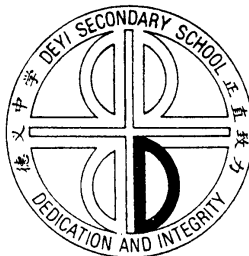


Class:		Index No:
Name:		

DEYI SECONDARY SCHOOL



PRELIMINARY EXAMINATION 2023 Secondary Four Normal (Academic)

ENGLISH LANGUAGE SYLLABUS A

1190/02

Paper 2 – Comprehension
2023

04 AUGUST

0810 – 1000h

1 hour 50 min

Candidates answer on the Question Paper.
Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number in the space provided.
Write in dark blue or black ink.
Do not use staples, paper clips, highlighters, 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 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
Section B	/20
Section C	/25
Total	/50

SECTION A [5 MARKS]

Refer to the poster (**Text 1**) and the extract from a blog (**Text 2**) on page 2 of the Insert for Questions 1 – 4.

- 1** Look at Text 1. What is the intended effect of the poster on the reader?

.....
 [1]

- 2** Look at Text 2. Tick (✓) the statement which best summarises the main idea of Text 2.

☐ Air pollution is harmful.

☐ Mankind must act as soon as possible if he is to save Mother Earth.

☐ Air pollution can be reduced if there are fewer cars on the road. [1]

- 3** Identify the language feature used in Text 1 as a call to action.

.....
 [1]

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

Decide which statements refer to Text 1, Text 2, both texts or neither texts.

Circle the answer you have chosen for each statement.

(a) The text involves the reader.

Text 1 / Text 2 / Both / Neither

(b) The writer uses a formal tone.

Text 1 / Text 2 / Both / Neither

[2]

SECTION B [20 MARKS]

Refer to **Text 3** on pages 3 to 4 of the Insert for Questions 5 — 14.

- 5** (a) Which **one** word in Paragraph 1 suggests that the writer did not realise what he was doing?

.....

..... [1]

- (b) Explain what had caused this to take place.

.....

..... [1]

- 6** 'Walking back down the field, the cruel injustice of the thing bore down on me increasingly. I wandered as in a dream through the gate and across the road. Before entering the alley between the walls, I glanced into the garden. It was empty. Shuffling beside the rough stones, I sank deeper into misery.' (lines 6—9).

Identify the words or phrases from the extract given above that correspond with the actions of the writer.

The actions of the writer	Matching descriptions from the given extract
walked around aimlessly	
took a quick look	
dragging feet	
go far below the surface	

[4]

[Turn over

- 7 What do the following phrase in italics from Paragraph 6 suggest about how the dog's behaviour had affected the writer?

Based on the following phrases in italics,	the dog ...
'... <i>I thought my heart would stop.</i> ' (line 16)	
'... <i>I was in no state to withstand Shep.</i> ' (lines 16–17)	

[2]

- 8 In Paragraph 7 the writer says, 'I have no time for people who lose their temper with animals but something snapped in my mind then' (lines 21–22). What does this tell us about the writer's feelings towards Shep at this point?

.....

.....

[1]

- 9 Identify **two** words in Paragraph 7 which suggest that the writer would not stop pulling on the chain until the dog was at his feet.

(i)

(ii)

[2]

- 1 Some readers might say that the writer was driven into a blind rage by the dog's
0 actions. With reference to Paragraph 7, find evidence that supports this view.

Identify **three** quotes from Paragraph 7 and explain how each quote provides evidence for this view.

Quotes	How each quote supports the view that the writer was driven into a blind rage by the dog's actions

[3]

- 1 With reference to Paragraph 8, how do we know the writer still feared the dog which
1 was chained?

.....

.....

[1]

[Turn over

- 1 Which of the following extracts from Paragraph 10 refer to how Shep wanted to get
 2 back into the writer's good graces? Tick **two** boxes only.

'... rolled frightened eyes at me ...'

☐

'... tail flickered apologetically ...'

☐

'... bared his upper teeth ...'

☐

'... an ingratiating grin ...'

☐

'... rolled on his back ...'

☐

[2]

- 1 Explain what the writer meant when he said Shep '... was a softie. All his ferocious
 3 attacks were just a game.' (line 37).

.....

.....

[2]

- 1 Which phrase in Paragraph 12 suggests that the writer was not going to tolerate
 4 Shep's ferocious attacks in the future?

.....

.....

[1]

SECTION C [25 MARKS]

Refer to **Text 4** on pages 5 to 6 of the Insert for Questions 15 – 19.

- 1** Read the text and match the paragraph or paragraphs with the headings.
5 Write the correct letter (A–G). The first one has been done for you. There is one other letter you will not need to use.

DO NOT USE ANY LETTER MORE THAN ONCE.

Paragraph 1**E**.....

Paragraph 2

Paragraph 3

Paragraph 4

Paragraphs 5–6

Paragraph 7

A Activating the brain is important

B Manual note taking unlike keyboarding activates the brain

C Good note-taking requires good penmanship

D Keyboarding serves a purpose in our lives

E Change in mode of writing

F Manual notes strengthens cognitive development

G Positive finding of a neuroscience study for writing by hand

[5
]

- 1** In Paragraph 1, what does the word 'formats' (line 1) refer to?
6

.....
 .

 .

[1
]

[Turn over

- 1 With reference to Paragraph 3, **explain in your own words** why students who take
7 manual notes perform better with abstract questions.

.....
.
.....
.
.....
.

[2]

- 1 (a) In Paragraph 4, the writer mentions an 'important skill' (line 19). What is this skill?
8

.....

[1]

- (b) What is the disadvantage of this skill?

.....
.....

[1]

- 1 **Using your own words as far as possible**, summarise the benefits of manual
9 note-taking.

Use only material from Paragraphs 2–3; 5–6 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.

Taking notes by hand is powerful

.....
.
.....
.

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

[End of Paper]