



XINMIN SECONDARY SCHOOL

新民中学

SEKOLAH MENENGAH XINMIN

Preliminary Examination 2023

CANDIDATE'S NAME

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CLASS

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INDEX NUMBER

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ENGLISH LANGUAGE

1184/02

Paper 2 Comprehension Insert

18 August 2023

Secondary 4 Express

Duration: 1 hour 50 minutes

Setter: Mrs Amy Chan

Vetters: Ms Jasmine Lim, Ms Sharon Ong,
Ms Charlene Chan, Mrs Belinda Goh

INSERT

READ THESE INSTRUCTIONS FIRST

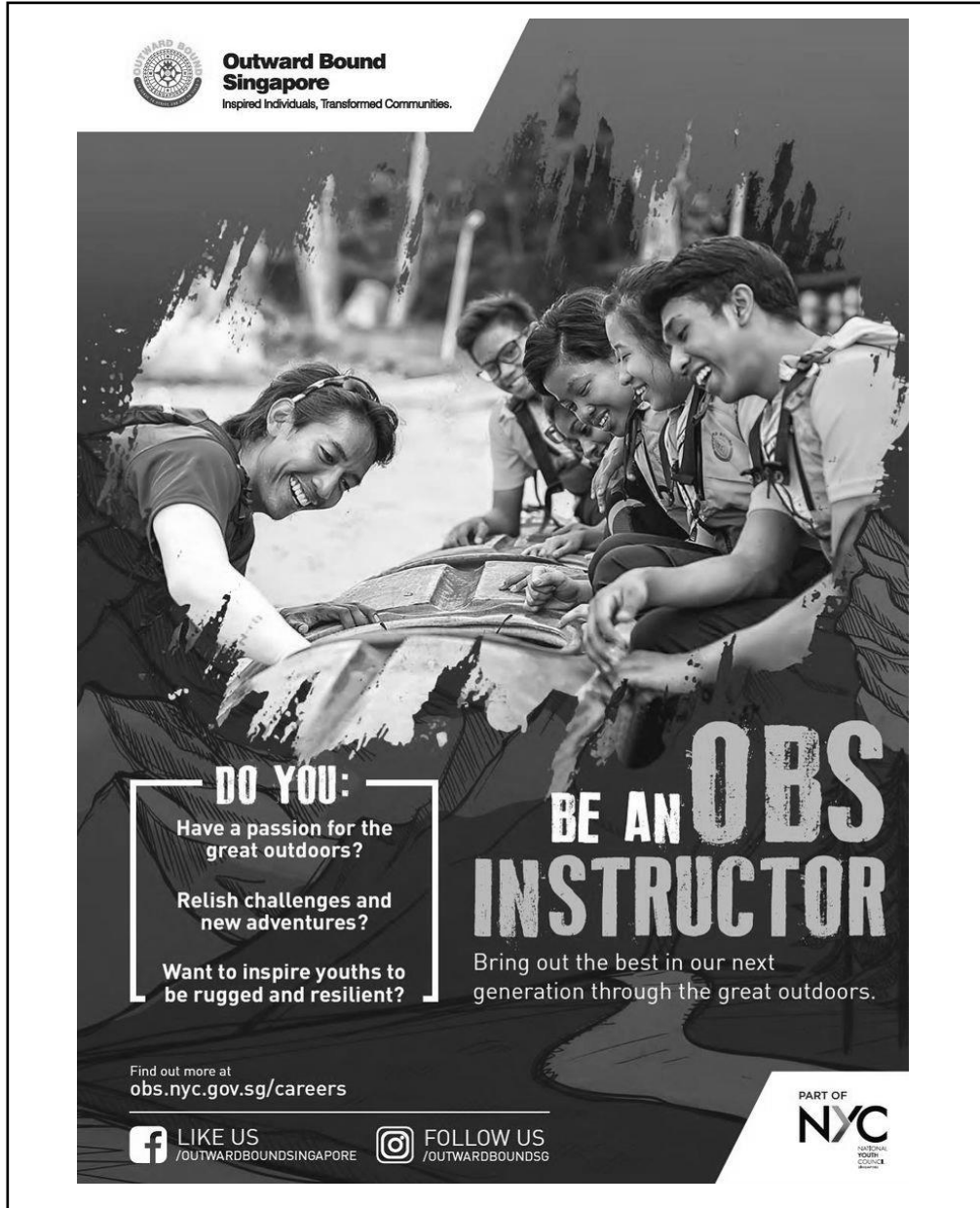
Do not open this booklet until you are told to do so.

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

Section A

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

Text 1 is a poster by Outward Bound Singapore (OBS).



Text 2 is taken from a participant's social media post after his experience at Outward Bound Singapore (OBS).

My 5-day OBS Challenge changed my life! I overcame my fear of heights and developed a love for the culinary arts through outdoor cooking! OBS gave me a sense of belonging and also sparked my interest in becoming an OBS Instructor! I want to impact the youth as how OBS has impacted me. I also want to be someone who can connect with the youth and encourage them to be different from their peers.

Section B

Text 3

The text below is the account of an English family who moved to Greece and were looking for a place to stay. Read the text carefully and answer Questions 5–14 in the Question Paper.

- 1 We climbed into the spacious car and our driver hoisted his bulk behind the steering wheel, engaging his gears with a terrifying sound. We shot through the twisted streets on the outskirts of the town, swerving in and out among the loaded donkeys, the carts, the groups of peasant women and innumerable dogs, our horn honking a deafening warning. Our knuckles turned white gripping the grab handles as our driver conversed with us. Each time he addressed us, he would twist his massive trunk round to see our reactions, and the car would swoop back and forth across the road like a drunken swallow. 5
- 2 'Yous English? Thought so... My names' Spiro... I likes the English... best kinds of peoples... Honest to Gods, ifs I wasn't Greek, I likes to be English.'
- 3 We sped down a white road covered in a thick layer of silky dust that rose in a boiling cloud behind us, a road lined with prickly pears like a fence of green plates, each cleverly sitting on another's edges, and splashed with knobs of scarlet fruit. We were amazed to see vineyards where the tiny, stunted vines were laced in green leaves, olive groves where the pitted trunks made a hundred astonished faces at us out of the gloom of their own shadow, and great clumps of zebra-striped cane that fluttered their leaves like a multitude of green flags. At last, we roared to the top of a hill, and Spiro jammed on his brakes unceremoniously and brought the car to a dust-misted halt. 10 15
- 4 'Theres you ares,' he said, pointing with a great stubby forefinger, 'that's the villa with the bathrooms, likes you wanted.'
- 5 Mother, who had kept her eyes firmly shut throughout the drive, now opened them cautiously and looked. Spiro was pointing at a gentle curve of hillside that rose from the glittering sea. The hill and the valleys around it were an eiderdown of olive groves that shone with a fish-like gleam where the breeze touched the leaves. Halfway up the slope, guarded by a group of tall cypress trees, nestled a strawberry-pink villa. 20
- 6 The villa was small and square, standing in its tiny garden with an air of pink-faced determination. Its shutters had been faded by the sun to a delicate creamy-green, cracked and bubbled in places. The garden, surrounded by tall fuchsia hedges, had the flowerbeds marked with smooth white stones. The rose bushes dropped petals that seemed as big and smooth as saucers, flame-red, moon-white, glossy and unwrinkled; marigolds like broods of shaggy suns stood watching their parent's progress through the sky. In the low growth, the pansies pushed their velvety, innocent faces through the leaves, and the violets dangled under their heart-shaped leaves. The bougainvillea hung lavishly over the balcony like a reception banner. In this fuchsia hedge, a thousand ballerina-like blooms quivered expectantly to usher us in. As soon as we saw it, we wanted to live there – we felt we had come home. 25 30 35
- 7 Having lumbered so unexpectedly into our lives, Spiro now took over complete control of our affairs. It was better, he explained, for him to do things, as everyone knew him, and he would make sure we were not swindled.
- 8 'Don'ts you worrys yourselfs about anythings, Mrs Durrells,' he had scowled, 'leaves everythings to me.' 40

- 9 So he took us shopping, and after an hour of sweating and roaring, he got the price of an article reduced by perhaps two drachmas (this was approximately a penny). It was not the cash but the principle of the thing, he explained. The fact that he was Greek and adored bargaining was, of course, another reason. It was Spiro who, on discovering that our money had not yet arrived from England, went and spoke severely to the bank manager about his lack of organisation. That it was not the poor manager's fault did not deter him in the least. It was Spiro who took it upon himself to pay our hotel bill, who organised a cart to carry our luggage to the villa, and who drove us out there himself, with his car piled high with groceries that he had purchased for us. 45

Adapted from *My family and other animals* by Gerald Durrell

Section C

Text 4

The article below is about the origin of coffee, its rise in popularity and the problems that come with it. Read it carefully and answer Questions 15–20 in the Question Paper.

- 1 According to popular legend, the origin of coffee can be traced to a ninth century Ethiopian goatherd, Kaldi, who, having observed that his goats pranced and frolicked about when they nibbled the berries of a certain bush, decided to copy them and found that the berries had an energising effect on him too. Another story is that a monk in Ethiopia noticed some particularly lively birds and, on sampling the berries they had been eating, experienced increased vitality. Other accounts attribute the discovery to an Ethiopian holy man called Oman, who not only ate the berries but also roasted and boiled them in water, which produced the fragrant brown liquid now known as coffee. However, no direct evidence has ever been found to indicate where exactly in Africa coffee first grew, or even that it existed before the fifteenth century. 5 10
- 2 Coffee beans were exported from Africa to Yemen, a vibrant civilisation at that time, and references to coffee drinking and knowledge of the coffee plant appeared in monasteries there. Monks used it to keep themselves alert during long periods of night prayer. However, coffee was banned by religious leaders who frowned on its narcotic power. Places where coffee was drunk and warehouses where it was stored were attacked and ransacked. But through the passing of time, coffee became acceptable and was drunk at home as part of the daily routine, as well as to show hospitality to guests. Outside of the home, people visited coffee houses to not only drink coffee but to engage in conversation, listen to music, watch performers, play chess, gossip and catch up on news. Coffee-houses grew to be epicentres for exchanging and gaining information. 15 20
- 3 The course of coffee history changed in the seventeenth century, when vibrant trade between Africa and Venice, Europe's leading port, had made huge varieties of African goods available, including coffee. Venetian merchants introduced coffee drinking to the wealthy and the first Venetian coffee-house, Café Florian, was opened. It survives to this day and is still a magnet for tourists. The popularity of coffee-houses and coffee drinking quickly spread to other European cities and countries. It is estimated that by 1675 there were more than 3,000 coffee-houses in England alone. 25
- 4 Surviving social upheaval and economic swings over the centuries, coffee production continued to rise in its importance in the twentieth century, a rise which has continued to the present day. In particular, the development of railways allowed more coffee to be transported more easily. Coffee-growing in South and Central America benefited from the opening of the Panama Canal in 1914, which meant that coffee could be exported further afield. 30
- 5 Globally, the crop cultivation, processing, trading, transportation and marketing of coffee provide employment for millions of people. Coffee is crucial to the economies of several developing countries, in some cases, accounting for half of their foreign trade. Unfortunately, the demand for coffee has also led to labour exploitation. Reports show that in Brazil, the largest exporter of coffee in the world, about two-thirds of the coffee labourers are seasonal migrants who, without official work documentation, do not receive minimum wage, overtime pay or labour rights protection as guaranteed by Brazilian law. Similar stories play out in coffee-producing countries around the world. 35 40

- 6 There are also many other problems that result from coffee production. It is estimated that for every cup of coffee consumed, one square inch of rainforest was destroyed to grow the coffee crop. With deforestation, the soil loosens, making soil erosion the next threat to the environment. The chemical build-up in soils from the use of fertilisers also lead to chemical run-off which pollutes rivers and affects land and aquatic wildlife. The environmental and ecological impact caused by monocrop coffee production are challenging to resolve. 45
- 7 So what can troubled coffee drinkers do? Socially aware consumers nowadays are attracted by the fact that they can buy coffee which is certified as Fairtrade. This means that it is approved through an international system which ensures that coffee farmers get a fair deal. Consumers can also patronise specialty brands that source their beans directly from small farms with more ethical and sustainable agricultural practices. Truth be told, changes in individual consumption will not solve the problems caused by the coffee industry. Instead, governments, businesses, and even Fairtrade certification schemes must turn their attention to addressing poverty, labour rights and standards that lie at the root of this systemic issue. Meanwhile, over your next cup of coffee with a friend, try starting a conversation about what went into your brew. 50 55



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Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Do not open this booklet until you are told to do so.

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

Write in dark blue or black ballpoint pen.

Do not use staples, paper clips, glue, correction fluid/tape or highlighters.

Answer **all** questions.

Write your answers in the spaces provided on 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.

SUBMIT Sections A and B separately from Section C.

Section A	
Section B	
Section C	
Total	50
Parent's Signature	

This document consists of **8** printed pages and **2** blank pages.

Section A [5 marks]

Refer to the poster (Text 1) and the social media post (Text 2) to answer Questions 1–4.

- 1 Look at Text 1. 'Be an OBS instructor'

What effect is this intended to have on the reader?

.....

.....

[1]

- 2 Tick **one** feature below of Text 1 which is used to engage the reader.

- ☐ The logo of Outward Bound Singapore.
- ☐ The list of 'DO YOU: ...' questions.
- ☐ The references to the social media handles.

[1]

- 3 Identify the phrase in Text 2 which reflects the aim in Text 1 to 'Bring out the best in our next generation'.

.....

.....

[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) Readers are asked to take action.

Text 1 / Text 2 / Both / Neither

- (b) The tone suggests the writer and reader are of the same status.

Text 1 / Text 2 / Both / Neither

[2]

Section B [20 Marks]

Refer to Text 3 on pages 3 and 4 of the Insert for Questions 5–14 .

- 5 (a) In Paragraph 1, the writer says ‘...our driver hoisted his bulk behind the steering wheel’ (lines 1–2). What does the word ‘bulk’ suggest about the driver?
- [1]
-
- (b) Give a phrase from the paragraph to support your answer.
- [1]
-
- 6 The writer uses the simile ‘swoop back and forth across the road like a drunken swallow’ (line 7). What does the simile suggest about the movement of the car?
- [1]
-
- 7 In Paragraph 3, the writer describes the vegetation he observes as they drive up the hill. Identify **one** word used in the paragraph which suggests:
- (i) neatly arranged:
- (ii) waved rapidly:
- [2]
- 8 From Paragraph 3, give **two** examples of Spiro’s reckless driving.
- [1]
-
- 9 In Paragraph 5, the writer says ‘The hill and the valleys around it were an eiderdown of olive groves’ (line 22). What does ‘it’ refer to?
- [1]
-
- 10 (a) Which word compares the cypress trees to humans (lines 23–24)?
- [1]
-
- (b) Why is this comparison effective?
- [1]
-

- 11 In Paragraph 6, the writer describes the villa which would become their home. Explain how the language used in this paragraph makes the villa seem welcoming. Support your answer with **two** details from the paragraph.

.....

.....

.....

.....

[2]

- 12 In Paragraph 7, explain why Spiro thought it was better for him to do everything for the writer's family **in your own words**.

.....

.....

.....

[2]

- 13 The writer claimed, 'Spiro now took over complete control of our affairs' (lines 36–37). Explain how this claim is supported with reference to three pieces of evidence from Paragraph 9.

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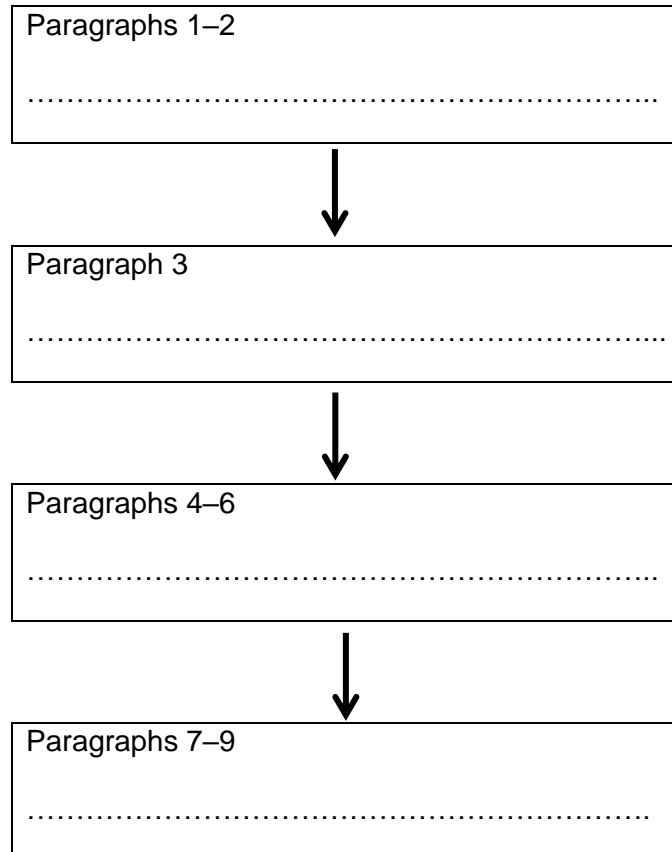
[3]

- 14** The structure of the text reflects the different stages of the family's experience when looking for a place to stay. Complete the flow chart by choosing one phrase from the box to summarise the different stages of their experience. There are some extra phrases in the box you do not need to use.

Different stages of the family's experience

Fascinated by the vegetation	Harassed by the control	Impressed by the estate
Contemplative and resigned	Distressed and alarmed	Appreciative and amused

Flow Chart



[4]

Section C [25 Marks]

Refer to Text 4 on pages 5 and 6 of the Insert for Questions 15–20.

- 15 (a) In Paragraph 1, the goatherd Kaldi found that the berries had 'an energising effect' (line 4) on him. In another account, find a phrase that describes a similar effect.

.....

..... [1]

- (b) What does the end of Paragraph 1 suggest about writer's attitude towards the accounts of the origin of coffee?

.....

..... [1]

- 16 (a) With reference to Paragraph 2, how did the monks justify the drinking of coffee?

.....

..... [1]

- (b) Referring to Paragraph 2, explain **in your own words** why coffee was banned by religious leaders.

.....

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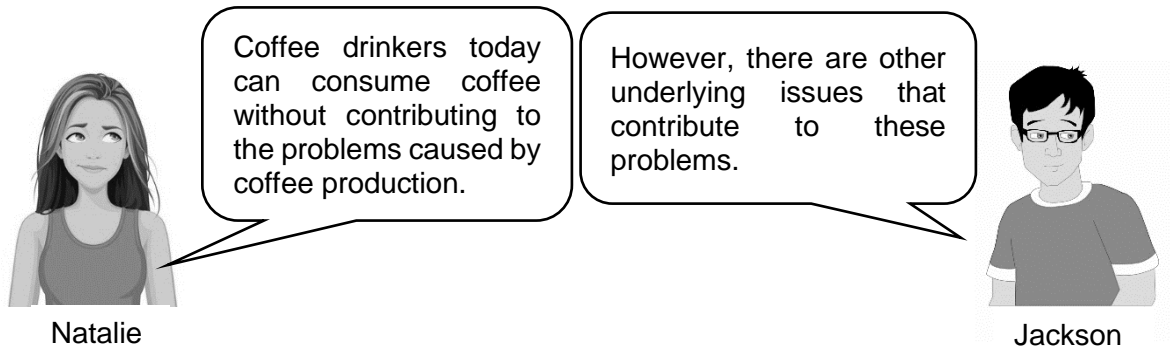
..... [2]

- 17 From Paragraph 3, the writer says 'it is still a magnet for tourists' (line 26). What does the word 'still' suggest about Café Florian?

.....

..... [1]

- 18 Here is part of a conversation between two students, Natalie and Jackson, who have read the article.



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

.....

.....

..... [2]

- (b) According to Paragraph 7, what are the other issues that Jackson can raise to support his view?

.....

..... [1]

- 19 From Paragraph 7, why does the writer suggest 'starting a conversation about what went into your brew' (line 58)?

.....

..... [1]

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).

[illegible]