



[4]

[Turn over

## Section C [25 marks]

## Text 3

Refer to Text 3 on pages 5-6 of the Insert for Questions 16-21.

- 16 Identify the characteristics of teak which lead to its 'beauty' (line 3) and 'durability' (line 4).

<i>Description</i>	<i>Characteristics</i>
Beauty	Grains and hue [1]
Durability	Resistance to cracking, warping, rotting and corrosion (when in contact with steel) [1]

[2]

- 17 With reference to Paragraph 1, what are current problems faced by the teak industry? **Answer in your own words.**

**The number of teak forests is decreasing / The teak forests are being reduced in size [1].**

**Natural teak has more inferior traits / characteristics / The standard of teak produced is now less superior [1].**

- 18 The writer says that 'in caves in Western India, even objects made from teak more than 2,000 years ago have been found intact' (lines 16-17).

Why does the writer include the above example?

**To convey his astonishment that teak objects can last so long./ To emphasise the durability of teak. [1]**

- 19 Here is a part of a conversation between two students, Victor and Lily, who have read the article



**Victor**

*Plantation teak is a definite improvement from clear cutting forests.*

*However, plantation teak is not a completely sustainable method of farming.*



**Lily**

- (a) Give **two** pieces of evidence from Paragraph 4 to support Victor's view.

**The trees from which teak is obtained are exclusively planted for either commercial or ecological purposes [1].**

**There are no non-teak waste trees to burn / remove / clear cut [1].**

- (b) With reference to Paragraph 4, how would Lily explain her position?

**The plantations are monocultures / consist of only one tree species and are planted and harvested at the same [1]. OR**

**Consequently, they provide little needed animal habitat [1].**

- 20 Explain fully how teak planting serves the local communities as 'a savings account' (lines 45-46).

**The time until trees reach harvestable dimensions is comparatively long / It can take between 20 and 80 years before a tree planted today is harvested for wood [1].**

**This means that the income / money that can be earned from the teak planting can only be reaped in / is saved until the future / for future generations [1].**

[Turn over

**21 Using your own words as far as possible**, summarise the qualities and uses of teak. **Use only the information from Paragraphs 2 and 3**

*Teak is a valuable natural resource which*

	<b>From the text</b>	<b>Own words</b>
1	<i>has been used to outfit and adorn the residences of the wealthy and powerful</i>	has been used to <u>furnish and decorate</u> the houses of <u>affluent/ rich and important people</u>
2	<i>strength and durability of teak wood is definitely world-renowned</i>	<u>Famous/ recognised worldwide/ globally</u> for its <u>hardiness/ toughness/ sturdiness/ robustness</u> and <u>long-lasting/ hard-wearing quality</u> .
3	<i>abundance of natural oils and rubber locked right into the tight grain of the wood to keep back water</i>	Teak's tight grain allows it to <u>retain plenty of</u> natural oils and rubber even after being <u>cut down</u> and processed.
4	<i>and keep it from becoming misshapened or breaking</i>	This enables it to keep its shape and prevents breakage
5	<i>retain these oils and its rubber even after being felled and processes</i>	
6	<i>greater naturally weather-resistant properties than just about any other type of wood.</i>	Its natural water-resistance is <u>excellent/ outstanding/ impressive</u>
7	<i>It has been used to construct ships for many centuries</i>	It has been <u>utilised</u> in ship construction.
8	<i>dried to a proper moisture level -- around 10 percent of its original content -- the oils and rubber weatherproof the wood.</i>	Additionally, it can become waterproof after drying to an appropriate/ suitable moisture level
9	<i>The oils also protect the wood from dry rot</i>	The oils also protect it from dry rot,
10	<i>-Furthermore, the oils and rubber protect the heart of the wood from invaders like fungi and parasites.</i>	and fungus and parasite <u>attacks</u> .

*Teak is a valuable natural resource which* has been used to furnish and decorate the houses of affluent and important people. Famous globally for its sturdiness and long-lasting quality, teak's tight grain allows it to retain plenty of natural oils and rubber even after being cut down and processed. This enables it to keep its shape and prevents breakage. Its natural water resistance is outstanding. It has been utilised in ship construction. Additionally, it can become waterproof after drying to an appropriate moisture level. The oils also protect it from dry rot, and fungus and parasite attacks. [89 words for 10 points]

Text 1	Questions/ Marks
Question Type	9
Effect of specific feature of the text	
Use of picture/ graphic to communicate/ reinforce idea	3(i) [1]
Global Under-standing of the text	1 [1]
Literal - understanding of details in the text	
Inferential - understanding of details not directly given/ identify sentence	2 [1] 3(ii) [1]

Text 2	Questions/ Marks
Question Type	
Literal	6i[1] 7 ii [1] 10[1] 14 [2]
Vocab (Quote)	5i [1]
Vocab (explain meaning of word/ phrase)	11 [2]
Paraphrasing	
Language Impact (how lang is used to create specific impact/reference to style and tone)	8 [1] 9 [1]
Language Impact (use in unusual way/ effect of use)	
Inferential (include vocab and justification using evidence)	5ii [1] 6 [3] 7(i) [1] 12 [1] 13 [1]
Evaluative (structure of text)	15 [4]

Text 3	Questions/ Marks
Question Type	10
Literal (Direct)	16 [2]
Literal (Talking Heads)	19 [3]
Vocab (Quote)	
Vocab (Explain meaning of word/phrase)	20 [2]
Paraphrasing	17 [2]
Language Impact (style/tone)	18 [1]
Inferential	
Evaluative (selection of ideas)	

