



MINISTRY OF EDUCATION, SINGAPORE
in collaboration with
UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE
General Certificate of Education Ordinary Level

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

October/November 2018

INSERT

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

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

This document consists of 4 printed pages and 4 blank pages.



Singapore Examinations and Assessment Board



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Text 1

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


File Edit View History Bookmarks Tools Help

http://www.comekayakingwithus.com

Home Opening times Courses Contact Events Finding us

Want to try something new?

COME KAYAKING WITH US ON THE RIVER AVON



Our Courses


One-day course If you've never tried kayaking before, why not try our hugely popular one-day course for beginners? All ages welcome (under-8s must be accompanied on the water by an adult).

In the morning, we teach you the safety rules for kayaking. And in the afternoon, you'll be on the water actually learning how to kayak. You'll learn in a supportive small group, maximum of half a dozen.

Click [here](#) for more details including cost.


Five-day course Once you've learnt the basics, you can move on to our five-day course, available only to those who have successfully completed our beginners' course. Explore the surrounding waterways with the option to enjoy one night's camping away from our base. Specific tuition for an hour each day is included, to add skills that will make you more adventurous and independent in your kayak.

The course leads to the Certificate in Basic Kayak Skills.



What you need to know

We will provide all the basic equipment you need for kayaking: kayak and paddles, a special life jacket and a helmet.



You should dress appropriately for the weather and the activity. We recommend that you wear a T-shirt, shorts and plastic sandals. Whatever the weather, protecting your skin while you're on the water is a sensible precaution, so high factor sun-cream is a must-have.

Our café provides a delicious lunch or you can bring your own. Whichever you choose, we suggest light food. It's essential to keep hydrated, so make sure you have access to a bottle of water so that you can drink regularly.

Our promise to you

Our promise underpins everything we do. We want you to learn, have fun and above all be safe, so we guarantee that your instructor is at least a Level 2 Coach and many are Senior Instructors.

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Section B

Text 2

The text below describes what happens when a young man called Joe goes out to fish. Read it carefully and answer Questions 5–13 in the Question Booklet.

- 1 It had been weeks since anyone had seen the whale. On a day when the sky was a strip of old grey linen, Joe took the boat out alone for the first time. Even his thick waterproof coat afforded little protection from the icy grip of the elements as he looped his safety rope round the wheel and raised the sails. A strong, steady wind filled them, and before long he had been propelled far out, further than he'd ever sailed from the village, almost beyond sight of land. He lowered the sails and let the boat bob in the water as he threw out the lines and caught two full buckets of herring. 5
- 2 Satisfied with his catch, he tacked back against the wind. He had almost lost sight of Piran Head, but there it was, the rocky headland and the whitewashed village, the stone harbour and the church. It would take some time to sail back, but there were still a couple of hours until dusk. He set to the task, letting the ropes run through his palms, feeling the secret power of the breeze, enjoying the freedom of the vast expanse of water and its enveloping solitude. 10
- 3 His thoughts drifted to the times when he used to do this with his father. 'Take her home, Joe,' Pappa Mikkell would say, and they would sail between the rocky islands along the coast, with Joe at the wheel. Sometimes the wind would roar and buffet, as if charging at them. 'Trim your sails, Joe,' Pappa Mikkell would yell from below, and sometimes he did, but often reckless, he would disobey, and he'd feel the little vessel rising up in the water like a speedboat, skimming over the waves. 15
- 4 A black shadow sliding beneath the water in front of the boat brought Joe abruptly back to the present and at once he was alert. He tugged frantically on the wheel, and swung a few degrees to the right. There it was again. Grey this time, uncommonly fast, just a foot or so beneath the surface. 'The whale,' he whispered, smiling to himself. And all at once it surfaced, only metres away, breaking above the swell like a submarine released from an underwater anchor. With a great thrust of hidden power it lifted almost clear of the rolling ocean, corkscrewing as it did so. There, for the smallest instant of time, it hung in the unfamiliar air, defiant of gravity, until with a further twist it fell into the gulf between the waves and an equally huge cascade of spray and foam rose in its place. 20 25
- 5 Joe's hands tightened hard on the wheel. The upsurge from the breaching whale lifted the boat and, as it balanced unsteadily on the peak of the wave, his heart skipped a beat but down it went again, safely. Now the whale was lifting again. Up it rose, and again it turned, and this time it held steady with an eye towards the boat, seeming to return his gaze, and then down it plunged, slapping its tail against the milky foam behind it. As the impact tossed his boat for a second time, he scanned the surface of the sea wondering where the whale had gone. There it was again, another breach, a hundred metres away. This time the whale fell backwards into the water, with what he saw as a farewell wave of its fin. A minute later and there it was again – but much further off this time, heading away. 30 35
- 6 There were flecks of snow in the darkening sky as he turned in towards the harbour. Annie Battle was there to help tie up the ropes.
- 'Any luck?' she asked him. 40
- 'Yes! I saw the whale! Right close!'
- 'Oh yeah, we all have. It's been out in the bay all day. But did you get any herring?'

Section C

Text 3

The article below is about Brazil nuts. Read it carefully and answer Questions 14–19 in the Question Booklet.

- 1 Brazil nut trees are native to a number of countries in the Amazon River basin, including but not limited to Brazil. In fact, the most significant exporter of Brazil nuts is Bolivia. The trees are found scattered through large forests on the banks of the Amazon, the Rio Negro, the Tapajós and the Orinoco rivers. The name 'Brazil nut' is doubly misleading as, in botanical terms, they are not nuts at all but the seeds inside the fruit of the Brazil nut tree. 5
- 2 The Brazil nut tree towers over its neighbours, reaching heights of around 50 metres, with its crown spreading over 30 metres in diameter. The tree bears elongated oval leaves with smooth edges, and produces cream-coloured flowers. The hard-walled fruits are spherical pods that resemble large coconuts hanging at the ends of the tree's thick branches. A typical pod contains 12–24 triangular seeds, or nuts, that are arranged like the segments of an orange. A mature tree can produce more than 300 pods which ripen and fall to the ground from January to June. The pods are harvested from the forest floor, and the seeds are extracted, dried in the sun and then washed and exported while still in their individual shells. 10
- 3 These Brazil nuts are valuable non-timber products of the Amazon region and are primarily harvested in the wild by local people. Many forest-based communities depend on the collection and sale of Brazil nuts as a vital and sustainable source of income. The sweet nuts provide protein and calories for tribal, rural Amazonians who also use the empty pods as containers and brew the tree bark to treat ailments. Not only are the nuts themselves popular because they are delicious and nutritious, the oil extracted from them can be used in cooking. There is a substantial market for nut oil among urban Brazilians as a lubricant in clocks, for making artists' paints and in the cosmetics industry. 15 20
- 4 There are, however, several obstacles to developing commerce in Brazil nut trees and their products. It is difficult to grow them in plantations because the production is low and therefore not currently economically viable. The trees are extremely sensitive to deforestation because of their complex ecological requirements. They produce fruit only in pristine forests, as disturbed habitats lack the large-bodied bees which are the only insects capable of pollinating the trees' flowers. Once the flowers have been pollinated, they rely solely on rodents called agoutis for the dispersal of their seeds. These rodents gnaw the pods open, eating some of the seeds inside while burying others for later use; some of these seeds eventually germinate into new Brazil nut trees. Most of the seeds are 'planted' by the agoutis in shady places, and a young sapling may have to wait for years for a nearby tree to fall and the necessary sunlight to reach it before it starts growing again. In an attempt to protect the Brazil nut trees, logging them is prohibited in nut-producing countries. Nevertheless, illegal extraction of the timber continues to present a threat. 25 30
- 5 As a result, in Brazil, trees are being planted in people's backyards, near roads and streets. The pods containing nuts are very heavy and rigid, and when a tree is grown in populated areas falling pods pose a serious threat to the people living around it. Every year vehicles are damaged as they pass under the trees. Moreover, the nuts sink in fresh water, which can clog waterways and cause local flooding. Not only that, away from the safety checks of regulated production, individuals risk serious illnesses because the shells contain high levels of toxins. 35 40
- 6 Brazil nuts are a challenging commodity to produce in commercial quantities and therefore remain to the present day a valuable export for the areas where they are indigenous.



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ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

October/November 2018

1 hour 50 minutes

Candidates answer in the Question Booklet.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your Centre number, index number and name on the work you hand in.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO NOT WRITE IN ANY BARCODES.

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.

This document consists of 9 printed pages, 3 blank pages and 1 Insert.



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Section A [5 marks]

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

1 Who is the whole webpage aimed at?

.....[1]

2 Look at the **two** photographs of people kayaking. What feature of each course described in the section headed **Our Courses** do the photographs show?

(i) One-day course[1]

(ii) Five-day course[1]

3 Refer to the box headed **What you need to know**. Give **two** items which you must bring when you come kayaking.

(i)

(ii)[1]

4 Refer to the section headed **Our promise to you**. What does the phrase 'above all' indicate about the company's promise?

.....[1]

Section B [20 marks]

Refer to Text 2 on page 3 of the Insert for Questions 5–13.

- 5 At the beginning of the text, Joe goes out to fish. Explain how the language used in Paragraph 1 indicates the weather conditions on that day.

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

.....
.....
.....
.....
.....
.....
.....[3]

- 6 From Paragraph 1, give **two** ways in which this trip was different from any that Joe had done before.

(i) [1]
(ii) [1]

- 7 In Paragraph 2, we are told that Joe enjoys 'the freedom of the vast expanse'. Explain **in your own words** what this 'freedom' is.

.....[1]

- 8 In Paragraph 3, we are told that the wind sometimes 'would roar and buffet, as if charging at' Joe and his father.

(i) What is the writer comparing the wind with?
.....[1]

(ii) Why is this comparison effective?
.....[1]

9 In Paragraph 4, the writer says 'at once he was alert'.

(i) Why was Joe not alert up until that moment?

.....[1]

(ii) What caused the change?

.....[1]

10 In Paragraph 4, the writer says, 'And all at once it surfaced, only metres away, breaking above the swell like a submarine released from an underwater anchor. With a great thrust of hidden power it lifted almost clear of the rolling ocean, corkscrewing as it did so.'

Which words or phrases in the given sentences describe the actions of the whale?

Descriptions	Words or phrases from the passage
(i) unexpected strength	
(ii) turning its body	
(iii) freed from restriction	

[3]

11 In Paragraph 5, we are told that 'Joe's hands tightened hard on the wheel' and that 'his heart skipped a beat'. What was he afraid would happen?

.....[1]

12 Which **two** phrases in Paragraph 5 suggest that Joe thought the whale was communicating with him?

(i)[1]

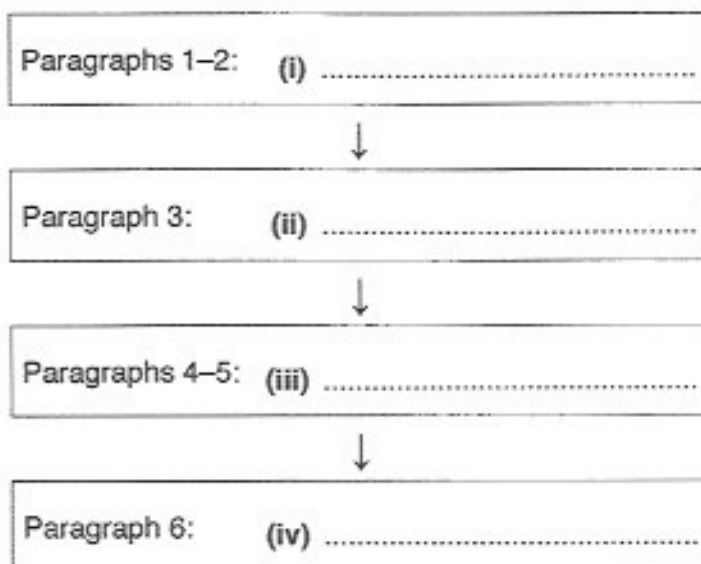
(ii)[1]

- 13 The structure of the text reflects Joe's moods at different stages of his sailing trip. Complete the flow chart by choosing one word to summarise his dominant mood at each stage. There are some extra words you do not need to use.

Joe's dominant moods

contentment fascination indifference regret disappointment fearfulness nostalgia

Flow chart



[4]

Section C [25 marks]

Refer to Text 3 on page 4 of the Insert for Questions 14–19.

14 Which **one** word in Paragraph 1 tells us that Brazil nut trees do not grow in groups?

.....[1]

15 From Paragraph 1, give the **two** reasons why the name Brazil nut is 'doubly misleading'.

(i)[1]

(ii)[1]

16 In Paragraph 2, the pods of the Brazil nut tree are compared to two other fruits.

What are they and what is the comparison with each fruit?

Fruit	Comparison
(i)
(ii)

[2]

17 Here is part of a conversation between two students, Yi Ling and Eric, who have read the article.

Yi Ling
People who live in forests benefit most from Brazil nuts and their oil.



Eric
I think city dwellers find them just as important.



(a) Give **two** examples from Paragraph 3 that Yi Ling can give to support her view.

(i)

(ii)[2]

(b) Which phrase in Paragraph 3 can Eric use to support his view?

.....[1]

18 In Paragraph 4, we are told the agoutis bury some seeds 'for later use' (line 29).

(i) What is this 'later use'?

.....[1]

(ii) Why do you think the writer puts inverted commas in the text round the word 'planted' (line 30)?

.....[1]

