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TANGLIN SECONDARY SCHOOL

MID-YEAR EXAMINATION 2019

Secondary 4 Express & 5 Normal(Academic)

NAME

CLASS

INDEX NO.

ENGLISH LANGUAGE

1128/01

Paper 1 Writing

1 hour 50 minutes

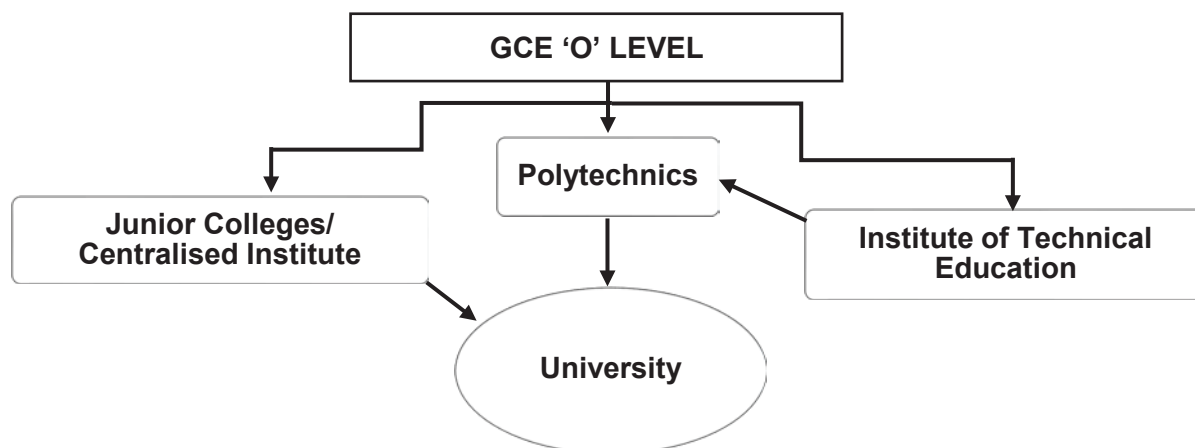
INSERT

READ THESE INSTRUCTIONS FIRST

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

This Insert consists of **2** printed pages.

Education Pathways for 'O' Level Students



Type of institute	Junior College (JC)	Polytechnic	Institute of Technical Education (ITE)
			
No. of schools	16 JCs	5 polytechnics	3 ITEs
Focus areas	- Equips students with skills and knowledge required for university or institutes of higher learning - Focuses on conceptual knowledge	- Strong emphasis on practice-based learning and life skills such as communication, presentation and problem-solving - Opportunities to go for further education	- Provides opportunities for students to acquire skills, knowledge and values for employability and lifelong learning - Opportunities to go for further education and training
Duration	2 years	3 years	2 to 4 years
Subjects/ Courses offered	Offers a range of subjects such as Biology, Economics, Further Mathematics, Literature in English and Music	Offers various courses in different fields such as Business and Management, Engineering, Health Sciences and Maritime Studies	Offers a variety of courses in fields such as Beauty and Wellness, Culinary Arts, Games Art and Design, Nursing
Additional information	A wide variety of programmes are organised by the different JCs, such as cultural immersion, talent development and research programmes	Scholarships are awarded annually to full-time diploma students by industrial and commercial organisations as well as foundations	Students can develop a global perspective through participation in overseas industrial attachment and student exchange programmes

END OF INSERT



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Secondary 4 Express & 5 Normal(Academic)

NAME

CLASS

INDEX NO.

ENGLISH LANGUAGE

1128/01

Paper 1 Writing

1 hour 50 minutes

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your name, index number and class on the question paper.

Write in dark blue or black pen.

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

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

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

The Insert contains the text for Section B.

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

FOR EXAMINER'S USE	
Section A	/ 10 marks
Section B	/ 30 marks
Section C	/ 30 marks
TOTAL	/ 70 marks

This document consists of **12** printed pages.

Section A: Editing [10 marks]

Question 1

Carefully read the text below, consisting of 12 lines, about the Ford Factory. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is NO error in a line, put a tick (✓) in the space provided.

If the line is incorrect, circle the incorrect word and write the correct word in the space provided. The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived to my destination at 2 pm.

at

My mother always wears sensible clothes.

✓

On 15 February 1942, Lieutenant-General Arthur Percival

and three other officers walked to the Ford Factory. There, they met with

1

General Tomoyuki Yamashita in the Japanese Imperial Army to sign

2

the surrender document. Located in Upper Bukit Timah Road,

3

the factory is Ford's first motorcar assembly plant in Southeast Asia,

4

completed just the year before. General Yamashita took up the premises

5

but turned it into the Japanese headquarters. The factory formed the

6

setting for a British surrender, which marked the start of the Japanese

7

Occupation that lasts three years and eight months. Today, the Ford

8

Factory is one of Singapore's nation monuments. While Singapore's

9

monuments are in pristine conditions today, they too have witnessed the

10

country's darker moments as Syonan-to.

TSS/MYE 2019/4EXP&5N(A) EL P1



TANGLIN SECONDARY SCHOOL

MID-YEAR EXAMINATION 2019

Secondary 4 Express & 5 Normal(Academic)

NAME

CLASS

INDEX NO.

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

1 hour 50 minutes

Insert

READ THESE INSTRUCTIONS FIRST

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

This document consists of **6** printed pages.

Section A

Text 1

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

← → ↻ www.ganacademy.com.sg

GAN ACADEMY

Early Learning Programmes	Speech & Drama Programmes	Readers & Writers Programmes	Holiday Programmes	Debating Championships
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SPEECH & DRAMA FOR TEENS

Expressive and masterful use of voice and speech

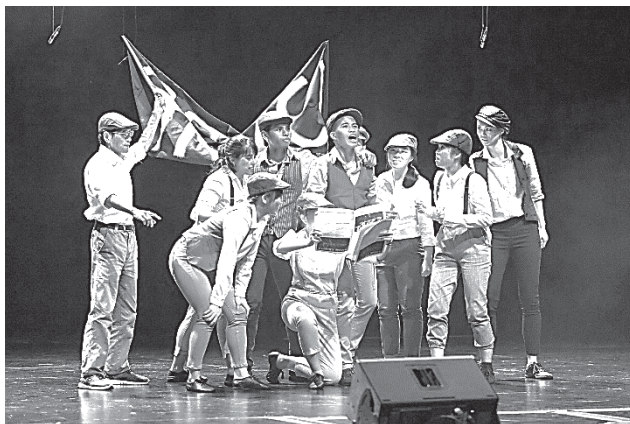
In our teens' speech and drama classes, students develop expressive and masterful use of voice and speech.

They build an interest and appreciation of literature of various styles and genres and learn to present different types of material including poetry, prose and drama extracts.

A mature understanding of the quality, form and content of performance pieces is honed as students learn to engage their audience in a dramatic performance.

Speech and Drama for Teens includes:

- **Expressive speaking:**
Expressive vocal techniques are developed as students read aloud and present different forms of literature.
- **Improvisation:**
Developing impromptu responses to a given stimulus.
- **Storytelling:**
Narrative and character voices are developed through presenting original stories.
- **Presentation skills:**
Students learn to develop their confidence in presenting themselves to an audience.



"The class here is something I look forward to every week, because of my class and my teacher. It's a great way to learn to be myself and be exposed to more literature."

— Jang Yong

"I've been attending Speech and Drama classes since 2017. I have learnt many skills that have improved my performance skills greatly. With my mentor's guidance, I became confident with myself and with my public speaking and acting capabilities."

— Su Hui

Section B

Text 2

The text below describes a family's relationship with their helper Mrs A. Read it carefully and answer Questions 5–13 in the Question Booklet.

- 1 We called her that, Babette. We liked the nickname because it suggested a sense of belonging, and she liked it because it was exclusively hers and sounded precious, with its French tone. I do not think Emanuele ever understood what it meant; maybe someday he will come across Karen Blixen's story, or more likely the movie, and then he will make the connection. Nonetheless, he accepted that Mrs A had become Babette from a certain point on, his Babette, and I suspect that by the similarities in sound he associated that nickname with her babouches, the slippers that his nanny put on as soon as she entered our house and replaced side by side next to the chest at the end of the day. When Nora had noticed the worn-down condition of the soles and bought her a new pair, she had confined them to the closet, never used. That was how she was—she never changed anything. She genuinely opposed change body and soul, and though her obstinacy was funny, even foolish at times, I cannot deny we liked it. In our lives, my life and those of Nora and Emanuele — who at that time seemed to fluctuate each day, swaying precariously in the wind like a young plant — she was a steady element, a haven, an ancient tree with a trunk so massive that even three pairs of arms could not encircle it. 5 10 15
- 2 She had become Babette one Saturday in April. Emanuele was already talking, but he was still sitting in the high chair, so it must have been maybe five or six years ago. For months Mrs A had been insisting that we go and visit her at her home, at least once, for dinner. Nora and I, experts at declining invitations that even vaguely hinted at family gatherings, had avoided it for quite some time, but Mrs A was not easily discouraged, and every Monday she was prepared to renew the invitation for the following weekend. We gave in. We drove up to Beaconsfield in a state of unusual concentration, as if gearing up to do something unnatural that would require a high degree of industry. We were not used to sitting down at the table with Mrs A, not back then: despite the constant time spent together, an implicitly hierarchical relationship existed between us by which, if anything, she was on her feet, busy, while we ate and talked about our own affairs. 20 25
- 3 "Beaconsfield," Nora said with a puzzled look, gazing at the densely wooded hill. "Imagine living here all your life." 30
- 4 We toured the three-room apartment where Mrs A spent her lonely widowhood, uttering excessive compliments. The information we had about her past was scant — Nora knew only a little more than I — and since we could not attribute a sentimental significance to what we saw, the setting seemed no more, no less than an unnecessarily grand home, very clean and a little kitschy. Mrs A had set the round table in the living room impeccably, with silverware aligned on a floral tablecloth and heavy, gold-rimmed goblets. The dinner itself, I thought, seemed like a reason to justify the existence of that good china, which obviously had not been used in years. 35 40

- 5 She seduced us with a menu designed to include a combination of our favourites:
a farro and lentil soup, marinated cutlets, fennel au gratin in a very light béchamel
sauce and a salad of sunflower leaves that she had picked herself, very finely
chopped and seasoned with mustard and vinegar. I still recall each and every 45
course and the physical sensation of gradually relinquishing my initial rigidity and
surrendering to that culinary indulgence.
- 6 “Just like Babette!” Nora exclaimed.
- 7 “Like who?”
- 8 So we told her the story, and Mrs. A was moved listening to it, envisioning herself
as the chef who had left the Café Anglais to serve the two spinsters and then spent 50
all her money preparing an unforgettable feast for them. She dabbed at her eyes
with the edge of her apron and quickly turned away, pretending to be doing
something.

(Adapted from *‘Like Family’* by Paolo Giordano)

Section C

Text 3

This article discusses the ppalli-ppalli (hurrying) culture in South Korea. Read it carefully and answer Questions 14–20 in the Question Paper Booklet.

- 1 On a recent evening at Ttobagi Driver's Restaurant in Seoul's Gwanak District, I surreptitiously started a timer upon placing my order. The waitress strolled off in a leisurely fashion, returning with kimchi and other side dishes just two minutes and 20 seconds later. One and half minutes after that, a clay bowl of hot soup was set on the table, steaming furiously. 5
- 2 Routine speediness runs through South Korean society and is especially prevalent in the capital. There is even a term for it: ppalli-ppalli culture. Translating to 'fast' or 'hurry', ppalli is pronounced with a tensed first consonant, as if snapping the vocal apparatus like a rubber band. The ppalli-ppalli tendency can be seen in South Korea's world-leading internet speeds, intensive language 10 classes promising near-immediate results and popular speed-dating events. And just as time-conscious are the glitzy wedding halls that host a succession of hour-long ceremonies all weekend.
- 3 Ppalli-ppalli is also the watchword of the thousands of food delivery motorcyclists who bend the rules of traffic – and physics, too, it appears – to 15 deliver their orders post-haste. To compete, McDonald's, the global leader in fast food, began assembling its own fleets of delivery scooters in South Korea in 2007. Yet not long ago, Korea was a great deal slower due to its rural complexion. In 1960, a whopping 72% of the population lived in the countryside. So how did the people go from transplanting rice to downloading torrents in just 20 a few decades?
- 4 Naturalised Korean citizen Gary Rector, who arrived in Seoul as a Peace Corps volunteer in 1967, reflects, "I remember being surprised because, before I came here, I had this stereotypical idea that they're going to be zenned-out, meditating and taking life slowly. And yet I found that people were often rushing around 25 more than Americans would. The older people were slower, but people my age – and I was 24 years old – were very busy rushing around trying to improve their lifestyle."
- 5 Rector came during a time of intense change. In the early '60s, South Korea embarked upon a series of five-year economic plans put forward by then- 30 president Park Chung-hee. These military-style campaigns brought about the Miracle on the Han River, the transformation from a war-ruined country to an economic powerhouse, and created Korea Inc, represented by such corporate organisations as Samsung, Hyundai and LG.
- 6 The fruits of ppalli-ppalli are on proud display at the National Museum of Korean 35 Contemporary History in central Seoul. Aptly, South Korea's spirit of urgent advancement can be said to have been issued from this very building. Long before becoming a museum space, it housed both the Supreme Council for National Reconstruction and the Economic Planning Board.

- 7 In the exhibition hall covering 1961-1987, South Korea's period of explosive growth, I watched a young couple peer at the country's first piece of consumer electronics, the A-501 Radio, which was in fact made in 1959. Nearby, a father showed his son the boxy, cyan-blue Hyundai Pony, which first rolled off an assembly line in 1975. 40
- 8 Anthropologist Kim Choong-soon attributes much of South Korea's success as an exporter to the focus on speed. "The practice of ppalli-ppalli is not merely part of daily life for Koreans; expeditiousness is embedded deeply in their minds as a basic value," he writes in *Way Back into Korea*. "Thanks to this culture of hurry, South Korea was able to achieve tremendous economic progress and industrialisation in a very short period of time". 45 50
- 9 And while many Koreans have fully embraced the convenience of instant noodles and same-day parcel deliveries, others have rejected the hustle and bustle of city life. Numerous celebrities, for instance, have moved to the southern island of Jeju, which is much slower paced. These include pop diva Lee Hyori and her husband Lee Sang-soon, who showcased their country lifestyle on the hit reality television show *Hyori's Bed and Breakfast*. But it is hard to predict how long the back-to-the-soil moment will last. Korean social trends, too, change with the blink of an eye. 55

(Adapted from *South Korea's Unstoppable Taste for Haste* by By Matt C. Crawford)

END OF PAPER



TANGLIN SECONDARY SCHOOL

MID-YEAR EXAMINATION 2019

Secondary 4 Express & 5 Normal(Academic)

NAME

CLASS

INDEX NO.

ENGLISH LANGUAGE

1128/02

PAPER 2 COMPREHENSION

1 hour 50 minutes

Candidates answer on the Question Paper.

Additional Materials: INSERT

READ THESE INSTRUCTIONS FIRST

Write your name, index number and class on the question paper.

Write in dark blue or black pen.

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

Answer all questions.

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

The Insert contains the texts for all the sections.

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

FOR EXAMINER'S USE	
Section A	/ 5 marks
Section B	/ 20 marks
Section C	/ 25 marks
TOTAL	/ 50 marks

This document consists of 8 printed pages.

Section A [5 marks]

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

- 1 Who is the target audience of the webpage?

.....
 [1]

- 2 Look at the photograph at the bottom of the webpage. With reference to the subtitle **Expressive and masterful use of voice and speech**, what idea does the photograph convey about the course?

.....
 [1]

- 3 Identify and explain **two** features of the course stated in the right column of the website that promote creativity.

.....

 [2]

- 4 The webpage includes quotes from participants. What is the intended effect of these on the readers?

.....
 [1]

Section B [20 marks]

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

- 5 In paragraph 1, the writer describes Mrs A as a woman who was against anything new.

- (i) Explain how the language used in the paragraph emphasises this. Support your ideas with **three** details from Paragraph 1.

.....

.....

.....

.....

.....

..... [3]

- (ii) Why was Mrs A open to being called Babette? **Answer in your own words.**

.....

.....

.....

..... [2]

- 6 In paragraph 1, we are told that Mrs A was ‘like an ancient tree with a trunk so massive that even three pairs of arms could not encircle it’ (lines 16 – 17).

- (i) What does the idea of the tree trunk suggest about Mrs A’s role in the writer’s life?

.....

..... [1]

- (ii) Suggest who the **three** people with their arms around the tree refer to.

.....

..... [1]

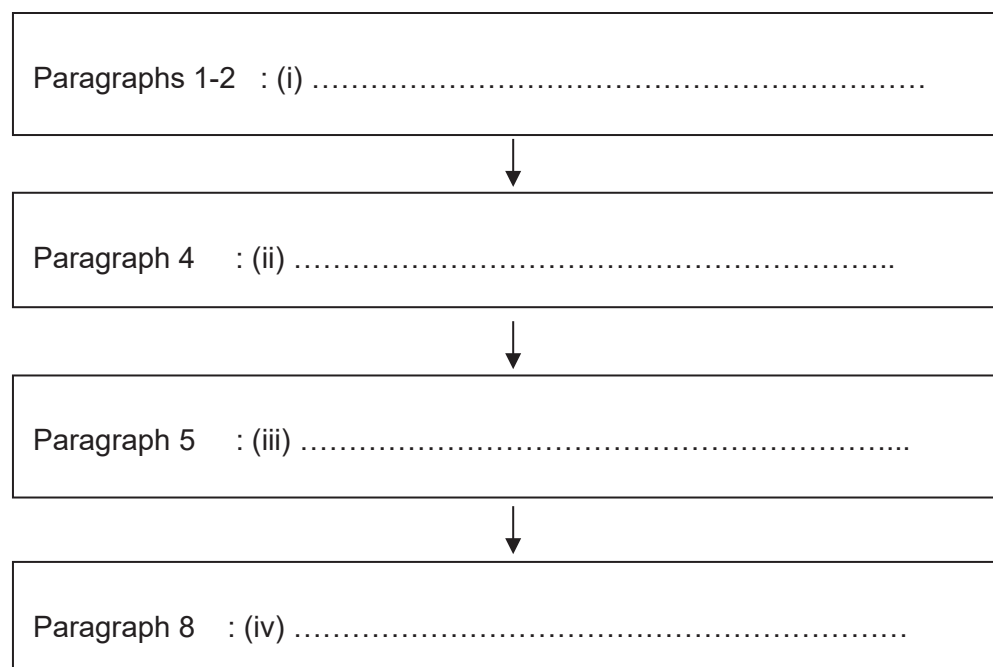
- 7 In paragraph 2, Mrs A insisted that the writer and his family visit her at her home.
- (i) Why did they turn her down at first?
-
- [1]
- (ii) What made them give in eventually?
-
- [1]
- 8 In paragraph 4, while touring the home, the couple uttered “excessive compliments”. Suggest why they did this.
-
- [1]
- 9 The writer described Mrs A’s home as “unnecessarily grand” (line 35). Which **two** details in Paragraph 4 support his view?
- (i)
- (ii) [2]
- 10 The writer was doubtful why Mrs A invited them to dinner. What did he suspect to be the ulterior motive of the dinner invitation?
-
- [1]
- 11 In paragraph 5, the writer and Nora were treated to a sumptuous dinner. How did it change how they felt towards the invitation to dinner?
- Before dinner:
-
- After dinner:
- [2]
- 12 In paragraph 8, Mrs A was emotionally affected by the story of Babette. What parallel did she draw between herself and the character in the story?
-
- [1]

- 13** The structure of the text reflects the main stages in the narrative. Complete the flow chart by choosing one phrase from the box to summarise the key focus of each stage of the narrative about Mrs A. There are some extra phrases in the box that you do not need to use.

Main focus

extending hospitality	staying resolute
being stoic	hiding emotions
feigning appreciation	aiming to impress

Flow chart



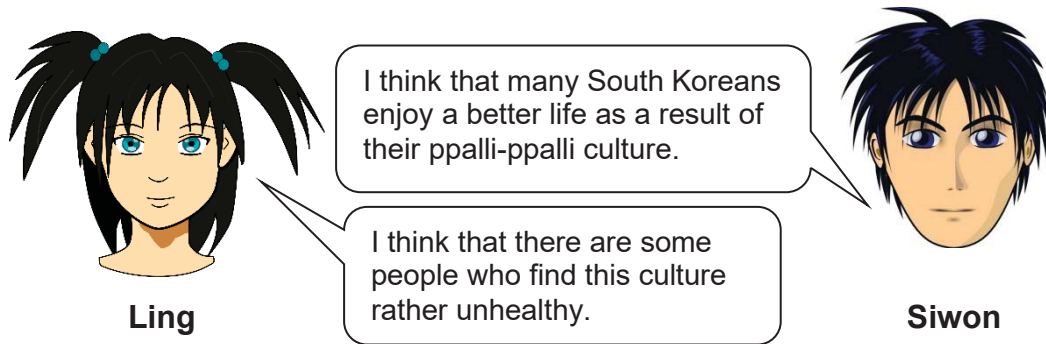
[4]

Section C [25 marks]

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

- 14** In Paragraph 1, ‘the waitress strolled off in a leisurely fashion, returning with kimchi and side dishes just two minutes and twenty seconds later’.
- (i) What does the word ‘just’ suggest about how the writer felt upon receiving his side dishes?
-
- [1]
- (ii) Explain why he feels this way.
-
-
-
- [2]
- 15** How else does the writer emphasise how quick the service was?
-
- [1]
- 16** Explain what the writer means by ‘routine speediness’ (line 6) in describing Korean culture.
-
- [1]
- 17** In Paragraph 3, why is the fast-paced life in South Korea an unexpected development?
-
- [1]
- 18** What does ‘military-style campaigns’ tell you about the manner in which the economic reforms are carried out?
-
- [1]

- 18 Here is a part of a conversation between two students, Siwon and Ling, who have read the article.



- (a) Give **two** examples from Paragraphs 8 and 9 that Siwon can give to support his view.

- (i)

 (ii)
 [2]

- (b) Which phrase in Paragraph 9 can Ling use to support her view?

.....
 [1]

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]

TSS/MYE 2019/S4Exp&5N(A) EL P2

