

Name: \_\_\_\_\_ (     )

Class: \_\_\_\_\_



**MONTFORT SECONDARY SCHOOL**  
**END-OF-YEAR EXAMINATION 2022**

**SECONDARY 3 EXPRESS**

**ENGLISH LANGUAGE**  
Paper 1 Writing [Section A]

**1184/01**  
**28 September 2022 (Wednesday)**

**1 hour 50 minutes**

**READ THESE INSTRUCTIONS FIRST**

Write your name, class and register number on all the work you hand in.  
Write in dark blue or black pen.  
Do not use staples, paper clips, glue or correction fluid.

Answer **Section A** in the spaces provided.

At the end of the examination, fasten your work securely together and submit the **Section A**,  
**Section B** and **Section C** separately.

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

The total mark for this section is 10.

The total mark for this paper is 70.

FOR EXAMINERS' USE ONLY	
SECTION A	10

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

Setter: Mr Casimir Kang

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

Carefully read the text below, consisting of 12 lines, about the prehistoric fish, the coelacanth. 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<sup>(to)</sup> my destination at 2 pm.

at

My mother always wears sensible clothes.

✓

The primitive-looking coelacanth was thought to have gone extinct with	
the dinosaurs 65 million years later. But its discovery in 1938 by a South	1 .....
African museum curator on the local fishing trawler fascinated the world	2 .....
and ignited a debate about how this bizarre lobe-finned fish fit into the	3 .....
evolution of land animals. There are only two known species of the fish:	4 .....
one that lives near the Comoros Islands off the east coast of Africa, and	5 .....
one found in the waters off Sulawesi, Indonesia. Many scientists belief	6 .....
that the unique characteristics of the coelacanth represented an early step	7 .....
in the evolution of fish to terrestrial four-legged animals like amphibian.	8 .....
Coelacanths are elusive, deep-sea creatures, living on depths up to 2,300	9 .....
feet below the surface. They can be huge, reaches 6.5 feet or more and	10.....
weighing 198 pounds. Scientists estimate they can live for over 60 years.	

Adapted from: <https://www.nationalgeographic.com/animals/fish/facts/coelacanths>

Name: \_\_\_\_\_ (     )

Class: \_\_\_\_\_



**MONTFORT SECONDARY SCHOOL**  
**END-OF-YEAR EXAMINATION 2022**

**SECONDARY 3 EXPRESS**

**ENGLISH LANGUAGE**  
Paper 1 Writing [Section B]

**1184/01**  
**28 September 2022 (Wednesday)**

**1 hour 50 minutes**

**READ THESE INSTRUCTIONS FIRST**

Write your name, class and register number on all the work you hand in.  
Write in dark blue or black pen.  
Do not use staples, paper clips, glue or correction fluid.

Answer **Section B**. Write your answers in the spaces provided.

At the end of the examination, fasten your work securely together and submit the **Section A**,  
**Section B** and **Section C** separately.

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

The total mark for this section is 30.

The total mark for this paper is 70.

FOR EXAMINERS' USE ONLY		
SECTION B	TASK FULFILMENT	10
	LANGUAGE	20
	TOTAL	30

This document consists of 6 printed pages.

## Section B [30 marks]

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

# Upgrading Within and Around Your Home

## HIP | Home Improvement Programme

Essential improvements include replacement of waste pipes and repair of structural cracks. Optional improvements include upgrading of toilets and replacement of entrance door.

## LUP | Lift Upgrading Programme

Lifts on every floor to benefit the elderly, families with young children and the disabled. Providing speedier and more convenient access to residents' homes. New lift cars will have improved finishes such as better lighting and see-through glass panels.

## NRP | Neighbourhood Renewal Programme

Improves overall facade of the estate.

To include functional items such as

- Linkways
- Repainting of blocks
- New letter boxes

To upgrade children's playground and facilities in the old folks' corner

**\*\*\*To take note: All essential improvements are paid by the estate central funding. Residents to pay full fee for optional improvements.**



The estate in which you are residing will be undergoing some upgrading works at the end of this year. The proposed upgrading programmes are presented on a poster on the estate's bulletin board. As the Chairperson of the Residents' Committee, you have assessed the programmes and chosen the most suitable one for your estate. You will be presenting your choice at the next committee meeting.

- which programme you have chosen to be implemented
- reasons why the programme is the most suitable for your estate
- how the residents will benefit from the proposed upgrade
- what the residents should take note of during the upgrading works

You should **use your own words** as much as possible.

This image shows a blank sheet of white paper with horizontal ruling lines. 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 SECTION B**



Name: \_\_\_\_\_ (     )

Class: \_\_\_\_\_



**MONTFORT SECONDARY SCHOOL**  
**END-OF-YEAR EXAMINATION 2022**

**SECONDARY 3 EXPRESS**

**ENGLISH LANGUAGE**  
Paper 1 Writing [Section C]

**1184/01**  
**28 September 2022 (Wednesday)**

**1 hour 50 minutes**

**READ THESE INSTRUCTIONS FIRST**

Write your name, class and register number on all the work you hand in.  
Write in dark blue or black pen.  
Do not use staples, paper clips, glue or correction fluid.

Answer one question from **Section C**. Write your answers in the spaces provided.

At the end of the examination, fasten your work securely together and submit **Section A**, **Section B** and **Section C** separately.

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

The total mark for this section is 30.

The total mark for this paper is 70.

FOR EXAMINERS' USE ONLY	
SECTION C	30

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

Setter: Mr Casimir Kang

### Questions 3 – 6

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

[illegible]







**END OF SECTION C**

## ANS to EDITING

The primitive-looking coelacanth was thought to have gone extinct with the dinosaurs 65 million years **later**. But its discovery in 1938 by a South African museum curator on **the** local fishing trawler fascinated the world and ignited a debate about how this bizarre lobe-finned fish **fit** into the evolution of land animals. There are only two known species of the fish: one that lives near the Comoros Islands off the east coast of Africa, and one found in the waters off Sulawesi, Indonesia. Many scientists **belief** that the unique characteristics of the coelacanth **represented** an early step in the evolution of fish to terrestrial four-legged animals like **amphibian**. Coelacanths are elusive, deep-sea creatures, living **on** depths up to 2,300 feet below the surface. They can be huge, **reaches** 6.5 feet or more and weighing 198 pounds. Scientists estimate they can live for over 60 years.

1. ago (pronoun)
2. a (Article)
3. fits (SVA)
4. ✓
5. ✓
6. believe (wf)
7. represent (T)
8. amphibians (s/p)
9. in/at (prep)
10. reaching (vf)

Name: \_\_\_\_\_ (     )

Class: \_\_\_\_\_



**MONTFORT SECONDARY SCHOOL**

**END-OF-YEAR EXAMINATION 2022**

**SECONDARY 3 EXPRESS**

**ENGLISH LANGUAGE**

Paper 2 Comprehension [INSERT]

**1184/02**

**28 September 2022 (Wednesday)**

**1 hour 50 minutes**

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**READ THESE INSTRUCTIONS FIRST**

This Insert contains Text 1, Text 2, Text 3 and Text 4.

Copyright Acknowledgements:

Text 1: adapted from <https://museum.airasia.com/item/if-tigers-were-meant-to-fly>

Text 3: adapted from [https://www.huffpost.com/entry/a-picked-pocket-a-piqued-\\_b\\_7872252](https://www.huffpost.com/entry/a-picked-pocket-a-piqued-_b_7872252)

Text 4: adapted from <https://time.com/19908/300-rise-of-an-empire-has-men-feeling-body-image-pressure>

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This document consists of **4** printed pages.

Setter: Lee Poh Lin



## Section A


Study the poster (**Text 1**) and the social media post (**Text 2**) and answer Questions 1–4 in the Question Paper.



**CHOOSE**  
*AirAsia.com*

**IF TIGERS WERE  
MEANT TO FLY,  
THEY WOULD BE  
BORN WITH  
WINGS.**

Sob...



**OVER 390 WEEKLY DIRECT FLIGHTS FROM  
SINGAPORE CHANGI TERMINAL 1.**

**TRUST US. WE'LL GET YOU THERE EVEN  
WITHOUT THE STRIPES.**

- KUALA LUMPUR      -PENANG
- JAKARTA      -KUCHING      -BANGKOK
- BALI      - AUSTRALIA      - JAPAN
- KOREA      -PHUKET      -BEIJING

**Text 2** is taken from a post on AirAsia's Facebook page.

Dear AirAsia,

as a frequent flier of your airline, I am incredibly disappointed with my most recent experience. In fact, I might just consider jumping ship, or rather plane and go for Tiger Airways instead. To be honest, I have high tolerance when it comes to bad service but I've to say, AirAsia wins hands down for poor customer service. My TR360 flight was delayed and the staff behaved in a snooty manner when I asked for help and dismissed me by telling me to 'settle it myself'. I was flabbergasted! This sounds ironic, but you definitely need to earn your stripes if you ever want anyone to fly with you.

## Section B

## Text 3

*The text below is about the writer's encounter with a pickpocket in a foreign place. Read it carefully and answer Questions 5–14 in the Question Booklet.*

- 1 I went to Bolivia to pursue my interest in journalism not knowing what to expect. It was going to be connecting with new people, about communicating in a language that was not my own, about adjusting to a new city and job. It was precisely about being so far removed from everything that had been familiar to me and gaining a new perspective that moved me.
- 2 After touching down on Bolivian soil, I met up with a fellow volunteer La Cancha at Cochabamba's main marketplace. Guidebooks warned about the crowded, chaotic market, but we were eager to embrace a taste of the local culture in our new home. 5
- 3 We were greeted with large wagons decorated with a collage of vegetables parked at the entrance. Their owners stood beside them screaming prices like auctioneers, but instead of a hammer, they had a carrot which they used to ward off the flies pointlessly dancing around the vegetables. Throngs of shoppers skilfully wove their way by locating minute gaps between people and squeezing through. Pickpockets were carnivorous rabbits that munched purses out of many pockets of innocent buyers too busy haggling. Loud vendors touted their goods and bargained with customers. A helpless woman fumbled through the scores of bags she carried and tried to tick on a list with a pen clenched between her teeth. 10 15
- 4 I gripped my camera so tightly that my pulse punched through my fingers. One simply cannot be too careful even if one's valuables are safely stashed. While La Cancha examined some merchandise at a nearby stall, I decided to soak up the atmosphere. The truth was years of high school Spanish classes and hours spent poring over travel books in my preparatory efforts to blend in with the locals had proven futile. As a white American sticking out like a sore thumb, this felt like unwelcome excitement. 20
- 5 Then I felt a tug.
- 6 The booming chaos, which was now deaf to my ears, was replaced by my shouting, alternating in Spanish and English, pleading for someone to stop the pickpocket who had disappeared into the crowds. My voice grew hoarser. He tore through windingly nauseating and torturous alleys, attempting to lose me in the maze. Athleticism was not my forte, but I kept running and willing my eyes to maintain sight of the thief's red shirt flashing like a bullfighter's flag ahead of me. Yet the harder I ran, the wider the gap between us. 25
- 7 Just when I began to think hope was lost, we turned a corner and nearly knocked into the thief, tightly restrained in the arms of two gentlemen. By then, my capacity for coherent statements was all but gone with my stamina. So, I retrieved my camera from his clutch with just enough breath left to express thanks to those who had helped me. 30
- 8 But another problem surfaced. I realised with a dread that sank like an anchor into the pit of my stomach, that I was utterly lost in a bewildering maze of crops and crafts. One vendor, an aging woman clad in a traditional shawl and pleated skirt with crinkles etched into the corners of her eyes, beckoned me over to her fruit stall. She bade me to sit down and offered me a drink. After conversing for a while and asking for directions, I got up and set out without the foggiest notion of what direction I had come from or how to find my way back. I could only pray that I would somehow end up on the main street as I blindly chose alleys and kept my fingers crossed. 35

## Section C

## Text 4

*The article below is about male body issues. Read it carefully and answer Questions 15–21 in the Question Booklet.*

- 1 Young men - whether they are looking for their battlefield gore fix or a learning opportunity to read up on ancient Greek history, the latest movie titled “300” has swept the world by storm. In this ferocious retelling of the Battle of Thermopylae, King Xerxes of Persia amasses an army to invade and conquer the tiny, divided nation of Greece. But wait, it is not just a film about war. It is an overt spectacle of inflated masculinity and puffed-up abs and chest muscles. 5
- 2 Although some parents may forbid their teens from seeing this film because of the violence, they should probably be more concerned about the Greeks’ sweaty 6-packs. There is a worrying increase in unhealthy behaviours due to body insecurity. In fact, this dissatisfaction has led to a whopping 30 percent increase in male patients going under the knife in the US alone.
- 3 A new study published in The Men magazine found that 18 percent of boys are very concerned about their weight and physique. When they fail to attain these unrealistic body standards, it can lead to depression, high-risk behaviours such as drinking, drugs and eating disorders. Though about 15 percent of boys concerned with their weight are worried about thinness, about half are concerned with both muscle gain and thinness. 10
- 4 It is all thanks to media images. When the original “300” film hit theatres in 2006, a gruelling fitness programme called the “300 workout” swept across the gyms in the U.S. as men hoping to get gladiator-like bodies signed on. These risks are not just present in a gym. Some become obsessed with scrolling through social media as they compare themselves to someone with a more idealised body type – a “300” body. 15
- 5 The ripped male bodies that grace our movie screens, advertisements and games have boys thinking they are inadequate. A recent Body Image survey found that men worry about their appearance more than they do about their health, family, relationships or career and that they would not hesitate to enhance their social media photos to look better. However, others believe that influence from social media could actually inspire men to take steps to better themselves in all aspects of their health though this may blur the lines between fit and fanatical. Another study published earlier this year involved exposing men to body-positive content from popular accounts like @strongmenandminds. The researchers found that this appeared to boost their satisfaction with their own bodies. 20 25
- 6 Health professionals are looking into helping young men establish healthier attitudes and behaviors surrounding body image and exercise. For others, mental health treatment may be necessary in order to help them heal from the depression and even suicidal ideation associated with male body image issues. 30
- 7 Unfortunately, parents, teachers and doctors often miss male weight disorders. Most eating disorder assessments focus on girls typically perceived to be more affected and who starve themselves or induce vomiting in order to look thin. Boys are engaging in a different type of seemingly healthy behaviours - working out obsessively, taking unregulated substances like powders or shakes to bulk up. Such efforts can hurt their growth. Suffice to say, it will likely be a while before public awareness catches up to the dangers posed by the overemphasis on impossible physical goals. 35

**END OF INSERT**

Name: \_\_\_\_\_ (     )

Class: \_\_\_\_\_



**MONTFORT SECONDARY SCHOOL**  
**END-OF-YEAR EXAMINATION 2022**

**SECONDARY 3 EXPRESS**

**ENGLISH LANGUAGE**

**1184/02**

Paper 2 Comprehension [QUESTION BOOKLET]

**28 September 2022 (Wednesday)**

**1 hour 50 minutes**

**READ THESE INSTRUCTIONS FIRST**

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

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.

The total mark for the paper is 50.

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

Parent's Signature: \_\_\_\_\_

This document consists of **8** printed pages.

**Section A [5 marks]**

Refer to the poster (**Text 1**) and the social media post (**Text 2**) on page 3 of Insert for Questions 1-4.

- 1** Look at Text 1. Tick (✓) the statement which best describes the tone of Text 1? (Tick **one** box only.)

Serious ☐

Mocking ☐

Light-hearted ☐

[1]

- 2** Refer to Text 2. What does 'wins hands down' suggest about AirAsia's service?

.....  
 .....

[1]

- 3** Quote a sentence from Text 2 which contrasts with the promise made by AirAsia in Text 1.

.....  
 .....

[1]

- 4** Look at Texts 1 and 2 and statements (a) and (b) below.

Decide whether the statements refer to Text 1, Text 2, both texts, or neither text.

Circle the answer you have chosen for each statement.

**(a)** The intended reader of the text is an airline passenger.  
 Text 1 / Text 2 / Both / Neither

**(b)** The writer feels very strongly about the topic.  
 Text 1 / Text 2 / Both / Neither

[2]

### Section B [20 marks]

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

- 5 In **your own words**, why has the author chosen Bolivia to study journalism in Paragraph 1?

.....

.....

.....

[2]

- 6 In Paragraph 3, the author and his friend decide to visit the local market. Explain how the language used in the paragraph makes the market seem full of life. Support your ideas with three details from the paragraph.

.....

.....

.....

.....

.....

.....

[3]

- 7 (a) In Paragraph 4, what does 'even if one's valuables are safely stashed' (line 17) suggest about the situation in Bolivia?

.....

.....

[1]

- (b) With reference to same paragraph, **explain in your words** how the author deals with the situation in (a).

.....

.....

[1]

- 8 With reference to Paragraph 4, what does 'unwelcome excitement' (line 21) suggest about how the author feels about being in Bolivia?

.....

.....

[2]

**9** What is the effect of the one-sentence paragraph in Paragraph 5?

..... [1]

**10** Quote a phrase from Paragraph 6 which suggests that it is very challenging for the author to chase the pickpocket.

.....

..... [1]

**11** In Paragraph 6, what is effective about the phrase 'red shirt flashing like a bullfighter's flag' (line 27)?

.....

..... [1]

**12** Give two pieces of evidence in Paragraph 7 which supports the fact that 'Athleticism was not my forte' (line 26).

**(i)** .....

**(ii)** ..... [2]

**13** From Paragraph 8, how do the locals show their hospitality to the writer?

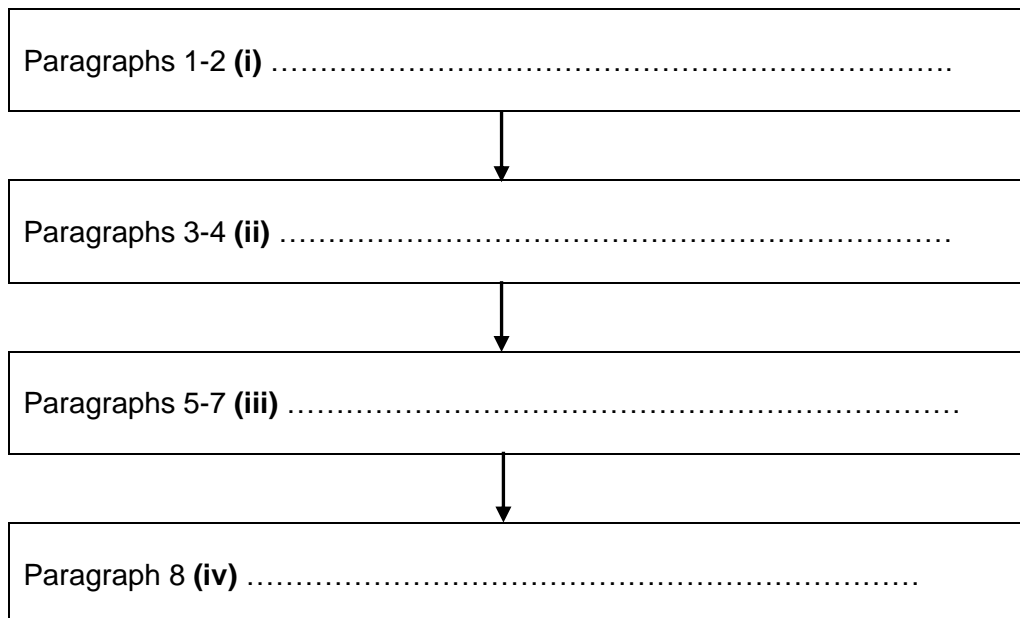
.....

..... [2]

- 14** The structure of the text reflects the writer's experiences at different stages during the market visit. Complete the flow chart by choosing one phrase from the box to summarise his main feeling and thought. There are some extra words in the box you do not need to use.

**Writer's experiences**

negotiating an arduous route offering words of encouragement embracing a new challenge trying to regain control taking in the surroundings questioning one's decision
--



[4]



### Section C [25 marks]

Refer to **Text 4** on page 4 of the Insert for Questions 15 – 21.

- 15** The writer says that ‘some parents may forbid their teens from seeing this film because of the violence’ (line 6). With reference to Paragraph 1, how could filmmakers justify this?

.....

.....

[1]

- 16** From Paragraph 1, give two features of the film which might have led to ‘worrying increase in unhealthy behaviours’ (lines 7-8) in young men.

.....

.....

.....

[2]

- 17** Paragraph 4 states ‘It is all thanks to media images’ (line 15). What is the writer’s tone when he makes this comment?

.....

.....

[1]

- 18** Quote a word in Paragraph 4 that indicates the ‘300 workout’ is not the usual kind of exercise routine.

.....

.....

[1]

- 19** Here is a part of a conversation between two friends, Susan and John, who have read the article.



Susan

It is really easy to overlook male body issues.

Actually, it should not be as this problem is becoming more acute.



John

- (a)** Give **two** pieces of evidence from Paragraph 7 to support Susan’s view.

**(i)** .....

.....

[2]

**(b)** Give **one** piece of evidence from Paragraph 2 to support John's view.

[1]

**20** According to Paragraph 7, what are the contrasting ways in which males and females deal with body image issues?

[2]

**21 Using your own words as far as possible**, summarise the body issues men face and their effects on men's behaviour.

**Use information only from Paragraphs 3 to 5 of Text 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).

*Media has caused a rise in body insecurity as boys.....*

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.

<b>Content</b>	<b>8</b>
<b>Language</b>	<b>7</b>
<b>Total</b>	<b>15</b>