



## WOODLANDS RING SECONDARY SCHOOL

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Name : \_\_\_\_\_ Reg No. \_\_\_\_\_ Class : \_\_\_\_\_

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**EXAMINATION: MID-YEAR EXAMINATION**

**LEVEL : SECONDARY 4 EXPRESS/ 5 O-LEVEL DATE: 6 May 2019**

**SUBJECT : ENGLISH LANGUAGE (1128/1) PAPER: 1**

**DURATION : 1 HR 50 MINUTES MAX MARKS: 70**

**SETTER(S) : MDM FARHANAH SAMAT**

**PARENT'S/GUARDIAN'S SIGNATURE:**

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### INSTRUCTIONS TO CANDIDATES

**Do not open this booklet until you are told to do so.**

Write in dark blue or black pen in the spaces provided.

You may use a soft pencil for any diagrams, graphs or rough working.

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

Answer **Section A**, **Section B**, and one question from **Section C**.

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

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

#### For examiner's use

	Marks
Section A	/ 10
Section B	/ 30
Section C	/ 30
<b>Total</b>	<b>/ 70</b>

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This section consists of 2 printed pages including cover page.

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

Carefully read the text below, consisting of 12 lines, about the methane poisoning incident in Johor Bahru. 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.

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.

Example:

I arrived (to) my destination at 2pm.

\_\_\_\_\_ at \_\_\_\_\_

What started out as an isolated incident of illegally dumping chemicals into a  
 Johor river have escalated into a wave of methane poisoning cases. More than 1 \_\_\_\_\_  
 2,700 people have take ill and it has led to the Malaysian education ministry 2 \_\_\_\_\_  
 closing all 111 schools in Pasir Gudang. This incident can be traced to a driver 3 \_\_\_\_\_  
 of a tanker lorry believing to be from an illegal tyre recycling factory. The driver 4 \_\_\_\_\_  
 dumped 20 to 40 tonnes of chemical waste into Sungai Kim Kim instead of 5 \_\_\_\_\_  
 disposing of it properly as requirement by law. Initial cleaning works worsened 6 \_\_\_\_\_  
 the chemical reaction as the contractor engaged was not experienced to dealing 7 \_\_\_\_\_  
 with chemical wastes. Furthermore, the authorities also did not disposed of the 8 \_\_\_\_\_  
 waste in the river after concluding that they were no longer reactive. The decision 9 \_\_\_\_\_  
 was also taken due to the costs involved. Because the dire situation, the 10 \_\_\_\_\_  
 government did not see the need to declare a state of emergency in Johor.



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## SECTION B

WRS ALUMNI		VISION		Fostering Connections, Building Relationships		
MISSION		1	TO BE THE BRIDGE between the alumni & the school. To allow alumni to still be part of the WRS community / family.			
		2	TO GIVE BACK to the school, the place that taught us moral values and helped develop our character.			
		3	TO FOSTER connections & BUILD network among alumni.			
WHAT CAN YOU DO AS PART OF WRS ALUMNI?						
VOLUNTEER AS A NIGHT TUTOR		PERFORM FOR TASAD		SIGN UP AS WRS MENTORS		
<ul style="list-style-type: none"><li>• Help your fellow juniors prepare for the GCE 'N' and 'O' Level examinations</li><li>• Share useful study strategies</li></ul>		<ul style="list-style-type: none"><li>• Show your appreciation for your teachers</li><li>• Showcase your talents in singing, dancing etc.</li></ul>		<ul style="list-style-type: none"><li>• Guide your juniors about post-education pathways</li><li>• Share tips to manage time and cope with stress</li></ul>		
				PLAN ALUMNI GATHERINGS		
				<ul style="list-style-type: none"><li>• Organize dinner for your batch</li><li>• Reconnect with former classmates and teachers</li></ul>		

**Section B [30marks]**

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

**Question 2**

You should look at the printout of the flyer on page 2, study the information carefully and plan your answer before beginning to write.

Your school is setting up its first ever alumni association and is looking to encourage more students to join as members. As part of the pioneer batch of alumni in the organising committee, you have prepared a recruitment poster for the association. You have also been tasked by the teacher-in-charge to give a speech to the graduating cohort of students to share more about the association.

In your speech, you should:

- state why the alumni association was set up
- say why it is important for your batch to be part of this alumni association
- suggest two activities that members can take part in
- explain how these activities are meaningful

Write your speech in clear, accurate English and in persuasive, enthusiastic tone to convince the students to join the alumni association.

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

You should use your own words as much as possible.

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**2019 Sec 4E/5O EL MYE Paper 1 - Suggested Answers**  
**Section B**

<b>State why the alumni association was set up</b>	<u>Lifted from text</u> <ul style="list-style-type: none"> <li>• To be the bridge between the alumni and the school</li> <li>• To allow alumni to still be part of the WRS community</li> <li>• To foster connections and build network among alumni</li> </ul>	
<b>Say why it is important for your batch to be part of this alumni association</b>	<u>Own explanation</u> <ul style="list-style-type: none"> <li>• Build the foundation for the association</li> <li>• Start a legacy by being the first batch of alumnis</li> <li>• Preserving heritage of school</li> </ul>	
<b>Suggest two activities that members can take part in</b>	<u>Lifted from text</u> <ol style="list-style-type: none"> <li>1. Volunteer as a night tutor</li> <li>2. Perform for TASAD</li> <li>3. Sign up as WRS Mentors</li> <li>4. Plan alumni gatherings</li> </ol>	<u>Own explanation</u> <ol style="list-style-type: none"> <li>1. Provide personal coaching, use experience to guide juniors</li> <li>2. Bring a smile to teachers' faces, surprise teachers with hidden talent,</li> <li>3. Tap on personal experience, alumni may be more relatable than a teacher, provide a listening ear</li> <li>4. Opportunity to share reconnect and share experiences, reminisce about time in WRS</li> </ol>
<b>Explain how these two activities are meaningful</b>		





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**EXAMINATION: MID-YEAR EXAMINATION**

**LEVEL : SECONDARY 4 EXPRESS/ 5 O-LEVEL DATE: 6 May 2019**

**SUBJECT : ENGLISH LANGUAGE (1128/1) PAPER: 1**

**DURATION : 1 HR 50 MINUTES MAX MARKS: 70**

**SETTER(S) : MDM FARHANAH SAMAT**

**PARENT'S/GUARDIAN'S SIGNATURE:**

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## SECTION C

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This section consists of 7 printed pages including cover page.

### Section C [30 marks]

Begin your answer on a fresh page

**You are advised to write between 350 and 500 words on one of the following topics.**

At the head of your composition, write the number of the topic you have chosen.

- 3 Describe the most memorable family gathering that you have attended. What made the gathering unforgettable?
- 4 Many Singaporeans feel that studying abroad is a better option. What is your opinion?
- 5 What factors do you consider to be essential for a group to work successfully together?
- 6 "It takes two hands to clap." Do you agree? Write about an incident when you and another person had to take responsibility for a misdeed.

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

This image shows a full page of blank primary-ruled paper. It features ten sets of horizontal lines across the page. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. The lines are evenly spaced and extend from the left margin to the right edge of the page. There are no margins or other markings present.















## WOODLANDS RING SECONDARY SCHOOL

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Name : \_\_\_\_\_ Reg No. \_\_\_\_\_ Class : \_\_\_\_\_

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**EXAMINATION : MID-YEAR**

**LEVEL : SECONDARY 4 EXPRESS / 5 O LEVELS      DATE: 6 May 2019**

**SUBJECT : ENGLISH LANGUAGE (1128/02)      PAPER: 2**

**DURATION : 1 HOUR 50 MINUTES      MAX MARKS: 50**

**SETTER(S) : MS LOW MF      Parent's/Guardian's Signature:**

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**INSERT**

**READ THESE INSTRUCTIONS FIRST:**

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

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**This question paper consists of 6 printed pages including the cover page.**

## Section A

## Text 1

Study the webpage below and answer Questions 1-3 in the Question Booklet.



**THANK YOU  
FOR SAVING  
MY LIFE**

**World Blood Donor Day**



### Do you know?

- 108 million units of blood are donated every year globally
- On average, a person has 10 - 11 units of blood where 1 unit can be donated

### Why should you donate?

- It improves your health
- Every 2 seconds, somebody needs blood
- 41,000 units of blood are needed every day

### Who can donate?

- 18 - 65 years old
- Weigh at least 50kg
- Be in good general health
- Meet minimum haemoglobin level

## Section B

## Text 2

*In the text below, a black immigrant named Ifemelu reflected on her life and her blogging activities. Read it carefully and answer Questions 4-14 in the Question Booklet.*

- 1 Princeton, in the summer, smelled of nothing, and although Ifemelu liked the tranquil greenness of the many trees, the clean streets and stately homes, the delicately overpriced shops, and the quiet, abiding air of earned grace, it was this, the lack of a smell, that most appealed to her, perhaps because the other American cities she knew well had all smelled distinctly. Philadelphia had the musty scent of history. New Haven smelled of neglect. 5  
Baltimore smelled of brine, and Brooklyn of sun-warmed garbage. Yet Princeton had no smell. She liked taking deep breaths here. She liked watching the locals who drove with pointed courtesy and parked their latest-model cars outside the ice cream shop that had fifty different flavors including red pepper or outside the post office where effusive staff 10  
bounded out to greet them at the entrance. She liked the campus, grave with knowledge, the Gothic buildings with their vine-laced walls. She liked, most of all, that in this place of affluent ease, she could pretend to be someone else, someone specially admitted into a hallowed American club, someone adorned with certainty.
- 2 On the other hand, she did not like that she had to go to Trenton to braid her hair. It was unreasonable to expect a braiding salon in Princeton—the few black locals she had seen 15  
were so light-skinned and lank-haired she could not imagine them wearing braids—and yet as she waited at Princeton Junction station for the train, on an afternoon ablaze with heat, she wondered why there was no place where she could braid her hair. The chocolate bar in her handbag had melted. A few other people were waiting on the platform, all of them 20  
white and lean, in short, flimsy clothes. The man standing closest to her was eating an ice cream cone; she had always found it a little irresponsible, the eating of ice cream cones by grown-up American men, especially the eating of ice cream cones by grown-up American men in public.
- 3 He turned to her and said, “About time,” when the train finally creaked in, with the familiarity strangers adopt with each other after sharing in the disappointment of a public service. She 25  
smiled at him. The graying hair on the back of his head was swept forward, a comical arrangement to disguise his bald spot. He had to be an academic, but not in the humanities or he would be more self-conscious. A firm science like chemistry, maybe. Before, she would have said, “I know,” that peculiar American expression that professed agreement rather than knowledge, and then she would have started a conversation with him, to see if 30  
he would say something she could use in her blog. People were flattered to be asked about themselves and if she said nothing after they spoke, it made them say more. They were conditioned to fill silences. If they asked what she did, she would say vaguely, “I write a lifestyle blog,” because saying “I write an anonymous blog called Raceteenth or Various Observations About American Blacks (Those Formerly Known as Negroes) by a Non- 35  
American Black” would make them uncomfortable.
- 4 She had said it, though, a few times. Once to a dreadlocked white man who sat next to her on the train, his hair like old twine ropes that ended in a blond fuzz, his tattered shirt worn with enough piety to convince her that he was a social warrior and might make a good guest 40  
blogger. “Race is totally overhyped these days, black people need to get over themselves,

it's all about class now, the haves and the have-nots," he told her evenly, and she used it as the opening sentence of a post titled "Not All Dreadlocked White American Guys Are Down."

- 5 Then there was the man from Ohio, who was squeezed next to her on a flight. A middle manager, she was sure, from his boxy suit and contrast collar. He wanted to know what she meant by "lifestyle blog," and she told him, expecting him to become reserved, or to end the conversation by saying something defensively bland like "The only race that matters is the human race." However, he said, "Ever write about adoption? Nobody wants black babies in this country, and I don't mean biracial, I mean black. Even the black families don't want them." He told her that he and his wife had adopted a black child and their neighbors looked at them as though they had chosen to become martyrs for a dubious cause. Her blog post about him, "Badly-Dressed White Middle Managers from Ohio Are Not Always What You Think," had received the highest number of comments for that month. 45
- 6 She still wondered if he had read it. She hoped so. Often, she would sit in cafés, or airports, or train stations, watching strangers, imagining their lives, and wondering which of them were likely to have read her blog. Now her ex-blog. She had written the final post only days ago, trailed by two hundred and seventy-four comments so far. All those readers, growing month by month, linking and cross-posting, knowing so much more than she did; they had always frightened and exhilarated her. SapphicDerrida, one of the most frequent posters, wrote: "I'm a bit surprised by how personally I am taking this. Good luck as you pursue the unnamed 'life change' but please come back to the blogosphere soon. You've used your irreverent and thought-provoking voice to create a space for real conversations about an important subject." 55
- 7 Readers like SapphicDerrida, who reeled off statistics and used words like "reify" in their comments, made Ifemelu nervous, eager to be fresh and to impress, so that she began, over time, to feel like a vulture hacking into the carcasses of people's stories for something she could use. Sometimes making fragile links to race. Sometimes not believing herself. The more she wrote, the less sure she became. Each post scraped off yet one more scale of self until she felt naked and false. 60 65

*Adapted from Americanah by Chimamanda Ngozi Adichie*

## Section C

### Text 3

*The article below is about why music moves us. Read it carefully and answer Questions 15-22 in the Question Booklet.*

- 1 According to Leo Tolstoy, "Music is the shorthand of emotion." Music has the ability to evoke powerful emotional responses — both chills and thrills — in listeners. This capacity is universal. Why are we moved by music? How does music evoke emotion and pleasure?
- 2 Music is a kind of language of emotion, with its components and patterns representing different feelings. People who have difficulty expressing their feelings in words sometimes feel more comfortable expressing these emotions through music. Music has also the capacity to mimic emotions, where the temporal patterns of music mirror our emotional lives, such as the introduction, buildup, climax, and closure. For example, a slow tempo naturally conveys sadness, due to the fact that it has a structural resemblance with the slowness that we might expect in a disconsolate individual.
- 3 As human beings, we have the capacity and inclination to synchronize our body movement to external rhythmic stimuli, such as music. Rhythm can have a powerful effect on movement, because the auditory system has a rich connection to motor systems in the brain. These connections help explain why music often makes us want to burst into dance, and why we feel a natural inclination to tap along with music. Sounds that are loud, sudden, and fast-paced generate increases in arousal and excitement. In contrast, relaxing music can reduce feelings of anxiety.
- 4 Listening to music that was played **a lot during a significant life event** many years ago, such as a family celebration, can trigger a deeply nostalgic emotional experience. The sentiment is not in the music, but in what it reminds us of. The power of music to evoke reminiscing is demonstrated in the movie *Casablanca*, where the protagonist Rick forbids his bar pianist Sam ever to play "As Time Goes By", because of the unbearable feelings of grief and loss evoked by the song.
- 5 It is therefore not surprising that music generates emotional contagion. Emotional contagion refers to the phenomenon that perceiving an emotion can sometimes induce the same emotion. A case in point is where people display automatic frowning when observing facial expressions of fear and wretchedness. For that reason, a full music experience involves watching as well as listening, particularly since visual aspects of performance greatly influence our experiences of music — the use of facial expression in music is critically important for communicating the emotional meanings of music. Hearing a mournful cello performance may effect a genuine state of despondency in a listener.
- 6 Music often makes us feel like crying, and it may not be due to a melancholic reaction but a result of us experiencing a sense of awe and admiration. The feeling is a kind of wonder at realizing what other minds are capable of creating. Awe is described as sensitivity to greatness, accompanied by a sense of being overwhelmed by the object of greatness. In response to these sensations, we may experience goosebumps and motivation for the improvement of self and society.

- 7 Interestingly, the cognitive psychologist Steven Pinker has characterized music as "auditory cheesecake". In this view, music is an exquisite gourmet feast that we ingest through the ear to stimulate a mass of pleasure circuits at once. Of course, music is not a pill that, when swallowed, inevitably produces a given state of mind. However, like other rewards, such as food and money, pleasurable music activates the pleasure and reward system, so that when something catches our ear, we like it to be repeated endlessly in the song, simply because we cannot get enough of it. 40
- 8 What makes music so emotionally powerful is the creation of expectation. Research shows that anticipation is a key element in activating the reward system and provoking musical pleasure. Unexpected changes in musical features intensity and tempo is one of the primary means by which music provokes a strong emotional response in listeners. With enough exposure, the difference between expected and actual events decreases such that listeners begin to anticipate these events, which consequently causes music to become less pleasing. 45 50

*Adapted from Why Are We Moved By Music by Shahram Heshmat*







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### EXAMINATION : MID-YEAR

LEVEL : SECONDARY 4 EXPRESS/ 5 O LEVELS DATE: 6 May 2019

SUBJECT : ENGLISH LANGUAGE (1128/02) PAPER: 2

DURATION : 1 HOUR 50 MINUTES MAX MARKS: 50

SETTER(S) : MS LOW MF Parent's/Guardian's Signature: \_\_\_\_\_

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### QUESTION BOOKLET

#### Additional materials:

Insert

#### INSTRUCTIONS TO CANDIDATES:

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

Write in dark blue or black ink on both sides of the paper.

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

Answer **all** questions.

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

The Insert contains the texts for all the sections.

#### INFORMATION FOR CANDIDATES:

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

You are reminded of the need for clear presentation in your answers.

FOR EXAMINER'S USE		
SECTION	MARKS	
A	5	
B	20	
C	25	
TOTAL	50	

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This question paper consists of 8 printed pages including the cover page.

**Section A [5 marks]**

**Refer to Text 1 to answer Questions 1-3.**

1. What is the purpose of this webpage?

.....  
.....

[1]

2. What is the intended effect of saying that “a single gesture can create a million smiles”?

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

[2]

3. How does the author use the photographs to reinforce the idea in these words:

- (i) Thank you for saving my life

.....  
.....

[1]

- (ii) World Blood Donor Day

.....  
.....

[1]

### Section B [20 marks]

**Refer to Text 2 and answer Questions 4-14.**

4. Explain how language is used to highlight the charm of Princeton. Support your answer with three details from lines 1-3.

.....

.....

.....

.....

..... [3]

5. Who, in your own words, did Ifemelu aspire to be in paragraph 1?

.....

.....

..... [2]

6. From paragraph 2, why would it be “unreasonable to expect a braiding salon in Princeton”?

.....

..... [1]

7. In paragraph 3, explain why people would continue to say more when Ifemelu said nothing. Answer in your own words.

.....

..... [1]

8. Pick out two consecutive words in paragraph 4 that refer to somebody who fights for the rights of people.

..... [1]

9. From paragraph 5, what was Ifemelu's initial impression of the man from Ohio and how had it changed?

Initial Impression	Final Impression

[2]

10. From paragraph 6, quote an expression that proves the popularity of Ifemelu's blog.

.....

.....

[1]

11. In paragraph 6, Ifemelu mentioned that she had discontinued her blog. What was the excuse she gave her blog readers and what was her real reason for discontinuing it?

(i) Her excuse to her blog readers	
(ii) Her real reason	

[2]

12. What is the intended effect of Ifemelu comparing herself to a "vulture hacking into the carcasses of people's stories for something she could use" in lines 66-67?

.....

.....

.....

[2]

13. Use a word of your own to describe the tone of Ifemelu's writing in her blog.

.....

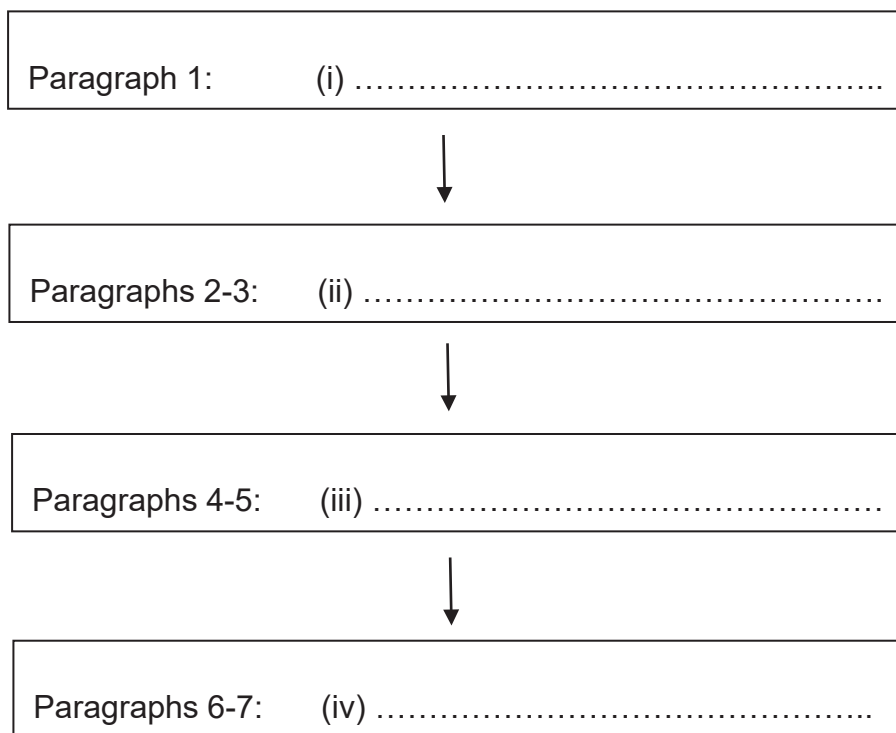
[1]

14. The structure of the text reflects the different experiences Ifemelu had in Princeton. Complete the flowchart by choosing one phrase from the box to summarise what she experienced in each part of the text. There are some extra phrases in the box you do not need to use.

**Ifemelu's experience**

Breaking stereotypes Beyond help Making friends	Ending racial discrimination Understanding human behaviour American dream city	Self-reflection
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Flow chart

**Section C [25 marks]****Refer to Text 3 and answer Questions 15-22.**

15. In paragraph 1, which sentence states that music is a quick and simple expression of emotions?

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

16. From paragraph 2, why do some people prefer to use music to express themselves?

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

17. Why do you think some people would not want to listen to certain music, in paragraph 4?

.....

..... [1]

18. "For that reason, a full music experience involves watching as well as listening..." (lines 27-28) What does "that reason" refer to?

.....

..... [1]

19. From paragraph 6, what are two reasons why people cry when they listen to music? Answer in your own words.

.....

.....

..... [2]

20. Name a possible positive outcome of listening to music in paragraph 6.

.....

..... [1]

21. Here is a part of a conversation between two students about music.



(a) How can Famela explain her view of music from paragraph 7?

.....

..... [1]

(b) What are two points in paragraphs 7 and 8 that Patrick can use to support his view?

.....

.....

..... [2]

22. **Using your own words as far as possible**, summarise the reasons why we are moved by music.

**Use only information from paragraphs 2 to 5.**

*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).*

No. of words: [ ] [15]

No. of words:  [15]





**2019 Sec 4E/5O EL MYE Paper 1 - Suggested Answers**  
**Section A**

<p>What started out as an isolated incident of illegally dumping chemicals into a Johor river <b>have</b> escalated into a wave of methane poisoning cases. More than 2,700 people have <b>take</b> ill and it has led to the Malaysian education ministry closing all 111 schools in Pasir Gudang. This incident can be traced to a driver of a tanker lorry <b>believing</b> to be from an illegal tyre recycling factory. The driver dumped 20 to 40 tonnes of chemical waste into Sungai Kim Kim instead of disposing of it properly <del>as</del> <b>requirement</b> by law. Initial cleaning works worsened the chemical reaction as the contractor engaged was not experienced <b>to</b> dealing with chemical wastes. Furthermore, the authorities also did not <b>disposed</b> of the <b>waste</b> in the river after concluding that they were no longer reactive. The decision was also <b>taken</b> due to the costs involved. <b>Because</b> the dire situation, the government did not see the need to declare a state of emergency in Johor.</p> <p>Adapted from <a href="https://www.channelnewsasia.com/news/asia/pasir-gudang-methane-poisoning-timeline-what-we-know-so-far-11348968">https://www.channelnewsasia.com/news/asia/pasir-gudang-methane-poisoning-timeline-what-we-know-so-far-11348968</a></p>	<p>1 has (SVA)  2 taken (tense)  3 ✓  4 <b>believed</b> (tense)  5 ✓  6 required (word form)  7 in (prep)  8 dispose (tense)  9 wastes (plural)  10 Despite (conj.)</p>
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**2019 Sec 4E/5O EL MYE Paper 1 - Suggested Answers**  
**Section C**

#	Question	Text Type	Possible Answers
1	Describe the most memorable family gathering that you have attended. What made the gathering unforgettable?	Blended (Description + Viewpoint)	<p>Detailed description of:</p> <ul style="list-style-type: none"> <li>Gathering <ul style="list-style-type: none"> <li>Event</li> <li>Setting (restaurant, home etc.)</li> </ul> </li> </ul> <p>Justify “memorable”:</p> <ul style="list-style-type: none"> <li>Occasion (birthday, farewell, anniversary etc.)</li> <li>Companion (significance family member etc.)</li> </ul>
2	Many Singaporeans feel that studying abroad is a better opinion. What is your opinion?	Viewpoint	<p>Advantages</p> <ul style="list-style-type: none"> <li>High quality of local universities <ul style="list-style-type: none"> <li>Consistently ranked highly</li> </ul> </li> <li>Learn to be independent <ul style="list-style-type: none"> <li>Doing own housework</li> <li>Troubleshooting problems</li> </ul> </li> <li>Experience a different culture <ul style="list-style-type: none"> <li>Interaction with locals</li> <li>How society functions</li> </ul> </li> <li>Being part of a different learning environment <ul style="list-style-type: none"> <li>Teaching style</li> <li>Classroom setting</li> <li>Classmates’ behaviour</li> </ul> </li> </ul> <p>Disadvantages</p> <ul style="list-style-type: none"> <li>Being homesick <ul style="list-style-type: none"> <li>Missing family members back home</li> </ul> </li> <li>Inability to adapt to a different culture <ul style="list-style-type: none"> <li>Culture shock when interacting with locals</li> </ul> </li> <li>Possibly less safe environment compared to Singapore</li> </ul>
3	What factors do you consider to be essential for a group to work successfully together?	Reflective	<ul style="list-style-type: none"> <li>Strong leadership</li> <li>Cooperative team members</li> <li>Clear communication</li> <li>Willingness to compromise</li> </ul>
4	“It takes two hands to clap.” Do you agree? Write about an incident when you and	Blended (Persuasive + Descriptive)	<p>Part 1</p> <ul style="list-style-type: none"> <li>Yes, we need be accountable for our own actions</li> </ul>

	another person had to take responsibility for a misdeed.		<ul style="list-style-type: none"> <li>• No, we may be forced to act in a certain way for various reasons (fear, peer pressure etc)</li> </ul> <p>Part 2</p> <ul style="list-style-type: none"> <li>• Describe             <ul style="list-style-type: none"> <li>○ When the incident occurred</li> <li>○ Who was involved</li> <li>○ What were the consequences</li> <li>○ How you felt afterwards/ Learning points</li> </ul> </li> </ul>
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## WOODLANDS RING SECONDARY SCHOOL

Name : \_\_\_\_\_ Reg No. \_\_\_\_\_ Class : \_\_\_\_\_

### EXAMINATION : MID-YEAR

LEVEL : SECONDARY 4 EXPRESS/ 5 O LEVELS DATE: 6 May 2019

SUBJECT : ENGLISH LANGUAGE (1128/02) PAPER: 2

DURATION : 1 HOUR 50 MINUTES MAX MARKS: 50

SETTER(S) : MS LOW MF Parent's/Guardian's Signature: \_\_\_\_\_

### ANSWER KEY

#### Additional materials:

Insert

### INSTRUCTIONS TO CANDIDATES:

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

Write in dark blue or black ink on both sides of the paper.

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

Answer **all** questions.

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

The Insert contains the texts for all the sections.

### INFORMATION FOR CANDIDATES:

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

You are reminded of the need for clear presentation in your answers.

FOR EXAMINER'S USE		
SECTION	MARKS	
A	5	
B	20	
C	25	
TOTAL	50	

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

## Section A [5 marks]

Refer to Text 1 to answer Questions 1-3.

1. What is the purpose of this webpage?

***Inference***

It is to persuade/encourage/convince people to donate blood.

[1]

Also accepted: If the criteria for blood donors are mentioned – though it is unnecessary

2. What is the intended effect of saying that “a single gesture can create a million smiles”?

***Language Use***

It encourages/persuades/convinces one to donate blood/ promotes blood donation because that one act of blood donation can save lives/impact the lives of many people [1] and evoke a profound sense of gratitude in others. [1]

[2]

Not accepted (NA): vague words like tell/say/show are too vague; emphasize (not the intention)

NA: mention of big impact without being specific/without explanation

NA: if the act of blood donation is not mentioned

3. How does the author use the **photographs** to reinforce the idea in these words:

- (i) Thank you for saving my life

***Visual/Images/Inference***

The photographs show people smiling and using hand gestures that represent heartfelt appreciation, which emphasises how grateful they are to the donors whose blood has saved them. / putting their hands over/near to their heart to show gratitude for/to their blood donors.

[1]

Do note that photographs are not the same as illustrations.

- (ii) World Blood Donor Day

***Visual/Images/Inference***

The photographs show people of different/many nationalities OR people from different countries which suggest that people from around the world can take part in the blood donation drive/the blood donation drive is a global event.

[1]

NA: gender/race/skin colour/culture/background

## Section B [20 marks]

**Refer to Text 2 and answer Questions 4-14.**

4. Explain how language is used to highlight the charm of Princeton. Support your answer with three details from lines 1-3.

**Language Use**

Any 3 points:

- The “tranquil greenness of the many trees” highlights how nature created a peaceful/calm/serene environment.
- The “clean streets” emphasise the neat/well-kept/well-organised/orderly conditions of the pathways/roads in Princeton.
- The “stately homes” stress the regal elegance of the houses.
- The “delicately overpriced shops” suggest that while the items being sold might be rather expensive, they reflected the subtle refined taste of the people who could afford it.
- The “quiet, abiding air of earned grace” underscores how the beauty and style of Princeton endured the test of time.

[3]

Language details should be quoted.

Note that for this question, you should not combine the language details and explain them in the same sentence. Instead you may use discourse markers such as “firstly”, “secondly” and “thirdly” to separate your ideas.

5. Who, in your own words, did Ifemelu aspire to be in paragraph 1?

**Vocabulary/UYOW**

She wanted to be a well-respected American/Americian of a high status [1] who was self-assured/confident of herself/her place in the American society. [1]

[2]

From passage: “she could pretend to be someone else, **someone specially admitted into a hallowed American club, someone adorned with certainty**”

NA: accepted by society/rich/wealthy

Note that the idea of being “American” is important.

6. From paragraph 2, why would it be “unreasonable to expect a braiding salon in Princeton”?

**Inference**

There were very few black people who would need braiding services in Princeton.

[1]

NA: The few black locals were so light-skinned and lank-haired Ifemelu could not imagine them wearing braids.

(Copying words/ideas without phrasing them to answer the question)

7. In paragraph 3, explain why people would continue to say more when Ifemelu said nothing. Answer in your own words.

**Vocabulary/UYOW**

They were trained/used/accustomed/compelled to not allow gaps/pauses/lulls in a conversation.

[1]

From passage: "They were **conditioned to fill silences**."

NA: quiet moments

8. Pick out two consecutive words in paragraph 4 that refer to somebody who fights for the rights of people.

**Vocabulary/Quote**

The words are "social warrior".

[1]

NA: Wrong punctuation

9. From paragraph 5, what was Ifemelu's initial impression of the man from Ohio and how had it **changed**?

**Inference**

Initial Impression	Final Impression
<u>Defensive/Racist</u>	<u>Unbiased/ Open/ Open-minded / Non-discriminatory</u>

[2]

Note that the initial and final impressions have to be contrasting, as the question requires you to show the change.

NA: Reserved vs Outspoken, Non-racist

10. From paragraph 6, quote an expression that proves the popularity of Ifemelu's blog.

**Quote/Inference**

The expression is "trailed by two hundred and seventy-four comments (so far)".

[1]

NA: Wrong punctuation

NA: "...growing month by month" – shows increase but the actual number could be very small

11. In paragraph 6, Ifemelu mentioned that she had discontinued her blog. What was the excuse she gave her blog readers and what was her real reason for discontinuing it?

**Inference**

(i) Her excuse to her blog readers	She wanted/wanted to pursue a (unnamed) <u>life change</u> . NA: A life change / To pursue a life change (Need to specify the context/subject); change in lifestyle/career; had a life change
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[2]



(ii) Her real reason	She was concerned that <u>she was losing herself and her real reason for writing.</u> <b>OR</b> She was <u>no longer certain/doubted that she was writing for the right reasons.</u>
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12. What is the intended effect of Ifemelu comparing herself to a “vulture hacking into the carcasses of people’s stories for something she could use” in lines 66-67?

**Language Use**

It emphasises how she was disgusted with/ ashamed/not proud of herself/felt guilty [1] for being a revolting scavenger who took advantage/made use of others for her own benefit/gain. [1] [2]

13. Use a word of your own to describe the tone of Ifemelu’s writing in her blog.

**Inference/UYOW**

The tone is cheeky/playful/sassy. [1]

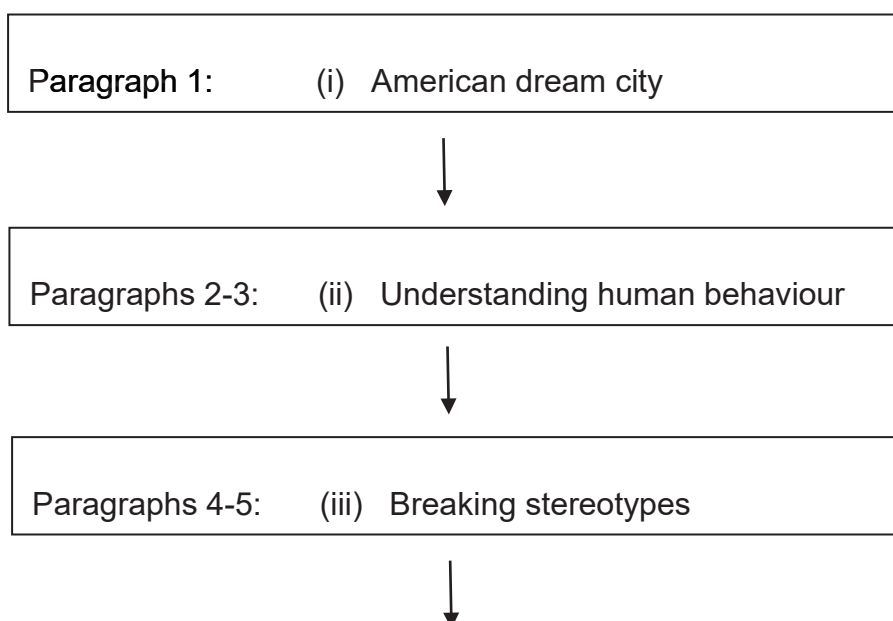
14. The structure of the text reflects the different experiences of Ifemelu had in Princeton. Complete the flowchart by choosing one phrase from the box to summarise what she experienced in each part of the text. There are some extra phrases in the box you do not need to use.

**Global (Structure)**

**Ifemelu’s experience**

Breaking stereotypes	Ending racial discrimination	Self-reflection
Beyond help	Understanding human behaviour	
Making friends	American dream city	

Flow chart



Paragraphs 6-7: (iv) Self-reflection
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[4]

NA: Wrong punctuation; wrong spelling; mistakes in copying  
Students are reminded to make an effort to show the capitalization of your letters.

### Section C [25 marks]

Refer to Text 3 and answer Questions 15-22.

15. In paragraph 1, which sentence states that music is a quick and simple expression of emotions?

**Quote/Vocabulary**

"Music is the shorthand of emotion."

[1]

Also accepted: 'According to Leo Tolstoy, "Music is the shorthand of emotion."' – do note that the original answer above is the correct answer though.

NA: Wrong punctuation; mistakes in copying

16. From paragraph 2, why do some people prefer to use music to express themselves?

**Literal**

These people may have difficulty expressing their feelings in words and therefore feel more comfortable expressing these emotions through music.

[1]

17. Why do you think some people would not want to listen to certain music, in paragraph 4?

**Inference**

They may not want to reminisce/bring back/be reminded of/recall/remember sorrowful/bad memories/feelings of loss and grief through the music.

[1]

NA: Music can educate/trigger/evoke unbearable feelings of loss and grief – the idea has to be phrased in a way to answer the question, which is from the perspective of the person

18. "For that reason, a full music experience involves watching as well as listening..." (lines 27-28) What does "that reason" refer to?

**Literal/Reference**

It refers to the phenomenon that perceiving an emotion can sometimes induce the same emotion/ emotional contagion (generated by music).

[1]

NA: It refers to perceiving an emotion can sometimes induce the same emotion – phrased awkwardly

19. From paragraph 6, what are two reasons why people cry when they listen to music?  
Answer in your own words.

**Vocabulary/UYOW**

People could be crying because a heartrending/sad/sorrowful response was triggered [1] or they were overcome with a feeling of amazement/wonder and reverence/respect/was impressed by the music. [1]

[2]

From passage: “due to a **melancholic reaction** but a result of us **experiencing a sense of awe and admiration**”

20. Name a possible positive outcome of listening to music in paragraph 6.

**Inference**

People may be motivated/inspired/ get/gain/have motivation to improve self and society.

[1]

Also accepted: motivated to improve self – should have mentioned both self and society though

NA: if the answer includes “experience goosebumps”

21. Here is a part of a conversation between two students about music.



- (a) How can Famela explain her view of music from paragraph 7?  
**Justification**

She can explain that music “is an exquisite gourmet feast that we ingest through the ear to stimulate a mass of pleasure circuits at once”.

[1]

She can explain that music is an exquisite gourmet feast that we ingest through the ear to stimulate a mass of pleasure circuits at once.

NA: Wrong punctuation

- (b) What are two points in paragraphs 7 and 8 that Patrick can use to support his view?

**Justification**

Firstly, “music is not a pill that, when swallowed, inevitably produces a given state of mind”, and so it may not give pleasure. [1]

Secondly, when “the difference between expected and actual events decreases such that listeners begin to anticipate these events” through exposure, music becomes less pleasing too. [1]

[2]

Firstly, music is not a pill that, when swallowed, inevitably produces a given state of mind, and so it may not give pleasure. [1]

Secondly, when the difference between expected and actual events decreases such that listeners begin to anticipate these events through exposure, music becomes less pleasing too. [1]

Also accepted: “With enough exposure, the difference between expected and actual events decreases such that listeners begin to anticipate these events, which consequently causes music to become less pleasing.”

NA: if the idea that music does not inevitably create a particular state of mind is not related to the idea of pleasure or enjoyment (not explained)

22. **Using your own words as far as possible**, summarise the reasons why we are moved by music.

**Use only information from paragraphs 2 to 5.**

*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).*

	From passage	Your own words
1.	Music is a kind of <u>language of emotion</u> ,	Music is an <u>expression of feelings</u>
2.	with <u>its components and patterns representing different feelings</u> .	where <u>its various elements and arrangements signify diverse moods</u>
3.	Music has also the <u>capacity to mimic emotions</u> ,	Music is <u>able to imitate emotions</u>
4.	where the <u>temporal patterns of music mirror our emotional lives</u>	with the <u>musical cadence reflecting our passionate existences</u>

5.	(a) <u>As human beings, we have the capacity</u>	It is <u>natural for humans to exhibit the capability and instinct to groove to the beat</u> of music we hear
	(b) <u>and inclination to synchronize our body movement to external rhythmic stimuli,</u>	
6.	<u>Rhythm can have a powerful effect on movement,</u>	Its <u>tempo can affect how we move</u>
7.	because the <u>auditory system has a rich connection to motor systems in the brain.</u>	as our <u>sense of hearing has strong links to our brain's motor systems.</u>
8.	<u>Listening to music that was played a lot during a significant life event many years ago</u>	<u>Music frequently heard at important milestones in the past</u>
9.	can <u>trigger a deeply nostalgic emotional experience.</u>	may <u>recall an intensely sentimental memory</u>
10.	<u>music generates emotional contagion</u>	<u>Music creates emotional contagion</u>
11.	the phenomenon that <u>perceiving an emotion</u> can sometimes <u>induce the same emotion.</u>	such that <u>observing a feeling may prompt a similar reaction.</u>

*One reason for why we are moved by music is* that music is an expression of feelings where its various elements and arrangements signify diverse moods. Besides, music is able to imitate emotions with the musical cadence reflecting our passionate existences. Conversely, it is natural for humans to exhibit the capability and instinct to groove to the beat of music we hear → its tempo can affect how we move as our sense of hearing is strongly linked to our brain's motor systems. Moreover, music frequently heard at important milestones of our past may recall an intensely sentimental memory. It can also create emotional contagion, prompting a similar reaction to the feeling observed.

*No. of words: 102 (for 12 points)*

