



## ST JOSEPH'S INSTITUTION

### SECONDARY 4 PRELIMINARY EXAMINATION

**ENGLISH LANGUAGE**

**1127/1**

PAPER 1

FRIDAY

24 AUGUST 2007

1 HOUR 45 MINUTES  
(0800 – 0945h)

#### INSTRUCTIONS TO CANDIDATES

1. Write your centre number, candidate number and name on all the work you hand in.
2. Write legibly in dark blue or black pen on both sides of the paper.
3. Answer both Part One and Part Two.
4. Submit Part One and Two separately

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This question paper consists of 3 printed pages including the cover sheet

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## Section Two [30 marks]

Begin your answer on a fresh page.

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

As the President of the Environmental Club in your school, you have been given the task of inviting a speaker to your school to address your schoolmates on the importance of looking after our environment. You have contacted some people who are well known for their passion for the environment. Below are three people you have identified as potential speakers.

Mr Kevin Tan	Miss Caroline Fernandez	Mr Arul Kumar
<ul style="list-style-type: none"> <li>- 27 years old</li> <li>- passion for recycling</li> <li>- awarded Young Ambassador of the Green Movement when he was 18 years old</li> <li>- represented Singapore in the World Green Movement in 2007</li> <li>- spread recycling message as a student</li> <li>- as a student, he organised a seminar for secondary school students to raise awareness of environmental issues</li> </ul>	<ul style="list-style-type: none"> <li>- 35 years old</li> <li>- quit her job as IT consultant to form her own company, Pleasant Landscape</li> <li>- spearheaded greening of the new community hospital, Jardines Hospital with landscaped gardens and butterfly trails</li> <li>- wrote lyrics to song <i>My Singapore - Garden City</i> which is now a national song</li> <li>- formed a volunteer group, <i>Green Fingers</i></li> </ul>	<ul style="list-style-type: none"> <li>- 45 years old</li> <li>- member of SJI Old Boys' Association</li> <li>- known for raising awareness in the fight against dengue fever and prevention of the disease</li> <li>- puts together regular puppet shows for children at kindergartens, primary schools and student care centres</li> <li>- active in community work; formed the volunteer organization, Whitley Environmental Network</li> </ul>

Write a proposal to explain to your principal which person you have chosen and the reasons for your choice. You are to convince your principal that the speaker you have selected is one that your school mates can identify with and who can raise awareness on environmental issues.

END OF PAPER

**Section One [30 marks]**

**You are advised to write between 350 and 500 words on ONE of the following topics.**

**At the head of your composition, write the number of the topic you have chosen.**

1. One should never underestimate the potential of computer studies as a subject in school. What are your views?
2. How I think the quality of life can be improved for teenagers in the next 10 years.
3. Write about an occasion when you lost the trust of a close friend through sheer absent-mindedness.
4. Describe some customs of your race which you feel are fast disappearing.
5. Elitism.



## ST JOSEPH'S INSTITUTION

### SECONDARY 4 PRELIMINARY EXAMINATION

## ENGLISH LANGUAGE

1127/2

PAPER 2

FRIDAY

24 AUGUST 2007

1 HOUR 40 MINUTES  
(1045 - 1225h)

### INSTRUCTIONS TO CANDIDATES

1. Answer all the questions.
2. Number your answers fully in the left-hand margin e.g. 1(a)(i), 2(a).
3. Leave a space of one line between your answers to each question.
4. Mistakes in spelling, punctuation and grammar may be penalised in any part of the paper.
5. Begin Question 16 and 17 (Vocabulary and Summary) on a fresh sheet of paper.
6. Hand in Questions 1-15 (Comprehension) and 16-17 (Vocabulary and Summary) separately.

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This question paper consists of 6 printed pages including the cover sheet

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Read Passage A and Passage B and then answer the questions which are printed in the Question Paper.

### Passage A

- 1 Heart palpitations, insomnia or unexplained fatigue may well signal over-stimulation, just as confusion and unusual irritability indicate that things are slipping out of control. By observing ourselves, looking back over the changes in our recent past, we can determine whether we are operating comfortably within our adaptive range or pressing its outer limits. We can, in short, consciously assess our own life pace. 5
- 2 Having done this, we can also begin consciously to influence it - speeding it up or slowing it down - first with respect to small things, the micro-environment, and then in terms of the larger, structural patterns of experience. We can learn how by scrutinizing our own unpremeditated responses to over-stimulation.
- 3 We employ a de-stimulating tactic, for example, when we storm into the teenager's bedroom and turn off a stereo unit that has been battering our eardrums with unwanted and interruptive sounds. We virtually sigh with relief when the noise level drops. We act to reduce sensory bombardment in other ways, too - when we pull down the blinds to darken a room, or search for silence on a deserted strip of beach. We may flip on an air conditioner not so much to lower the temperature as to mask novel and unpredictable street sounds with a steady, predictable drone. 10  
15
- 4 We close doors, wear sunglasses, avoid smelly places and shy away from touching strange surfaces when we want to decrease novel sensory input. Similarly, when we choose a familiar route home from the office, instead of turning a fresh corner, we opt for sensory non-novelty.
- 5 We use similar tactics to control the level of cognitive stimulation. Even the best of students periodically gazes out the window, blocking out the teacher, shutting off the flow of new data from that source. Even voracious readers sometimes go through periods when they cannot bear to pick up a book or magazine. 20
- 6 Why, during a gregarious evening at a friend's house, does one person in the group refuse to learn a new card game while others urge her on? Many factors play a part: the self-esteem of the individual, the fear of seeming foolish, and so on. But one overlooked factor affecting willingness to learn may well be the general level of cognitive stimulation in the individual's life at the time. "Don't bother me with new facts!" is a phrase usually uttered in jest. But the joke often disguises a real wish to avoid being pressed too hard by new data. 25
- 7 This accounts in part for our specific choices of entertainment - of leisure-time reading, movies or television programmes. Sometimes we seek a high novelty ratio, a rich flow of information. At other moments, we actively resist cognitive stimulation and reach for light entertainment. The typical detective yarn, for example, provides a trace of unpredictability - whodunnit? - within a carefully structured ritual framework, a set of non-novel, hence easily predictable relationships. In this way, we employ entertainment as a device to raise or lower stimulation, adjusting our intake rates so as not to overload our capacities. 30  
35
- 8 By making more conscious use of such tactics, we can fine-tune our micro-environment. We can also cut down on unwanted stimulation by acting to lighten our cognitive burdens. "Trying to remember too many things is certainly one of the major sources of psychological stress," writes Selye. "I make a conscious effort to forget immediately all that is unimportant and to jot down data of possible value. This technique can help anyone to accomplish the greatest simplicity compatible with the degree of complexity of his intellectual life." We also act to regulate the flow of decisioning. We postpone decisions or delegate them to others when we are suffering from 40

decision overload.

- 9 Sometimes we “freeze up” decisionally. I have seen a woman sociologist, just returned from a crowded, highly stimulating professional conference, sit down in a restaurant and absolutely refuse to make any decisions whatever about her meal. “What would you like?” her husband asked. “You decide for me,” she replied. When pressed to choose between specific alternatives, she still explicitly refused, insisting angrily that she lacked the energy to make the decision. 45
- 10 Through such methods we attempt, as best we can, to regulate the flow of sensory, cognitive and decisional stimulation, perhaps also attempting in some complicated and as yet unknown way to balance them with one another. But we have stronger ways of coping with the threat of overstimulation. These involve attempts to control the rates of transience, novelty and diversity in our milieu. 50

Adapted from Alvin Toffler : *Future Shock*

### Passage B

- 1 Stress has been on the increase over the last twenty years. With the rapid developments in information technology, our lives have changed irrevocably. The pace of work has become more hectic and at the same time, people expect a higher standard of living than ever before. We work hard and we work long hours. If we have children, we want to be good parents and give them time and attention. This often leaves little or no time to think beyond the present work, family and financial issues. 5
- 2 Life is also more competitive. Parents now have to put their children’s names down early to secure entry to a good school. Also, selection processes at high-profile universities have become more rigorous. When seeking employment later on, good positions are often fiercely fought over by a vast number of applicants, and with many more women having entered the job market over the last thirty years, competition has been hotting up even more. 10
- 3 We now have to study considerably more than in the past to keep up with the most recent developments in new technologies. If you want a good job and an above-average salary, it is no longer possible to stick with your initial studies throughout your working career. You are expected to keep abreast and update your knowledge if you want to progress. 15
- 4 Outside the family and work place, we need to cope with even more stresses. The daily commute to work forces us to share the pavements, roads and railways with a great many other people who are often harassed as they try and cram into an already overcrowded train compartment full of stale air. Aggressive behaviour in the streets, disruption on the railways, and congested roads and motorways make matters worse. We are bombarded all day long by a mass of information on television. And then there is a problem with one of the children. 20
- 5 We need to be more flexible today than ever before, but the constant changes can get us down and stress us to a degree where we hardly enjoy ourselves. Life is driven by the demands of work and family and all you can do is try to stay on top of it and just get through the day.
- 6 Feelings of anxiety are made worse by the fact that we are now more disconnected from our families and our fellow human beings. We live in smaller family units, with one-parent families commonplace, and we often live quite a distance away from members of our extended family. Our contact with neighbours is often spurious – you may chat several times a day to a stranger in South Africa via the Internet, but it is quite possible you have not spoken a word with your next door neighbour for the last six months. 25  
30

- 7 Stress can alter the way we are, change our personality and temporarily obliterate our Self. We are merely functioning rather than relating to others; in fact when we are severely stressed we often shun contact with others because we cannot handle it.
- 8 Luckily, these extreme stress levels are mostly only temporary, and normality returns after a while. If extreme stress lasts over months, it can result in personality changes and will eventually take its toll, either on our mental or our physical health. It is therefore important to look at ways in which we can cope with unsettling events in a constructive and meaningful way. 35

Vera Peiffer: *'Inner Happiness'*

Read Passage A and Passage B and then answer all the questions which follow below.

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

Mistakes in spelling, punctuation and grammar may be penalised 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.

From Passage A:

From paragraph 1:

- 1 Identify a psychological symptom of fear. [1]

From paragraph 3:

- 2 '...we storm into the teenager's bedroom...'  
What does the word 'storm' tell us about the mood of the narrator? [1]

- 3 What is the primary reason for switching on the air conditioner? [1]

- 4 Pick another word from the paragraph that has a similar meaning to the word 'battering'. [1]

From paragraph 5:

- 5 The word 'even' is used twice in this paragraph. What is the writer's intention in doing so? [1]

From paragraph 6:

- 6 Give two reasons why people do not want to learn new things. [2]

From paragraph 7:

- 7 What are the features of a typical novel? [2]
- 8 Besides raising or lowering stimulation, explain in your own words why we read light fiction. [1]

**From Passage B:**

From paragraph 1:

- 9 In your own words, give two reasons for the increased stress over the past two decades. [2]

From paragraph 2:

- 10 What does the word 'rigorous' suggest about the university selection process? [1]

From paragraph 4:

- 11 '...as they try to cram into an already overcrowded train compartment full of stale air.'  
What adjective would you use to describe the behaviour of the people? [1]
- 12 What does the word 'bombarded' tell us about the information human beings receive? [2]

From paragraph 6:

- 13 'Feelings of anxiety are made worse by the fact .....
- Explain the expression 'made worse'. [1]
- 14 Explain the irony about people's relationships with their neighbours. [2]

From paragraphs 7-8:

- 15 Apart from changing our personality, what other effect can stress have on us? [1]



From **Passage A** and **Passage B**:

- 16 For each of the following words, give **one word** or short phrase (of not more than **seven words**) which has the same meaning that the word has in the passage.

**From Passage A:**

1. disguises (line 27)
2. accounts (line 29)

**From Passage B:**

3. irrevocably (line 2)
4. fiercely (line 9)
5. flexible (line 22)

[5]

- 17 **From Passage A:**

**Using your own words as far as possible**, summarise why and how we attempt to regulate cognitive and decisional stimulation.

**USE THE MATERIAL IN PASSAGE A FROM LINE 19 TO LINE 43.**

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

Begin your summary as follows:

*To control cognitive stimulation, the best student may sometimes .....*

[25]

**END OF PAPER**

## Answer Sheets

### St Joseph's Institution Paper 2 2007

#### Passage A

- Q1. Confusion and unusual irritability are psychological symptoms of fear.
- Q2. The word tells us that the narrator is enraged.
- Q3. The primary reason for switching on the air conditioner may be to mask out the unpredictable street noises with its steady and predictable drone instead of merely lowering the temperature.
- Q4. The word is 'bombardment'.
- Q5. The word 'even' is used twice to re-emphasize the fact that even the best people in certain fields are also guilty of performing something that they are least expected of.
- Q6. People may not want to learn new things due to a lack of self esteem and also depending on the level of cognitive stimulation in one's life at that time.
- Q7. A typical novel employs a streak of unpredictability within a structured ritual and predictable framework.
- Q8. We read light fiction in order to resist any cognitive stimulation, allowing some relaxation for the tired mind and freeing it up for the next long lap.

## Answer Sheets

### St Joseph's Institution Paper 2 2007

#### Passage B

- Q9. People have to work much harder than before to secure a livelihood with the current higher standard of living. Besides working harder than before, people have to, at the same time, spend time and attention on their children, leaving no time to unwind themselves.
- Q10. The word suggests that the selection process is extremely demanding and strict.
- Q11. The people behaved in a rather rowdy manner.
- Q12. Human beings receive information persistently in large volumes without pausing nor giving any chance for adequate absorption of such information.
- Q13. The expression 'made worse' implies an aggravation in the feelings of anxiety felt by the worker of Today.
- Q14. People may actually be spending more time chatting to an anonymous stranger kilometers away via internet than speaking to immediate neighbours within the vicinity, a very ironic situation in terms of people-people relationships.
- Q15. Too much stress on the individual may even drive one to succumbing to mental or physical illnesses in the long run.