



# NGEE ANN SECONDARY SCHOOL

*Building Character* ➔ ➔ ➔ ➔ ➔ *Expanding Minds* ➔ ➔ ➔ ➔ ➔ *Shaping Lives*

## End-of-Year Examination 2006

### Secondary Three Express

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### ENGLISH LANGUAGE

1127/02

Paper 2

**Tuesday**  
26 September 2006

**Duration:**  
1 hour 40 minutes

Additional Materials  
No additional materials are required

#### READ THESE INSTRUCTIONS FIRST

- Write in dark blue or black pen on both sides of the foolscap paper.
- Do not use staples, paper clips, highlighters, glue or correction fluid.
- Write your name, register number and class in the spaces at the top of this page.
- Answer all questions.
- Leave a space of one line between your answers to each part of a question, e.g. between 1(a) and 1(b).
- Leave a space of at least three lines after your completed answer to each whole question, e.g. between (1) and (2).
- Start your summary on a fresh piece of paper.
- At the end of the examination, hand in the Comprehension and Summary sections separately.
- The number of marks is given in brackets [ ] at the end of each question or part question.
- Mistakes in spelling, punctuation and grammar may be penalised in any part of the paper.
- Write neatly and legibly at all times.

After checking of answer scripts		
Checked by	Signature	Date
Student		

**DO NOT TURN THIS PAGE OVER UNTIL YOU ARE TOLD TO DO SO.**

This Question Paper Consists of 8 Pages (including the cover page)

Read Passages A and B and then answer the questions which follow.

### Passage A

- 1 It happened so quickly, so simply after all the years of waiting and uncertainty that I can see and feel the whole scene as if it had happened last week. It was the afternoon of a cold, grey December day. The streets outside glistened with snow; the white sparkling flakes stuck and melted on the window-panes and hung on the boughs of the trees like molten silver. The wind howled dismally, whipping up little whirling columns of snow that rose and fell at every fresh gust. And over all, the dull, murky sky stretched like a dark canopy, a vast infinity of greyness. 1 5
- 2 Inside, all the family were gathered round the big kitchen fire that lit up the little room with a warm glow and made giant shadows dance on the walls and ceiling.
- 3 In a corner Mona and Paddy were sitting huddled together, a few torn school primers before them. They were writing down little sums on to an old chipped slate, using a bright piece of yellow chalk. I was close to them, propped up by a few pillows against the wall, watching. 10
- 4 It was the chalk that attracted me so much. It was a long, slender stick of vivid yellow. I had never seen anything like it before, and it showed up so well against the black surface of the slate that I was fascinated by it as much as if it had been a stick of gold. 15
- 5 Suddenly I wanted desperately to do what my sister was doing. Then ? without thinking or knowing exactly what I was doing, I reached out and took the stick of chalk out of my sister's hand ? with my left foot.
- 6 I do not know why I used my left foot to do this. It is a puzzle to many people as well as to myself, for, although I had displayed a curious interest in my toes at an early age, I had never attempted before this to use either of my feet in any way. They could have been as useless to me as were my hands. That day, however, my left foot, apparently on its own volition, reached out and very impolitely took the chalk out of my sister's hand. 20 25
- 7 I held it tightly between my toes, and, acting on an impulse, made a wild sort of scribble with it on the slate. Next moment I stopped, a bit dazed, surprised, looking down at the stick of yellow chalk stuck between my toes, not knowing what to do with it next, hardly knowing how it got there. Then I looked up and became aware that everyone had stopped talking and was staring at me silently. Nobody stirred. Mona, her black curls framing her chubby little face, stared at me with great big eyes and open mouth. Across the open hearth, his face lit by flames, sat my father, leaning forward, hands outspread on his knees, his shoulders tense. I felt the sweat break out on my forehead. 30

Name: ..... Register no: ..... Class: .....



# NGEE ANN SECONDARY SCHOOL

*Building Character* ➔ ➔ ➔ ➔ ➔ *Expanding Minds* ➔ ➔ ➔ ➔ ➔ *Shaping Lives*

## End-of-Year Examination 2006

### Secondary Three Express / Normal Academic

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### English Language Paper 1

**Tuesday**  
**26 September 2006**

**Duration:**  
**1 hr 45 min**

Additional Materials

Instructions to Candidates:

1. Write your name, register number and class at the top of this page.
2. This paper consists of 2 sections:  
Section 1 [30 marks]  
Section 2 [30 marks]
3. Answer only 1 question from Section 1.
4. Begin Section 2 on a separate piece of writing paper.
5. Submit Sections 1 and 2 separately.

<b>After checking of answer scripts</b>		
<b>Checked by</b>	<b>Signature</b>	<b>Date</b>
Student		

**DO NOT TURN THIS PAGE OVER UNTIL YOU ARE TOLD TO DO SO.**

**This Question Paper Consists of 2 Pages (including the cover page)**

### Section One (30 marks)

Write a composition on ONE of the following topics. You should write between 350 and 500 words. At the head of your composition, write the number of the topic you have chosen. You are advised to spend 60 minutes on this part of the paper.

1. Travelling by air is much safer than travelling by sea. Do you agree?
2. Misery.
3. Write about a time when you felt particularly disappointed, and how you dealt with the disappointment.
4. 慎o not judge a book by its cover? Discuss.
5. Describe an experience when you were betrayed by someone close to you.

### Section Two (30 marks)

Begin your answer on a fresh sheet of paper. You are advised to spend about 45 minutes on this part of the paper and to write 250 ? 350 words.

You have just received your O level results, and you have done well enough to qualify for both a junior college and a polytechnic. You have made a choice as to which course you wish to pursue.

Write a personal letter to your sister who is studying in a university in Canada to inform her of your choice, and why and how you arrived at that choice. In your letter, include the following points:

#### Simei Junior College

- school uniform
- within walking distance from home
- textbook-based assignments
- two-year course
- affordable fees
- subjects taken in secondary school with more in-depth study

#### International Polytechnic

- no school uniform
- journey to school would take an hour
- project-based assignments
- three-year course
- high fees; parents would need to take a bank loan to pay for school fees
- courses available interest you

Your letter must cover all the information provided on both schools. Set out your letter correctly, in clear, accurate English and in a warm and decisive tone.

**Ngee Ann Secondary School  
Secondary Three  
End- of -Year Examination 2006  
English Language  
Paper 2**

- 1a) Christy Brown celebrated Christmas Day with his family.
- 1b) There was strong wind and it was snowing.
- 2a) Christy Brown was supported up by a few pillows against the walls watching his family writing and he had never attempted to use his legs or hands to take anything.
- 2b) The word is "puzzle".
- 3) The doodle that he attempted to draw on the board was messy and there is no sense of it with merely lines scribbled on the board.
- 4) She was very happy when she saw that her son is trying to write something on the board and she was very eager to try to teach her son how to write.
- 5) The flame and shadow made a very comfortable ambience to sleep and it made the writer sleepy and felt like sleeping.
- 6) The phrase is "Abort?"
- 7) If she brought him into the world and he is unable to think and takes care of himself or to even be able to know how to communicate with other people, she felt that there is no need to bring to him the pain as he might be discriminated.
- 8) The word indicates that they had been having the fears for a long time.
- 9) The writer's friend was against abortion and a test she did after the abortion showed that there was high chance that the child would have been normal.
- 10) The writer felt that to some couples, they did not think of the consequences and did not think that there is a possibility that they can cope with the child or that the child might be normal and just aborted it without thinking it through carefully.
- 11a) Profound: thoughtful
- 11b) clenched: clasped
- 11c) dramatically: noticeably
- 11d) predicament: dilemma
- 11e) accept: admit

.12)

- Wanted to know what his sister was doing.
- Reached out for a chalk with his left leg and started doodling on the board.
- Never used his legs and hands before.
- Everyone was astonished and stopped what they had been doing.
- Mother came out of the pantry and saw the tranquil in the room.
- Followed everyone's stares and saw what happened.
- Went over to him and demonstrated to him how to write.
- Made him copy her drawing and asked him to try.
- Wanted to give up due to the stress by the family but persisted when the mother encouraged him by giving him a pat on the shoulder.
- He tried for three times and he finally wrote a letter on the board held by the mother.

Answer both Section One and Section Two

**SECTION ONE [30 marks]**

At the head of your composition, write the number of the topic you have chosen. You are advised to write between 350 and 500 words on one of the following topics.

1. Equality of the sexes- fact or myth?
2. Write an account of a time when your action resulted in an unexpected effect on the life of a stranger.
3. A public performance I took part in.
4. Describe things which irritate you the most and also those which will never fail to bring you great pleasure.
5. Write about a place of interest in your country which all tourists must visit. Give reasons for your choice and describe a few of the activities they can engage in when they are there.

**SECTION TWO [30 marks]**

Begin this section on a fresh sheet of paper.

You are advised to write between 250 and 350 words for this section. Make sure you read the information carefully and plan your answer before beginning to write.

You are a student-reporter for your school's newsletter and you have been tasked by your editor to write an article to cover a charity dinner-cum-concert in aid of the Children's Cancer Society which is your school's adopted charity for the year. This event was attended by students, parents and a few important guests. In his speech, the Guest of Honour managed to persuade many of the guests present to donate even more generously to show their support.

Besides *describing the event*, you are to also *convey the reactions of the guests* that evening. You need to especially make clear *what the Guest of Honour said and did that made the evening such a great success*. Lastly, you are to also include details as to *how potential donors can contribute to the fund to support the school's adopted charity*.

Below are a few important notes that you have made that evening. Use the information carefully and incorporate it in your article where you see relevant.

**Notes on concert items:**

Theme for the evening's event was "Having a Heart"

**1<sup>st</sup> item :-** Song by Choir entitled 'My Heart Will Go On'

- Specially composed by a group of students
- Touched the hearts of many as item was accompanied by a video screening of young patients suffering from the medical condition

**2<sup>nd</sup> item :-** Skit by the Drama Club

- About a teenager stricken by cancer
- Play also helped educate how friends and family can show their support to people who are terminally ill

**Notes on Guest Of Honour's speech:**

- The high cost of treatment for cancer
- Sharing on the loss of a close family member due to high medical costs
- Pledged a big sum of money based on his family's tragic past
- Made an emotional appeal to the audience

Set out your article out correctly, in clear, accurate and formal English.

\*\*\*\*\* *End of Paper* \*\*\*\*\*



Read the following passage and answer all the questions which follow.

You are recommended to answer the questions in the order set.

Mistakes in spelling, punctuation and grammar may be penalized in any part of the paper.

Note: When a question asks you to answer in your own words, **YOU MUST NOT COPY THE WORDS IN THE PASSAGE IN YOUR ANSWER.**

### Passage A

- 1 The Maluku Islands are an archipelago in Indonesia, and part of the larger Malay Archipelago. They are located on the Australian continental plate, lying east of Sulawesi, west of New Guinea, and north of Timor. The islands were also historically known as the "Spice Islands" by the Chinese and Europeans.
- 2 Most of the islands are mountainous, some with active volcanoes, and enjoy a wet climate. The vegetation of the small and narrow islands, encompassed by the sea, is very luxuriant, including rainforests, sago, rice, and the famous spices nutmeg, cloves, mace, and others. Though originally Melanesian, many island populations, especially in the Banda Islands, were decimated in the 17th century. A second influx of Malay immigrants began in the early twentieth century under the Dutch and continued in the Indonesian era. 5 10
- 3 The people of the Maluku have been sailors and traders for thousands of years. The earliest archaeological evidence of human occupation of the region is about thirty-two thousand years old, but evidence of even older settlements in Australia may mean that Maluku had earlier visitors. Evidence of increasingly long-distance trading relationships and of more frequent occupation of many islands, begins about ten to fifteen thousand years later. Onyx beads and segments of silver plate used as currency on the Indian subcontinent around 200BC have been unearthed on some of the islands. In addition, local dialects employ derivations of the Malay word then in use for 'silver', in contrast to the term used in wider Melanesian society, which has etymological roots in Chinese, a consequence of the regional trade with China that developed in the 500s and 600s. 15 20
- 4 Although cultures varied across this dispersed group of islands, there is a sense in which the Moluccas were a cosmopolitan society, in that traders from across the region took residence in Moluccan settlements, or in nearby enclaves, to conduct spice business. Arab and Chinese traders frequently visited or lived in the region. 25
- 5 In 1513 the Portuguese landed on Ambon island, which produced some cloves, but also played an entrepot role in the region. A Portuguese fort and a degree of security followed, helped by a buffer of indigenous groups who were settled about the fort and formed the nucleus of what became Ambon city (the current capital of Maluku province). But the Portuguese presence on Ambon Island was regularly challenged by attacks from other indigenous groups on the island's northern coast, in particular Hitu, which had trading links with major port cities on Java's north coast. Indeed, the Portuguese never managed to control the local trade in spices, and failed in attempts to establish their authority over the Banda Islands, the nearby centre of nutmeg production. 30 35

- 6 The Spaniards took control of Ternate and Tidore. While Roman Catholicism slowly spread among the native population of Ambon, as the missionary Saint Francis Xavier resided in Ambon for a period of time, most of the region remained Muslim.
- 7 Politically, the Maluku Islands formed a single province of Indonesia from 1950 until 1999. In 1999, the North Maluku regency was split off as a separate province, so the islands are now divided between two provinces, Maluku and North Maluku. In recent years they have been home to ethnic conflict.

40

Adapted from  
[www.wikipedia.org](http://www.wikipedia.org)  
Maluku Islands

## Passage B

*(The writer is writing about his voyage, in which he encountered a fierce sea-storm.)*

- 1 After many years spent in foreign travel, I sailed in the year 1824, from the port of Batavia, in the rich and populous island of Java, on a voyage to the Archipelago of the Sunda islands. I went as a passenger - having no other inducement than a kind of nervous restlessness which haunted me as a fiend.
- 2 Our vessel was a beautiful ship of about four hundred tons, copper-fastened, and built at Bombay of Malabar teak. She was freighted with cotton-wool and oil, from the Lachadive islands. We had also on board coir, jaggeree, ghee, coconuts, and a few cases of opium. The stowage was clumsily done, and the vessel consequently crank. 5
- 3 We got under way with a mere breath of wind, and for many days stood along the eastern coast of Java, without any other incident to beguile the monotony of our course than the occasional meeting with some of the small grabs of the Archipelago to which we were bound. 10
- 4 One evening, leaning over the taffrail, I observed a very singular, isolated cloud, to the North-West. It was remarkable, as well for its color, as from its being the first we had seen since our departure from Batavia. I watched it attentively until sunset, when it spread all at once to the eastward and westward, girding in the horizon with a narrow strip of vapor, and looking like a long line of low beach. My notice was soon afterwards attracted by the dusky-red appearance of the moon, and the peculiar character of the sea. The latter was undergoing a rapid change, and the water seemed more than usually transparent. Although I could distinctly see the bottom, yet, heaving the lead, I found the ship in fifteen fathoms. The air now became intolerably hot, and was loaded with spiral exhalations similar to those arising from heat iron. 15 20
- 5 As night came on, every breath of wind died away, a more entire calm it is impossible to conceive. The flame of a candle burned upon the poop without the least perceptible motion, and a long hair, held between the finger and thumb, hung without the possibility of detecting a vibration. However, as the captain said he could perceive no indication of danger, and as we were drifting in bodily to shore, he ordered the sails to be furled, and the anchor let go. No watch was set, and the crew, consisting principally of Malays, stretched themselves deliberately upon deck. I went below - not without a full presentiment of evil. Indeed, every appearance warranted me in apprehending a Simoom. I told the captain my fears; but he paid no attention to what I said, and left me without deigning to give a reply. 25 30 35
- 6 My uneasiness, however, prevented me from sleeping, and about midnight I went upon deck. - As I placed my foot upon the upper step of the companion-ladder, I was startled by a loud, humming noise, like that occasioned by the rapid revolution of a mill-wheel, and before I could ascertain its meaning, I found the

- ship quivering to its centre. In the next instant, a wilderness of foam hurled us upon our beam-ends, and, rushing over us fore and aft, swept the entire decks from stem to stern. 40
- 7 The extreme fury of the blast proved, in a great measure, the salvation of the ship. Although completely water-logged, yet, as her masts had gone by the board, she rose, after a minute, heavily from the sea, and, staggering awhile beneath the immense pressure of the tempest, finally righted. 45
- 8 By what miracle I escaped destruction, it is impossible to say. Stunned by the shock of the water, I found myself, upon recovery, jammed in between the stern-post and rudder. With great difficulty I gained my feet, and looking dizzily around, was, at first, struck with the idea of our being among breakers; so terrific, beyond the wildest imagination, was the whirlpool of mountainous and foaming ocean within which we were engulfed. After a while, I heard the voice of an old Swede, who had shipped with us at the moment of our leaving port. I hallooed to him with all my strength, and presently he came reeling aft. We soon discovered that we were the sole survivors of the accident. All on deck, with the exception of ourselves, had been swept overboard; - the captain and mates must have perished as they slept, for the cabins were deluged with water. 50 55
- 9 Without assistance, we could expect to do little for the security of the ship, and our exertions were at first paralyzed by the momentary expectation of going down. Our cable had, of course, parted like pack-thread, at the first breath of the hurricane, or we should have been instantaneously overwhelmed. We scudded with frightful velocity before the sea, and the water made clear breaches over us. The frame-work of our stern was shattered excessively, and, in almost every respect, we had received considerable injury; but to our extreme joy we found the pumps unchoked, and that we had made no great shifting of our ballast. The main fury of the blast had already blown over, and we apprehended little danger from the violence of the wind; but we looked forward to its total cessation with dismay; well believing, that, in our shattered condition, we should inevitably perish in the tremendous swell which would ensue. But this very just apprehension seemed by no means likely to be soon verified. For five entire days and nights - during which our only subsistence was a small quantity of jaggeree, procured with great difficulty from the fore-castle - the hulk flew at a rate defying computation, before rapidly succeeding flaws of wind, which, without equalling the first violence of the Simoom, were still more terrific than any tempest I had before encountered. 60 65 70

Adapted from  
*Manuscripts in a Bottle*  
Taken from [www.shortstory.com](http://www.shortstory.com)

**From Passage A**

From Paragraphs 1 and 2:

- 1 Why do you think the Maluku Islands were historically known as the Spice Islands? (line 4)? [2]
- 2 Write down one word in the second paragraph that has the same meaning as the phrase the period of time? [1]

From Paragraphs 3 and 4:

- 3 Other than China, which two other groups of people did the people of Maluku Island trade with? [1]
- 4 Why did the writer say that in a sense, the Moluccas were a cosmopolitan society? (line 24)? [1]

From Paragraph 5:

- 5 What did the Portuguese bring with them when they landed on Ambon Island? [2]
- 6 In the phrase helped by a buffer of indigenous groups? (line 29), what do you think is the meaning of the word indigenous? [1]

From Paragraph 7:

- 7 **In your own words**, explain what the writer means when he says in recent years they have been home to ethnic conflict? (line 44). Pay special attention to the underlined words. [2]

**From Passage B**

From Paragraph 1:

- 8 From the use of the adjectives rich? and populous? (line 2), what can we infer about the island of Java? [2]

From Paragraph 5:

- 9 What do you think a 快moom? (line 33) is? [1]
- 10 Why did the captain order the sails to be furled and the anchor to be let go of (line 38)? [2]

From Paragraph 8:

- 11 Explain fully why the others on the deck, with the exception of the writer himself and the Swede, perished. [2]

From Paragraph 9:

- 12 Write down three consecutive words that show that the author and the Swiss were hurt physically during the disaster. [1]
- 13 Explain the irony of the phrase 摺ut we looked forward to its total cessation with dismay? (lines 67). [2]

**From Passages A and B**

- 14 For each of the following words or phrases, give one word or short phrase (of not more than seven words) which has the same meaning as the word has in the passage. [5]

Passage A:

- (i) encompassed (line 6)  
 (ii) attempts (line 35)

Passage B:

- (iii) principally (line 31)  
 (iv) engulfed (line 52)  
 (v) apprehension (line 69)

- 15 Passage B describes the events that led to the destruction of the ship, and the devastation experienced by the ship after the storm. [25]

Using your own words as far as possible, summarise the signs which indicated the onset of the storm, and describe the state of the ship after the storm passes.

**USE ONLY MATERIALS FROM PARAGRAPH 4 TO PARAGRAPH 9.**

Your summary, which must be in continuous writing, must not be more than 150 words (not counting the words given to help you begin).

Begin your summary as follows:

*The writer first noticed that something was not quite right 厖 厖 厖 厖 .*

**Ngee Ann Secondary School  
Secondary Three  
Mid-Year Examination 2006  
English Language  
Paper 2**

- 1) The islands grow vegetations mainly on spices and many people come and trade spices with these islands in the past.
- 2) The word is "era".
- 3) The people of Maluku traded with the Indian and the Australian.
- 4) Many different people from different countries stayed in Maluku to continue trading spices and make up the different cultures in Maluku.
- 5) The Portuguese brought with them a fort and security which helped the different groups of people living in Maluku settled there.
- 6) The word "indigenous" means local.
- 7) It means that lately, there had been many racial divergences going on in Maluku, separating it into 2 provinces.
- 8) They tell us that the island of Java is prosperous and densely inhabited.
- 9) I think that a Simoom is a storm.
- 10) The captain felt that there was no danger and it was fine to drift slowly with the waves to the shore.
- 11) The captain and the ship mates were drowned to death since they were asleep in their cabins when the cabins were flooded.
- 12) The phrase is "received considerable injury".
- 13) The words "looked forward" has a positive notation to something good arriving and the feeling of wanting something but yet the writer is looking forward to the end of something negative.
- 14(i) encompassed: covered  
14(ii) attempts: tries  
14(iii) principally: mainly  
14(iv) engulfed: surrounded  
14(v) apprehension: anxiety

15)

- Dusky-red facade of the moon and the strange behavior of the sea.
- Water seemed abnormally clear.
- Air was unbearably warm, and filled with twisting exhalations.
- Too calm and there was no wind at all at night such that the candle flame did not flicker at all.
- Captain felt that there was no danger and it was fine to drift slowly with the waves to the shore.
- At midnight, there was a deafening sound and the ship trembled to the centre.
- The waves suddenly entered the ship and flooded the ship.
- The masts were blown away and soon, the ship was completely flooded.
- The ship was shattered and sunk into the seas.
- All were drowned to death except for the writer and another mate.