

聖嬰中學

HOLY INNOCENTS' HIGH SCHOOL



Candidate Name

Class

Index Number

PRELIMINARY EXAMINATION 2021

SECONDARY 4/5

ENGLISH LANGUAGE PAPER 1

1128/01

INSERT

Date: 20 Aug 2021

Duration: 1h 50m

Additional Materials: Question Booklet

READ THESE INSTRUCTIONS FIRST

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

Set by: Ms Siti Aisyah

Vetted by: Mr Daniel Tan

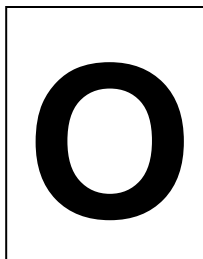
This document consists of 2 printed pages (including cover page).

Section B

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

HIDDEN GEMS IN ANG MO KIO

	<p>Thomson Nature Park</p> <ul style="list-style-type: none"> • Location: Upper Thomson Road. • Home to critically endangered Raffles' banded langurs. • Discover ruins of an old Hainanese village dating back to the 1930s.
	<p>The Clover @ Kebun Baru</p> <ul style="list-style-type: none"> • Location: Block 259 Ang Mo Kio Avenue 2. • Architecturally unique block of flats made up of four 25-storey circular columns. • Completed in 1981, this is the first and only circular block of flats in Singapore.
	<p>Cage Making 159</p> <ul style="list-style-type: none"> • Location: Block 159 Ang Mo Kio Avenue 5. • Master craftsman Teng Leng Foo, 74, is one of the last few specialists who handcraft bird cages. • Visit and learn the art of birdcage-making and bird-watching culture.
	<p>Ang Mo Kio 628 Market and Food Centre</p> <ul style="list-style-type: none"> • Location: Block 628 Ang Mo Kio Avenue 4. • Myriad of mouth-watering local dishes. • Recently reconstructed and rebuilt to accommodate more patrons.



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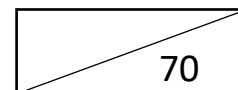


Candidate Name

Class

Index Number

PRELIMINARY EXAMINATION 2021
SECONDARY 4/5
ENGLISH LANGUAGE
PAPER 1 WRITING



1128/01

Date: 20 Aug 2021

Duration: 1h 50m

Candidates answer in the Question Booklet.

Additional Materials: INSERT

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number in the spaces at the top of this page.

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

Do not use paper clips, glue or correction tape/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**.

Set by: Ms Siti Aisyah

Vetted by: Mr Daniel Tan

This document consists of 10 printed pages (including cover page) and 1 Insert.

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

Carefully read the text below, consisting of 12 lines, about online gaming addiction. 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

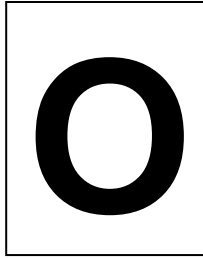
My mother always wears sensible clothes.

..... ✓

What most people typically understand of addiction is that it	
constitutes compulsive behaviour, a reliance on the substance or	1
activity despite adverse consequences. Of this respect,	2
there were obvious forms of addiction such as drug addiction	3
and gambling addiction that has consequences that are far worse	4
than online gaming addiction. Still, in recent years, with the	5
proliferation on massive role-playing online games, the number	6
of people game excessively has increased, leading to	7
serious repercussion in some cases. Studies have shown that	8
there are those who play up to 90 hours at a stretch, to the	9
detrimental of their physical and emotional well-being. It is disturbing	10
to see how easily people can be addicted to online games.	

Adapted from '*Drugged... by Online Games*' by Evelyn See

[illegible]



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HOLY INNOCENTS' HIGH SCHOOL



Candidate Name

Class

Index Number

**PRELIMINARY EXAMINATION 2021
SECONDARY 4/5
ENGLISH LANGUAGE
PAPER 2 COMPREHENSION – INSERT**

1128/02

Date: 20 Aug 2021

Duration: 1h 50m

Additional Materials: Question Booklet

READ THESE INSTRUCTIONS FIRST

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

Set by: Ms Siti Aisyah

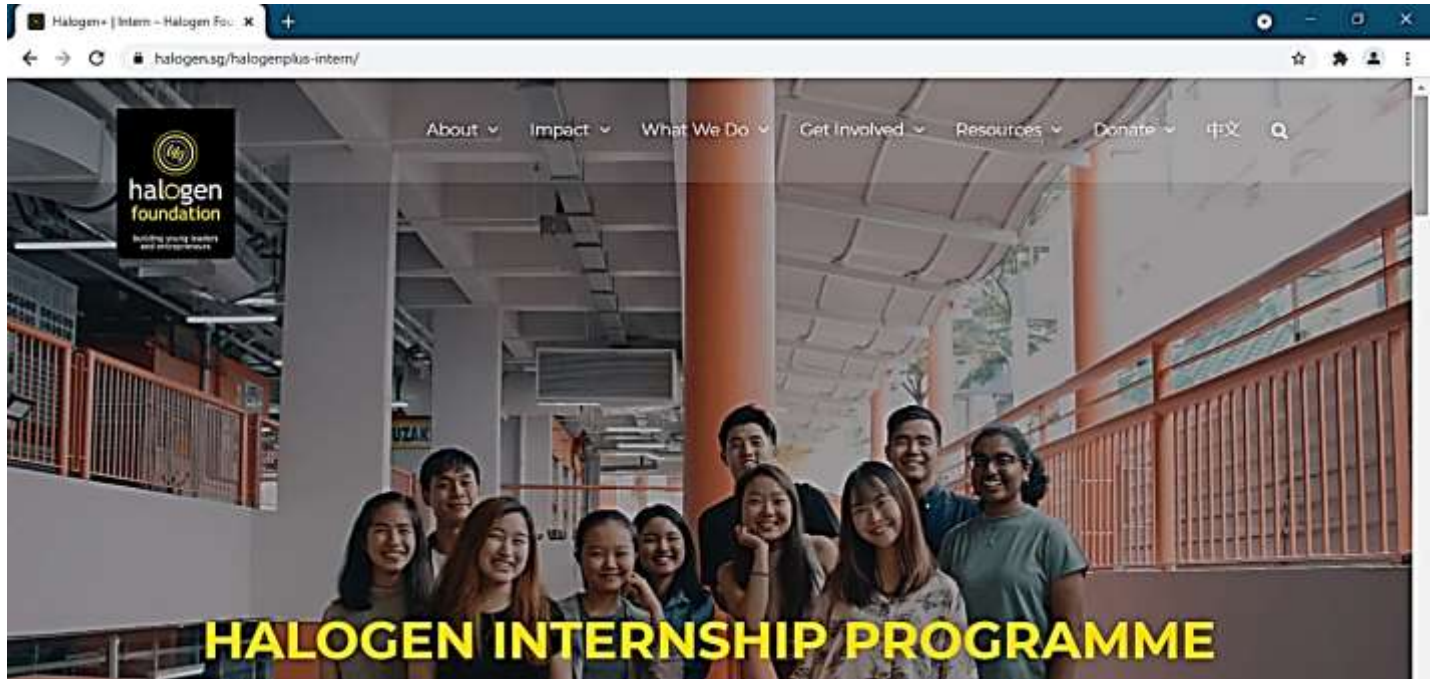
Vetted by: Mr Daniel Tan

This document consists of 6 printed pages (including cover page).

Section A

Text 1

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



WHAT'S IN IT FOR YOU?

**DISCOVER**

Gain real-world knowledge through hands-on experience that challenges you to unlock your leadership DNA.

**NETWORK**

Get a head start in building your professional network when you interact with others who share your passion.

**GROW**

Through a close mentorship approach, you will develop your strengths that will prepare you to make a difference to your community and the world.

ABOUT HALOGEN INTERNSHIP PROGRAMME

The Halogen Internship Programme (HIP) is a paid internship for individuals who are interested in working with young people through leadership and entrepreneurship platforms. HIP aims to provide you with a meaningful and relevant experience through the right balance of on-the-job training, mentoring and networking opportunities. We have a wide range of challenging and dynamic projects that you can participate and get hands-on experience in, allowing you a better understanding of Halogen's day-to-day operations and businesses.

We are looking for people who are team players, progressive thinkers and can communicate their ideas with passion. Click the link below to find out more!

[View All Job Descriptions](https://halogen.sg/halogenplus-intern/)

Section B

Text 2

In the text below, the author writes about her travel to Lake Malawi. Read the text carefully and answer Questions 5–17 in the Question Booklet.

- 1 We were woken by bright sunlight, needling through the cracks in the bamboo wall, and the sound of children's voices. I pushed open the door of our hut, and gasped at the sheer beauty of our surroundings. After all the trauma of the previous night, we had landed in paradise. There, just a few metres away, was a crescent of silver sand lapped by the crystal water of the lake. A couple of palm trees waved lazy branches against the sun. 5
- 2 And, as in paradise, there were angels: a gaggle of ragged smiling children had gathered at our door, chattering excitedly. As I stepped out into the sunshine, they fell silent for a moment, then burst into a chorus: "Good afternoon. Good morning. How are you? Do you speak English? What is your name? Manchester United! Give me money!"
- 3 I smiled back and chatted for a while. Gradually more and more children arrived. There must have been at least 20 of them, staring curiously as I tried to wash and clean my teeth (the electric toothbrush drew squeals of delight) and following me to the hut that served as washroom and toilet. 10
- "Please, that's enough. Go away now," I pleaded.
- "Gowayno," they echoed, smiling angelically. 15
- 4 I retreated into our hut and closed the door, hoping they would go away. They did not. Little hands pattered on the walls, and little voices outside persisted: "Do you speak English? What is your name? My name is David Beckham. Merry Christmas!" Sometimes even angels can get a bit irritating.
- 5 In the end, we surrendered. We emerged from the hut in our swimming gear and ran down to the beach and into the water. Some little boys who could swim followed; others hung around the hut, peering curiously inside. We played splashing games and beach football with them. They did somersault dives from the rocks, and brought us mangoes. Later, fishermen came by with fish to sell, which we cooked on an open fire, thanking the good luck that had brought us to this place; others appeared with vegetables and fruit. Our good luck was also theirs – a few extra dollars to boost the local economy. At dusk we walked along the shore to the village, and watched the fishermen setting off with lamps in their unstable canoes carved from hollowed-out tree trunks to fish for the teeming cichlids. 20
- 6 Next day was exactly the same: sunlight, sand, water, heat, shade, fruit and fish, nightfall, starlight, sleep. And the day after. We gave up our other plans and decided to stay. Without electricity, the batteries in my toothbrush, phone and laptop gradually ran down, and I let the slow rhythm of the sun reorganise my workaday brain. I became lazy, dozy, sunburned, forgetful. I started to take our paradise for granted, and I even snapped at the angels to leave us in peace. They ignored me or pretended not to understand. 25 30

- 7 At last our money, our anti-malarials and our drinking water were running out, and it was time to go. When we packed up our things in the car, I found my dog-eared copy of *Middlemarch* by George Eliot and the electric toothbrush were missing. Maybe some of the angels were not so angelic after all, but given the unimaginably huge disparities in income between them and us, it was a small price to pay. And I think George Eliot would have been rather pleased. 35
- 8 Recently, I visited my daughter in Malawi again, with a bit of time to spare, and we took our camping gear and drove up the lake road thinking to spend a few nights at Lake Malawi again. We drove north from Salima, past Nkhotakota, looking out for the crooked painted sign, but it had disappeared. At Chintechi we turned around and drove back slowly, seeking a turning off the road, a track towards the lake, but there was no opening, not even a gap between the prickly bushes where the track should have been, only the same unremitting vista of low trees, bushes and sand. We stopped some passing locals to get directions, and asked at a couple of stores near where we had first spotted the sign. "Lake Malawi?" They shook their heads. "There is no such place around here." 40 45
- 9 Had we imagined the whole thing? I remembered the terrors of our previous visit, the spinning tyres, the loose sand, the mosquitoes, the dark trail through the bushes, and my heart pounding with fear that the villagers would kidnap or rob us. That was when it occurred to me that maybe, in their own gentle way, they actually had. 50

Adapted from '*Lake Malawi's Lost Resort*' by Marina Lewycka

Section C

Text 3

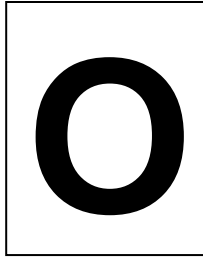
The text below is about genetic modification technology. Read it carefully and answer Questions 18–24 in the Question Booklet.

- 1 About 20 years ago, the world was introduced to the *Flavr Savr* tomato – the first genetically modified organism approved for consumption in the United States. Since then, farmers all over the world have been cultivating more and more genetically modified crops every year. This has given rise to a heated debate about everything related to GM crops; from their effect on human health to whether genetically modified foods should be labelled. 5
- 2 Genetic modification is a technology that involves inserting deoxyribonucleic acid (DNA) into the genome of an organism. To produce a genetically modified crop, new DNA is transferred into plant cells. Usually, the cells are then grown in tissue culture where they develop into plants. The seeds produced by these plants will inherit the new DNA. But how did genetically modified crops come about? In the early 1970s, ways were discovered to move genes for antibiotic resistance from one type of bacteria to another. The bacteria that received the gene then became resistant to the antibiotic too. This technology gradually developed to enable gene manipulation, not just in bacteria, but in plants and animals which are biologically much more complicated. As a result, genes that have desirable characteristics, such as resistance to pesticides, immunity to viral diseases or increased rates of growth could be inserted directly into a plant's or animal's DNA. This gene insertion produces a genetically modified organism with a specific desired trait. 10 15
- 3 Remember the *Flavr Savr* tomato? Well, these tomatoes were engineered to suppress the gene to delay how quickly they would soften after ripening. As a result, *Flavr Savr* tomatoes could be picked riper and kept longer than other varieties. The slow softening of the tomatoes reduced the processing costs of making tomato products such as tomato paste which were sold in the supermarkets in the Western United States and the United Kingdom as an alternative low-cost version of canned tomato products. 20
- 4 Given this technology, it is easy to see the endless possibilities genetic modification has to offer. Pest infestations and poor weather conditions threaten crop yields in developing countries which do not bode well for the world population which is set to increase by two billion people by 2050. Genetically modified crops could be the answer to these problems, where other breeding techniques may not be as efficient. Take for example cotton that is produced in China. In 2002, half the cotton grown in China was genetically modified to produce a substance that is poisonous to the cotton bollworm, a pest that devastates many cotton crops. Farmers had previously applied the toxin directly by spraying the plants. With the genetic modification, there was a reduction in pesticide use, an increase in yields and health benefits for farm workers who may no longer need to be exposed to pesticides. 25 30
- 5 Another advantage is that crops can be genetically modified to contain additional nutrients that are lacking in the diets of many people in developing countries. One example is *Golden Rice*, which has been modified to have enhanced levels of B-carotene, in order to help prevent vitamin A deficiency. 14 million children under five years of age suffer clinically from this deficiency, which can cause childhood blindness. With genetically modified rice, this problem can be greatly reduced. 35

- 6 There are many other possibilities genetic modification can offer. Crops can be genetically modified to be resistant to bacterial, fungal or viral infestation or a gene from a plant which can survive prolonged water stress in desert conditions can be introduced into crops that allow them to survive during periods of drought. More recently, research is being conducted to see how plants can be genetically modified to produce vaccines or other medicines. Potatoes, for example, have been modified to produce edible vaccines against *E. coli* bacteria which cause diarrhoea. This would allow for cheap and easy distribution of the vaccine but research is still at a very early stage. 40 45
- 7 However the world still needs to take caution when it comes to genetically modified foods. This is because research about genetically modified crops and its effects on human health are still at an infancy stage that so many people are wary about it. Given its prevalence – genetically modified crops are cultivated in over 20 countries and in the United States up to 80 per cent of processed food is genetically modified – we should consider the other side of the argument. One worrisome issue is the ability of genetically modified foods to trigger allergies in humans. Some of the genes used in genetically modified technology might be taken from a food type that causes allergies in some people. Another potential downside to genetically modified technology is that other organisms in the ecosystem could be harmed, which affects the biodiversity in the environment. By removing a particular pest that destroys a crop, we could be eliminating a food source from another organism in the environment. Also, genetically modified crops could prove toxic to an organism in the environment, leading to reduced numbers or extinction of that organism. 50 55
- 8 Finally, given that some genetically modified foods are modified using bacteria and viruses, there is the very real fear that we will see the emergence of new diseases. It is clear that, as with any technology, genetic modification of crops has its strengths and shortcomings. Hopefully, as more research is done, it will soon become clear how we can best harness the potential of this technology in a way that is least detrimental to human and environmental health. 60

Adapted from Beyond Horizons, '*Genetically Modified Crops*', July 2016

End of Insert



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HOLY INNOCENTS' HIGH SCHOOL



Candidate Name

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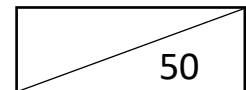
Index Number

PRELIMINARY EXAMINATION 2021

SECONDARY 4/5

ENGLISH LANGUAGE

PAPER 2 COMPREHENSION



1128/02

Date: 20 Aug 2021

Duration: 1h 50m

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

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

Write in dark blue or black pen.

Do not use paper clips, 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.

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

Set by: Ms Siti Aisyah

Vetted by: Mr Daniel Tan

This document consists of 9 printed pages (including cover page) and 1 Insert.

Section A [5 marks]

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

- 1** What idea is the photograph at the top of the webpage trying to establish?

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

- 2** Quote a phrase from the webpage that suggests interested individuals of the internship programme will get to uncover their leadership potential.

.....[1]

- 3** Refer to the heading **ABOUT HALOGEN INTERNSHIP PROGRAMME**, and **using your own words**, explain what it means for interns to experience 'dynamic projects'.

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

- 4** Interested individuals need to have certain qualities. What are **two** qualities they need to have in order to join Halogen Internship Programme?

.....
.....[2]

Section B [20 marks]

Refer to Text 2 on pages 3-4 of the Insert for Questions 5–17.

- 5 At the beginning of the text the author was taken aback by what she saw outside of her hut. Explain how language used in Paragraph 1 emphasises the beauty of the environment.

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

.....

.....

.....

.....

.....

.....[3]

- 6 Which word in Paragraph 2 suggests that the children were disorderly?

.....[1]

- 7 Why did the electric toothbrush draw 'squeals of delight' (line 12) among the children?

.....

.....[1]

- 8 In Paragraph 4, what is (i) unusual and (ii) effective about the sentence 'Sometimes even angels can get a bit irritating'?

(i) It is unusual because

.....

.....[1]

(ii) It is effective because

.....

.....[1]

- 9** In Paragraph 5, the author thanked 'the good luck' that had brought her to the place (line 24). What does the phrase 'the good luck' suggest about her trip to Lake Malawi?

.....
[1]

- 10** **In your own words**, explain why the author's 'good luck was also theirs' (line 25).

.....
[1]

- 11** Which word in Paragraph 6 suggests that the author is someone who is usually focussed and cannot relax?

.....[1]

- 12** What do 'anti-malarials' (line 35) refer to?

.....
[1]

- 13** What does the phrase 'dog-eared copy' (line 36) suggest about the author's book?

.....
[2]

- 14** '... but given the unimaginably huge disparities in income between them and us, it was a small price to pay.' (lines 38-39)

Explain what the above sentence suggests about the author's attitude towards the children stealing her items.

.....
[1]

- 15** Quote a word from Paragraph 8 which also means endless.

.....[1]

- 16 'I remembered the terrors of our previous visit, the spinning tyres, the loose sand, the mosquitoes, the dark trail through the bushes...' (lines 49-50).

What do the above lines suggest about the author's journey to Lake Malawi?

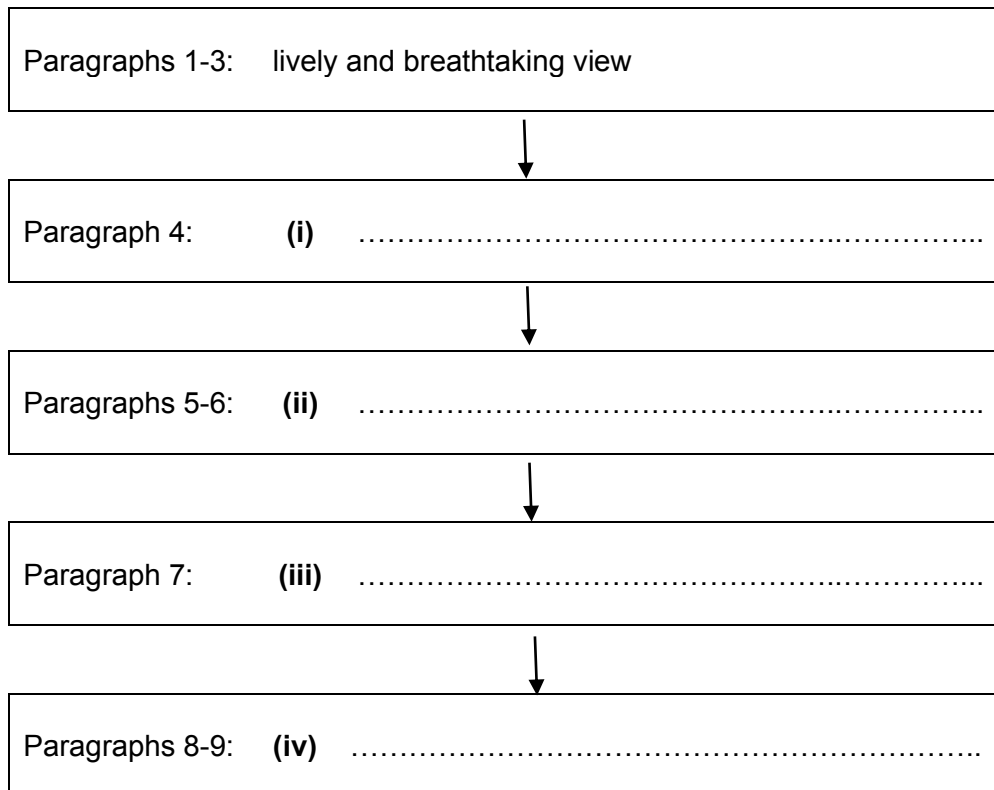
.....
[1]

- 17 The structure of the text reflects the different stages of the author's experience in Lake Malawi. Complete the flow chart by choosing one phrase from the box to summarise the main event at each stage. There are some extra phrases in the box that you do not need to use.

Author's experience in Lake Malawi

feeling upset	longing to return	enjoying fun activities	very agitated
getting annoyed	depleting resources	going through a routine	

Flow chart



[4]

Section C [25 marks]

Refer to Text 3 on pages 5–6 of the Insert for Questions 18–24.

- 18** Which phrase in Paragraph 1 suggests that many people have strong, opposing views about genetically modified foods?

.....[1]

- 19** According to Paragraph 2, what was the initial use of genetic modification technology?

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

- 20** With reference to Paragraph 2, give **two** qualities of genetically modified crops that are considered favourable.

.....
.....[2]

- 21** With reference to Paragraph 4, **explain in your own words** what affects the growth of crops.


.....
.....[2]

- 22** Based on Paragraph 5, what can cause childhood blindness?

.....[1]

- 23** Here is a part of a conversation between two students, Jane and Ben, who have read the article.


Jane



We should be advised against consuming genetically modified foods.

I believe that there are health benefits when consuming genetically modified foods.

Ben



- (a)** Identify **one** example from Paragraph 6 that Ben can give to support his view.

.....
[1]

- (b)** With reference to Paragraph 7, how can Jane explain her argument?

.....

[2]

- 24** Using your own words as far as possible, summarise the advantages of genetically modified crops, as outlined in the passage.

Use only information from Paragraphs 3 to 6.

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).

There are many different advantages of genetically modified crops. Firstly,

[illegible]

..... No. of words: [15]