

Visit
FREETESTPAPER.com
for more papers



Website: freetestpaper.com

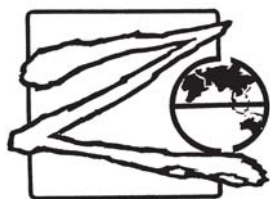


[Facebook.com/freetestpaper](https://www.facebook.com/freetestpaper)



[Twitter.com/freetestpaper](https://www.twitter.com/freetestpaper)

Candidate Name: _____ Index No: _____ Class: _____



Zhenghua Secondary School
Mid-Year Examination 2019
Secondary 4 Express and 5 Normal (Academic)
English Language

1128/01
6 May 2019
1 hour 50 minutes

Paper 1 Writing
Insert

*Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School
Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School
Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School
Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School
Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School*

READ THESE INSTRUCTIONS FIRST

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

BLANK PAGE

Section B

Read the printout of a poster below and use the information to answer the question on page 3 of the Question Booklet.

**Be Responsible Users of Social Media & the Internet**

The Internet as well as social media platforms have become an integral part of our online presence. They help us stay connected with others but you should be wary about how much personal information to divulge. Read some of these tips below:

PRIVACY!

Regardless of your privacy settings, keep in mind that your post are visible! Think before you post on social media and keep yourself safe from any kind of identity theft. Do review your passwords from time to time.

BULLY ...NOT!

Use discretion when putting content on your social media and do not turn to social media to harass, demean or bully someone. Be careful when surfing the Internet!

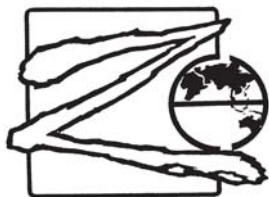
BELIEVE...NOT!

Take note of spam emails and deceptive 'free' offers as these are to entice you to click on dangerous links or give up your personal information. Always be wary of offers that sound too good to be true!

BE SAFE! BE SURE! BE

— — — — —

Candidate Name: _____ Index No: _____ Class: _____



Zhenghua Secondary School
Mid-Year Examination 2019
Secondary 4 Express and 5 Normal (Academic)
English Language

1128/01
6 May 2019
1 hour 50 minutes

Paper 1 Writing

Candidates answer in the Question Booklet.
Additional Materials: Insert

*Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School
Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School
Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School
Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School
Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School*

READ THESE INSTRUCTIONS FIRST

Write your name, index number and class in the spaces provided at the top of this page.
Write in dark blue or black ink 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 Booklet.
The Insert contains the text for **Section B**.

The number of marks is given in brackets [] at the head of each section.
The total number of marks for this paper is seventy [70].

Name of Setter: Ms Rafiyah and Mdm Emilia

For Examiner's Use	
Section A	10
Section B	30
Section C	30
Total	70

[Turn over]

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

Carefully read the text below, consisting of 12 lines, about climate change 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 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.

..... ✓

The recent spells of hot weather that Singaporeans have been experiencing	
may not be just temporary heatwaves. The island is heating up twice as fast	1
as the rest for the world. According to the Meteorological Service Singapore	2
(MSS), it is almost 1 degree Celsius hotter today than in the 1950s. What is	3
grim news is that Singapore maximum daily temperatures could reach 35 to	4
37 degrees Celsius by 2100 if carbon emissions continued to rise at a	5
similar rate, warned Dr Muhammad Eeqmal Hassim, a senior research scientist	6
with the MSS Centre for Climate Research Singapore. Other country are	7
already experiencing hotter temperatures but this is more alarming with	8
Singapore because of it high level of humidity that is experienced all year	9
round. This could potential lead to grave situations as our bodies struggle	10
to cope with the heat.	

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

You should look at the poster in the Insert, study the information carefully and plan your answer before beginning to write.

In your proposal, you should:

- Write your proposal in clear, accurate English and in a persuasive tone to convince your teacher-in-charge to approve your idea of promoting cyber wellness in your school.

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

You should use your own words as much as possible.

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[Turn over

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

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

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

[illegible]

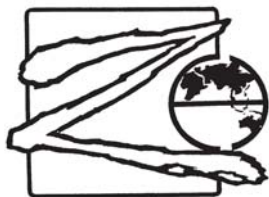
[Turn over

This image shows a full page of a handwriting practice worksheet. It consists of multiple rows of horizontal dotted lines spaced evenly down the page, providing a guide for letter height and placement. There are no margins, text, or other markings on the page.

This image shows a full page of white paper with horizontal dotted lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

– End of Paper –

Candidate Name: _____ Index No: _____ Class: _____



Zhenghua Secondary School
Mid-Year Examination 2019
Secondary 4 Express and 5 Normal (Academic)
English Language

1128/02
6 May 2019
1 hour 50 minutes

Paper 2 Comprehension

INSERT

*Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School
Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School
Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School
Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School
Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School*

READ THESE INSTRUCTIONS FIRST

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

Section A

Text 1

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



SKIP A STRAW. SAVE A SEA TURTLE.



Every day Americans use 500 million plastic straws. Straws are on the top 10 list of marine debris items collected during the International Coastal Cleanup. They have been found stuck in sea turtles' noses and in seabirds' stomachs – proving to be deadly. If plastic continues to infect our ocean, by 2050, there will be more plastic in the ocean than fish.

JOIN US BY EXPLORING OUR PROGRAMMES



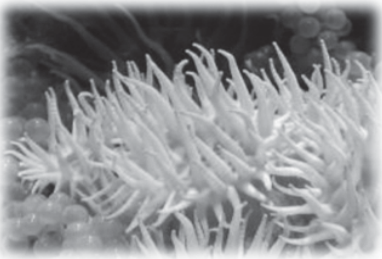
Clean Sailors Club

Ready to take on an active role in saving sea turtles? Join a community of passionate sailors with the heart to protect marine life. Meet fellow sailors and sail across the vast oceans to rescue our precious sea creatures.

KELP Kids Club

Sign up to begin educating your child on marine life protection. We have a series of Kids Environmental Lesson Plans catered for children. KERP teaches children all about marine life and ways they can care for them.





Ocean Watch

Register for our monthly newsletter to receive articles related to marine life. Get the latest updates on the everchanging landscape of marine conservation and our exclusive sea events.

VISIT WWW.SAILORSFORTHESEA.ORG FOR MORE INFORMATION

Section B

Text 2

The text below describes a man being held captive as a prisoner-of-war. Read it carefully and answer Questions 5–12 in the Question Paper Booklet.

- 1 The new prisoners waited in a shed which seemed to be the anteroom to the disinfecting chamber. SS men¹ appeared and spread out blankets into which we had to throw all our possessions, all our watches and jewelry. There were still naïve ones among us who asked, to the amusement of the more seasoned ones who were there as helpers, if they could not keep a wedding ring, a medal or a good-luck piece. No one could yet grasp the fact that everything would be taken away. 5
- 2 I tried to take one of the old prisoners into my confidence. Approaching him furtively, I pointed to the roll of paper in the inner pocket of my coat and said, "Look, this is the manuscript of a scientific book. I know what you will say – that I should be grateful to escape with my life, and that should be all I can expect of fate. But I cannot help myself. I must keep this manuscript at all costs; it contains my life's work. Do you understand that?" 10
- 3 Yes, he was beginning to understand. A grin spread slowly across his face, first piteous, then more amused, mocking, insulting, until he bellowed an expletive at me in answer to my question. At that moment I saw the plain truth and did what marked the culminating point of the first phase of my psychological reaction – I struck out my whole former life. 15
- 4 Suddenly there was a stir among my fellow travelers, who had been standing about with pale, frightened faces, helplessly debating. The man who mocked me had no time to react, for again we heard the hoarsely shouted commands. We were driven with blows into the immediate anteroom of the bath. There we assembled around an SS man who waited until we had all arrived. Then he said, "I will give you two minutes, and I will time you by my watch! In these two minutes you will get fully undressed and drop everything on the floor where you are standing. You must take nothing with you except your shoes, your belt or suspenders, and possibly a truss². I am starting to count – now!" 20 25
- 5 With unthinkable haste, people tore off their clothes. As the time grew shorter, they became increasingly nervous and pulled clumsily at their underwear, belts and shoelaces. Then we heard the first sounds of whipping – leather straps beating down on naked bodies. 30
- 6 Next, we were herded into another room to be shaved; not only our heads were shorn, but not a strand of hair was left on our entire bodies. Then on to the showers, where we lined up again. We hardly recognised each other but with great relief, some people noted that real water dripped from the sprays.

¹ SS men – soldiers of a protective squad of WWII Nazi Germany

² truss – a padded belt/undergarment

- 7 During the later part of our imprisonment, the daily ration consisted of very watery soup given out once daily, and the usual small bread ration. In calories, this diet was absolutely inadequate, especially taking into consideration our heavy manual work and our constant exposure to the cold in insubstantial clothing. 35
- 8 When the last layers of subcutaneous fat had vanished, and we looked like skeletons disguised by skin and rags, we could watch our bodies beginning to devour themselves. The organism digested its own protein, and its muscles disappeared. Then the body had no powers of resistance left. One after another the members of the little community in our hut died. 40

Section C

Text 3

The text below is about the art of Japanese cuisine. Read it carefully and answer Questions 13–19 in the Question Paper Booklet.

- 1 For the average diner, knowledge about and interest in Japanese food seemed to be confined to a few popular dishes until fairly recently. American exposure to Japanese food was largely limited to Japanese steakhouse chain offerings and deep-fried tempura. One primary ingredient which epitomised Japanese food at its pinnacle was raw fish. However, authentically prepared Japanese cuisine using raw fish as its centrepiece was for many years unavailable outside Japan. The ingredient itself was also a major barrier to the undiluted worldwide acclaim of Japanese cuisine. 5
- 2 To the uninitiated diner decades ago, sushi (raw fish and vinegared rice balls) or sashimi (raw fish slices) were breathtakingly aesthetic in concept and very visually tempting, but all interest stopped there. Those who did not wish to offend their hosts surreptitiously deposited sashimi into a convenient paper napkin, or else swallowed it unchewed and washed it down with copious gulps of beer or saké³. It does seem an injustice that for a very long time Japanese food did not receive the widespread recognition that it deserves. Many first-time eaters, though bowled over by its aesthetic presentation, describe Japanese food as insipid, because of the subtlety of Japanese cuisine. It is lost on palates expecting elaborate blends of seasoning. Highly seasoned Chinese or intricately sauced French dishes are more likely to win over experimenting palates. Palates have to be educated to fully appreciate Japanese food beyond the familiar stews, tempura (deep fried), and the lavishly seasoned grilled dishes. Tongues have to learn to become sensitive to the slight nuances of taste, to discern the intrinsic and undisguised natural flavours in each ingredient. 10 15 20
- 3 In classical Japanese cuisine, before each diner is an array of small individual servings painstakingly prepared by the chef, each a work of art framed in its own exquisite receptacle. “Feed the eye first,” is the first order for the Japanese cook. The Japanese care about the ambience as much as the food. Artistry is not limited to the table arrangements, outdoor gardens, or exterior and interior architecture of the venue and main rooms. In the washrooms, you may be fortunate to see an exquisite seasonal floral arrangement in a bamboo receptacle, to match the bamboo paneling on the walls, or perhaps a rustic stone sink. The visual appeal of a feast can be bewildering to the uninitiated. Plates of all possible geometric shapes—square, rectangular, crescent- or fan-shaped—in many colours, sizes, and textures decorate the table. Not all are porcelain—slabs of wood, baskets, and even chestnut husks can hold food. What does this say about food in Japan? At its best, it is an overwhelming sensory aesthetic experience. And it is that meticulous attention to every phase—from selecting the freshest ingredients, choosing the serving receptacles, and most of all, the graciousness of service and attention to guests—that characterises the fine art of hosting a Japanese meal. 25 30 35

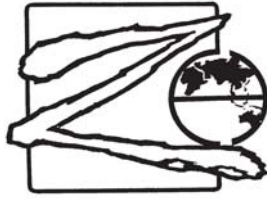
³ saké – Japanese alcoholic drink made of fermented rice, yeast and water

- 4 The key to good food is fresh quality ingredients; this is the recurring message of professional cooks and literature the world over. The Japanese have taken this message to an extreme, and the vegetables and fruit in supermarkets, department stores, and greengrocers in Japan are not only fresh, but also of perfect appearance, shape, and size. Fish and seafood are bright-eyed and glisten attractively: there is none of the dense and incriminating fishy smell that from a distance unmistakably identifies fishmongers elsewhere. 40 45
- 5 Twenty years ago, most Japanese shopped for food every day to ensure freshness, something that would be difficult to do now even in Japan. The realities of working life force people to stock up on food items so that they shop as rarely as possible. These days, even non-local foodstuffs can be of impeccable quality and freshness. Modern freezing and transportation methods have made exotic marine foodstuffs and fresh Asian vegetables and fungi available to all. Organic crop production and local farmers' markets are also making it easier to find chemical-free produce nearby. 50
- 6 Aside from its gustatory and aesthetic appeal, there is one more compelling reason to cook and eat Japanese food. It is good for you. Not only is it a balanced diet in its combination of rice, vegetables, and emphasis on fish and seafood, with a moderate intake of animal protein and fat, but many of its components have disease-preventing qualities. It is the complexity of every phase in the Japanese culinary scene that makes it one of the most respected cuisines in the world. 55 60

Copyright Acknowledgements:

- Text 1 © Image and text adapted from www.sailorsforthesea.org
 Text 2 © Viktor Frankl; *From Death-Camp to Existentialism – A Man's Search for Meaning*; 1946.
 Text 3 © Michael Ashkenazi & Jeanne Jacob; *Food Culture in Japan*; 2003.
 (<https://www.questia.com/library/117362167/food-culture-in-japan>)

Candidate Name: _____ Index No: _____ Class: _____



Zhenghua Secondary School
Mid-Year Examination 2019
Secondary 4 Express and 5 Normal (Academic)
English Language

1128/02
6 May 2019
1 hour 50 minutes

Paper 2 Comprehension

Additional Materials: Insert

*Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School
Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School
Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School
Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School
Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School Zhenghua Secondary School*

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number in the spaces provided on 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 fluid.

Answer **all** questions.

Section A is an Insert.

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

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.
The total number of marks for this paper is fifty [50].

Name of setter: Ms. Amerlyn Ong
Ms. Geraldine Lim
Ms. Vivian Koh

For Examiner's Use	
Section A	5
Section B	20
Section C	25
Total	50

Section A [5 marks]

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

- 1 How does the main image at the top of the poster help support the header 'Skip a Straw. Save a Sea Turtle.'?

.....

.....

..... [1]

- 2 'If plastic continues to infect the ocean, by 2050, there will be more plastic than fish.'

Paying close attention to the underlined word, what is the intended effect of this sentence on the readers?

.....

.....

.....

..... [2]

- 3 State how the writer tries to persuade the readers to step forward and be more involved in supporting the organisation.

.....

..... [1]

- 4 Which two groups of people are 'Sailors for the Sea' targeting through this poster?

(i)

(ii) [1]

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5–12.

- 5 Explain, **in your own words**, why some of the new prisoners were described to be 'naïve' (line 3).

.....

.....

.....

.....

[2]

- 6 (a) In Paragraph 2, the writer spoke to one of the old prisoners. In which **two** ways does he emphasise to them that he did not want his manuscript to be lost?

(i)

.....

[1]

(ii)

.....

[1]

- (b) Which words or phrases in Paragraph 2 describe the manner in which the writer spoke to the other prisoner?

Descriptions	Word or phrase from the passage
(i) avoid any attention that might lead to trouble	
(ii) telling of a private matter in complete trust	

[1]

[1]

- 7** 'At that moment, I saw the plain truth and did what marked the culminating point of the first phase of my psychological reaction – I struck out my whole former life.' (lines 15–17)

(a) According to Paragraph 3, what does 'the plain truth' refer to?

.....

..... [1]

(b) What does the word 'culminating' suggest about how the writer reacted?

.....

..... [1]

- 8** Paragraph 5 begins, 'With unthinkable haste, people tore off their clothes.' Why do you think the prisoners did so 'with unthinkable haste'?

.....

.....

.....

..... [2]

- 9** **(a)** Identify one example of personification in Paragraph 5.

..... [1]

(b) What is the effect of the use of personification in **(a)**?

.....

..... [1]

- 10** Which two expressions in Paragraph 6 suggest that the prisoners were under absolute control of their captors?

.....

..... [1]

- 11** At the end of the text, the writer observes the change in appearance of the prisoners over time. Explain how the language used in Paragraph 8 makes the prisoners appear unhealthy. Support your ideas with three details from the paragraph.

.....

.....

.....

.....

.....

.....

[3]

- 12** The structure of the text reflects the writer's thoughts and feelings throughout his imprisonment. Complete the flowchart by choosing one word from the box to summarise the main thought or feeling presented in each part of the text. There are some extra words in the box you do not need to use.

The writer's thoughts and feelings

submission	uncertainty	unawareness	realisation
desperation	oblivion	tolerance	

Flow chart

Paragraph 1: (i)
↓
Paragraph 2: (ii)
↓
Paragraph 3: (iii)
↓
Paragraphs 4–8: (iv)

[4]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 13–19.

- 13 In Paragraph 2, the writer mentions that the uninitiated diner decades ago were attracted to the visual appeal of sushi and sashimi, but ‘all interest stopped there’ (line 11). What does the writer mean?

.....
 [1]

- 14 ‘Those who did not wish to offend their hosts surreptitiously deposited sashimi into a convenient paper napkin, or else swallowed it unchewed and washed it down with copious gulps of beer or saké.’ (lines 11–13)

What do the underlined words mean?

- (i) ‘surreptitiously’

..... [1]

- (ii) ‘copious’

..... [1]

- 15 ‘It does seem an injustice that for a very long time Japanese food did not receive the widespread recognition that it deserves.’ (lines 13–15)

What does this suggest about the writer’s attitude towards Japanese cuisine and its recognition in the world?

.....
 [1]

- 16 What do many first-timers expect of Japanese food, and how does it taste in reality? Answer **in your own words**.

Expectation	
Reality	

[1]

[1]

- 17 Here is a part of a conversation between two students, Juliana and Andy, who have read the article.



- (a) With reference to Paragraph 5, how can Juliana explain her position?

.....

.....

.....

..... [2]

- (b) Provide two ways in which Andy can support his position.

.....

..... [1]

- 18 Other than its taste and attractive visuals, state **two** reasons from Paragraph 6 that explain why one should consume Japanese food.

.....

..... [1]

- 19** **Using your own words as far as possible**, summarise the fine art of hosting a Japanese meal.

Use only information from paragraphs 3 to 4.

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).

The fine art of hosting a Japanese meal starts with

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

□

[15]

