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	<p>新加坡海星中学 MARIS STELLA HIGH SCHOOL MID YEAR EXAMINATION SECONDARY FOUR</p>
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ENGLISH LANGUAGE Paper 2 Comprehension INSERT	1128/02 28 April 2022 1 hour 50 minutes
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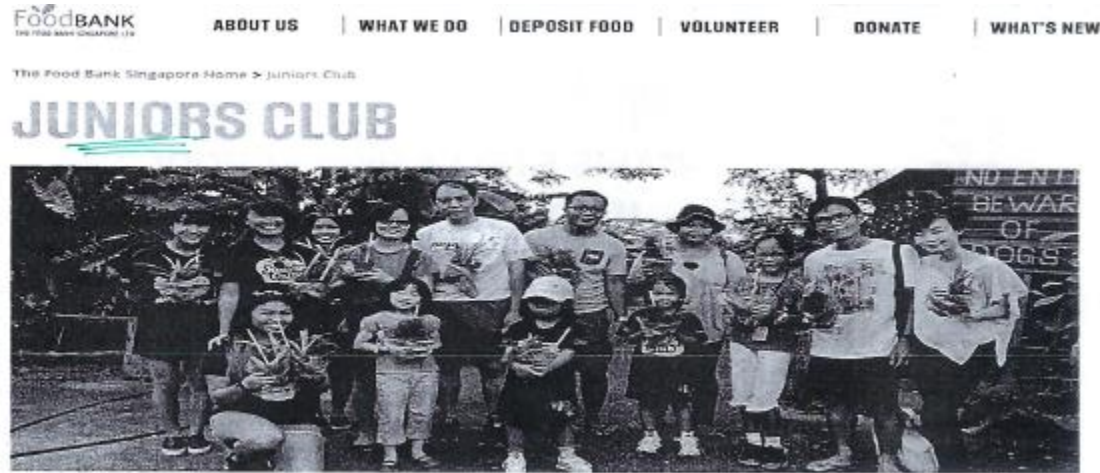
<p>READ THESE INSTRUCTIONS FIRST</p> <p>This insert contains Text 1, Text 2 and Text 3.</p> <p>Answer all questions for Section A, Section B and Section C in the Question Booklet provided.</p> <p>At the end of the examination, submit separately:</p> <ul style="list-style-type: none">• Insert• Question Booklet

This document consists of 5 printed pages including the cover page.

Section A [5 marks]

Text 1

Refer to webpage below and answer Questions 1-4 in the Question Booklet.



The Food Bank Singapore is recruiting junior Foodbankers aged 5 to 12 to encourage volunteerism from a young age! Ad – hoc volunteering opportunities and activities are held every quarter during the school holidays for children aged 5 to 12 years old.

[Click here to register your child as a Junior Foodbanker now!](#)



Warehouse Section

The children will have a tour of Food Bank's warehouse and assist in sorting, packing or taking inventory of the donations. Through this activity, the children will get to learn about identifying food categories, expiry learn about identifying food categories expiry labels and how our warehouse operates.



Food Distribution through our Joy in Every Bundle Programme

The children will assist in packing individual food bundles and distributing them to the homes of beneficiaries. Through this activity, the children will get to learn more about our beneficiary organisations, experience distributing food to those in need and understand their living conditions.

LET'S END FOOD INSECURITY TOGETHER!

Section B [20 marks]

Text 2

The text below describes the harrowing journey towards freedom of a Polish officer and his team. Read the text carefully and answer Questions 5-14 in the Question Booklet.

- 1 Two days without water in the hillocky, sand covered, August furnace of the Gobi Desert and I felt the first fluttering of fear. The early rays of the sun hit the tops of the billowing dunes and threw sharp shadows across the deep sanded floors of the intervening little valleys. Jitters came with small fast-beating wings and was suppressed as we sucked pebbles and dragged our feet on to make maximum distance before the blinding heat of noon. From time to time, one or other of us would climb one of the endless knolls and look south to see the same deadly landscape stretching to the horizon, Alarm about our position must have been very loud but no one voice it, the heat enveloped us, sucking the moisture from our bodies, putting ankle – irons of lethargy on our legs. Each one of us walked with his and her own thoughts and non spoke, dully concentrating on placing one foot ahead of the other interminably. 5 10
- 2 As we still walked in the rays of the setting sun the fear hit me again. It was, of course, the fundamental, most oppressive fear of all – that we should die here in the burning wilderness. I struggled against a panicky impulse to urge a return the way we had come, back to water and green things and life. I fought it down. We flopped against a tall dune and the cold stars came out to look at us, Our bone- weariness should have ensured the sleep of exhaustion but, tortured with thirst, one after another twisted restlessly, rose, wandered around and came back. 15
- 3 Some time after midnight I suggested we start off again to take advantage of the cool conditions. We hauled ourselves upright and began again the trudge south. It was much easier going. We rested a couple of hours after dawn and still the southerly prospect remained unaltered. After this one trial there were no more night marches. Makowski stopped it. 20
- “can you plot your course by the stars?” he asked me. The others turned haggard faces toward me. I paused before answering, 25
“Not with complete certainty,” I confessed.
“Can any of us?” he persisted, No one spoke.
“Then we could have been walking in circles all through the night,” he said heavily.
- 4 I sensed the awful dismay his words had caused, I protested that I was sure we had not veered off course, that the rising sun had proved us still to be facing south. But in my own mind, even as I argued, I had to admit the possibility that Makowski was right. Yet, I am sure I was right. In any case, the seed of doubt had been sown and we just could not afford to add anything to the already heavy burden of apprehension. So we went on through the shimmering stillness. Not even a faint zephyr of air came up to disperse the fine dust hanging almost unseen above the desert. 30 35
- 5 On the afternoon of the sixth day, I found to my faint surprise and irritation I was on my knees. I thought like a man at prayer. I got up, No one had slackened pace

for me. They probably hardly noticed my stumble. It seemed to take me a very long
time to regain my position at the head again. Others were falling, too, I noticed from 40
time to time. The knees gave and they knelt there a few unbelieving seconds until
realization came that they had ceased to be mobile. They came on again, There was
no dropping out. These were the signs of growing, strength – sapping weakness, but
it would have been fatal to have acknowledged them for what they were. They were
the probing fingers of death and we were not ready to die yet. 45

Adapted from *'The Long walk: The True Story of a Trek to Freedom'* by Slavomir Rawicz

Section C

Text 3

The article is about unstructured play or free play for children. Read it carefully and answer Questions 15-20 in the Question Booklet.


- 1 Nothing is as natural as a child at play. Left alone, young children will launch into imaginary play, inventing characters and stories. Put together with peers, children will almost instinctually organize games and activities. It is so important to the well-being of children that the United Nations recognizes it as a fundamental human right, on par with the rights to shelter and education. 5
- 2 Yet today, play is something of an endangered activity among American children. A 2011 article from the American Journal of Play notes that children's free, unscheduled playtime has been declining steadily over the past half – century. When children play, it is more likely to be highly structured- think playdates and enrichment classes. One reason for the decline in free play is the ever-increasing control over children's activities exerted by adults. As even elementary schools come under greater and greater pressure to have their students score well on standardized tests, break time has been increasingly reduced. In 1990, students in elementary schools had at least 45 minutes for recess. Yet just a decade later, that was reduced to only 30 minutes. Over the same period, 89% of schools extended school hours by at least an hour. In an increasingly competitive world, there is less time for a child to be a child; that is, free, unstructured play does not have the payoff that another lesson or remedial class would. At least, that was what school officials thought then. Today, experts believe these changes have had lasting and negative effects on children. Over the same years that recess and playtime have declined, there have been increases in major depression, anxiety and suicide rate. 10 15 20
- 3 Scientists have learned that free play is not just something children like to do – it is something they need to do. Play keeps children physically active, all the more important at a time when some 20% of American children are obese – more than triple the percentage from the more play- friendly 1970s. Early activity habits matter: a 2005 study found that the most active 9- to 18 – year- olds remained the most active later in life. More than anything else, play teaches children how to work together. 25
- 4 The apparent randomness of play may be its secret genius. Part of what sets humans apart from other animals is the range of creativity and adaptation. That is precisely what free play –play without the encircling structure of adults- helps promote. During play, children are unconsciously learning how to adapt themselves to challenges they will face further down the road. This is especially true of the pretend play that is most characteristic of human children. Therefore, we should be concerned that free playtime is now being taken up by structured activities or screen time. 30 35
- 5 Play also has a vital social drive. Anyone who has observed a school playground knows that children can instantly organize themselves to play in groups. Playing together, and playing with parents, helps children learn to predict and respond to

another's shifting movements and to interpret their desires. It helps them learn how 40
to work together in groups and how to resolve conflicts. Because they are the ones
driving play, they have opportunities to learn how to share so that they can make and
keep friends. If parents and other adults give children the space they need, they learn
how to work out problems on their own.

- 6 In an age of standardized testing and intense academic competition, it is easy to 45
believe that play is one more thing American children will have to do without, But
free play encourages the development of the two key skills for the workplace that no
robot can replace: creativity and teamwork, the payoff will be there down the line.
And even more than that, it will be felt here and now, because let's not forget-play is
fun. That is the whole point.

Adapted from 'The Secret Power of Play' by Siobhan O' Connor;
[https:// time.com/4928925/secret-power-play/](https://time.com/4928925/secret-power-play/)

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	<p>新加坡海星中学</p> <p>MARIS STELLA HIGH SCHOOL</p> <p>MID YEAR EXAMINATION</p> <p>SECONDARY FOUR</p>
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<p>ENGLISH LANGUAGE</p> <p>Paper 2 Comprehension</p> <p>Candidates answer in the Question Booklet.</p> <p>Additional Materials: INSERT</p>	<p>1128/02</p> <p>28 April 2022</p> <p>1 hour 50 minutes</p> <p>(Sections A, B and C)</p>
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<p>READ THESE INSTRUCTIONS FIRST</p> <p>Write your class, index number and name in the spaces provided on the work you hand in write in dark blue or black pen.</p> <p>Do not use paper clips, glue or correction fluid.</p> <p>Answer all the questions</p> <p>Write your answers in the spaces provided in the Question booklet.</p> <p>The Insert contains the texts for all the sections.</p> <p>The number of marks is given in brackets [] at the end of each question or part question.</p> <p>The total number of marks for this paper is 50.</p>

<p>For Examiner's Use</p> <p>50</p>

Section A [5 marks]

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

- 1 The webpage begins with the heading **JUNIORS CLUB**. What effect is it intended to have on the reader?
- _____
- _____ [1]
- 2 Look at the paragraph with the heading Warehouse Section. Give two benefits that the children will gain through participating in this activity,
- (i) _____
- (ii) _____ [1]
- 3 Look at the photograph with the heading Food Distribution through our Joy in Every Bundle Programme, with reference to the information below it, explain the two ways in which the photograph accurately illustrates the heading.
- (i) _____
- _____
- (ii) _____
- _____ [2]
- 4 Look back at the whole webpage, Which sentence gives the overall purpose of the organization, Food Bank Singapore?
- _____
- _____ [1]

Section B [20 marks]

Refer to Text 2 on page 3 of the Insert for Questions 5-14.

- 5 At the beginning of the text, the writer describes the Gobi Desert as a ‘furnace’ (line 1). Explain how the language used in Paragraph 1 emphasizes how hot the weather was.

Support your ideas with **three** details from Paragraph 1.

[3]

- 6 In Paragraph 1, the writer says ‘Alarm about our position must have been very loud but no one voiced it,’ (lines 7-8), In what is this sentence particularly effective?

[1]

- 7 From Paragraph 1, the writer uses the phrase ‘dully concentrating’ (line 10) to describe the way they were walking. What is unusual and effective about this phrase?

It is unusual because _____

It is effective because _____

[2]

- 8 In Paragraph 2, the writer states ‘the fear hit me again’ (line 12).
(i) What was this ‘fear’

[1]

(ii) How does the writer describe this ‘fear’? Answer in your own words.

[2]

- 9 Explain in your own words why it was surprising that the writer and his team were not able to fall asleep.

- _____ [2]
- 10 Quote the two separate words from Paragraph 3 which tell us it took great effort for the writer and his team to start on their trek again.
- (i) _____
- (ii) _____ [1]
- 11 'After this one trial there were no more night marches' (lines 22), Explain fully why this was so.
- _____
- _____ [2]
- 12 From Paragraph 4, how did the writer justify that they were still heading in the correct direction?
- _____
- _____ [1]
- 13 In Paragraph 5, the writer compares death to a person in the phrase 'probing fingers of death' (lines 44-45). Why is this comparison effective?
- _____
- _____ [1]


- 14 The structure of the text reflects the writer's feelings at different stages of the trek through the Gobi Desert. Complete the flow chart by choosing one word from the box to summarise the writer's main feeling at each stage. There are some extra words in the box you do not need to use.

Main feeling in each part of the text


hesitant depressed acceptance	drained adamant fearful
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Flow Chart


Paragraphs 1-2:	(i) _____
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Paragraphs 3:	(ii) _____
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Paragraphs 4:	(iii) _____
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Paragraphs 5:	(iv) _____
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Section C [25 marks]

Refer to text 3 on page 4-5 of the Insert for Questions 15-20.

- 15 (a) Write down the expression in Paragraph 1 that conveys the same idea as ‘equal’.

_____ [1]

(b) ‘Nothing is as natural as a child at play.’ (line 1) What type of play does a child engage in the different situations below?

(i)	By himself		
(ii)	In a group of children		

[2]

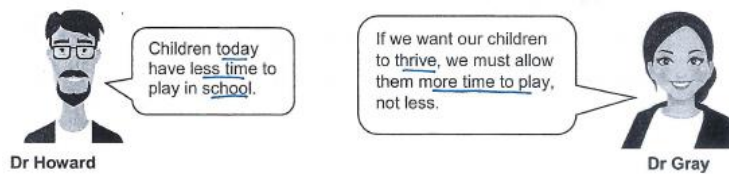
- 16 (a) Why is free play an ‘endangered activity’ (line 6) among American children today? Answer in your own words.

_____ [1]

(b) According to Paragraph 2, what activities have replaced free play outside of school?

_____ [1]

- 17 Here is a conversation between two researchers, Dr Howard and Dr Gray, who have read the article.



(a) Identify two pieces of evidence from Paragraph 2 that Dr Howard can give to support his view.

- (i) _____
(ii) _____ [2]

(b) With reference to Paragraph 2, how can Dr Gray justify her position?

_____ [1]

- 18 According to the writer, the ‘apparent randomness of play may be its secret genius.’ (line 27) Explain what the italicized phrase means. Answer in your own words.

_____ [1]

- 19 Apart from ‘the two key skills for the workplace that no robot can replace’ (lines 44-45), explain why play is important to children.

_____ [1]

20 **Using your own words as far as possible**, summarise the benefits of unstructured play for children.
 Use information only from Paragraphs 3 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.

Use information only from Paragraphs 3 to 5

Giving children time to play on their own is important _____

This image shows a single sheet of white paper with horizontal blue 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.