

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

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## ENGLISH LANGUAGE

Paper 2 Comprehension  
INSERT

**1128/02**

**October/November 2017**

**1 hour 50 minutes**

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### READ THESE INSTRUCTIONS FIRST

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

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This document consists of **5** printed pages and **3** blank pages.



Singapore Examinations and Assessment Board

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**CAMBRIDGE**  
International Examinations

[Turn over

**Oct/Nov 2017 Paper 2 (I)**

## Section A

## Text 1

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

File Edit View History Bookmarks Tools Help

http://www.yseali.com

About YSEALI Regional Exchanges Innovation Challenge Grant Competition Resources

**YSEALI** YOUNG SOUTHEAST ASIAN LEADERS INITIATIVE  
Calling Youth With A Vision!

**ENGAGE WITH US!**

- Do you have a great idea to share?
- Do you want to lead your community?
- Are you good at communicating?

**Contact us at**  
YSEALImailer@org

Click [here](#) for more information about YSEALI.

**Networking at a YSEALI Workshop**

Young people all over Southeast Asia are working to make tomorrow a brighter day. Join one of our programmes to learn how to develop the skills that you as young leaders will need to work for the good of your community.

**What is YSEALI?**

YSEALI was launched in 2013 and is a series of programmes designed to harness the extraordinary potential of our youth so they can address critical challenges and expand opportunities for themselves and others.

**How can YSEALI make a difference?**

The focus is on topics identified by young people as critical for their communities: civic engagement, education, environment and natural resources development, entrepreneurship and economic development.

In this region, approximately 65% of people are under the age of 35. YSEALI is an effort to strengthen leadership development of young people in Southeast Asia.

**Who joins YSEALI?**

The YSEALI community consists of bright young leaders, 18–35 years old, from many different Asian countries who are already making a difference in their communities. They come together to exchange ideas and build better relationships between their countries.

**Participants in the most recent workshop**

## Section B

### Text 2

*The text below describes what happened when a man called Henry was followed by wolves as he travelled alone in winter. Read it carefully and answer Questions 5–13 in the Question Booklet.*

- 1 The hungry wolves were now more open in their pursuit, trotting sedately behind Henry, like walking skeletons, with their red tongues hanging out. They were, by this time of the year, mere skinbags, close to starvation. So lean were they, their muscles like strings, that Henry marvelled how they still kept on their feet and did not collapse in the snow. The gloom and cold increased the grimness of his journey, and he knew that he would not be safe until he reached Fort McGurry. When he stopped to set up camp in the grey daylight of late afternoon, there were still several hours of sombre twilight to utilise in chopping an enormous supply of firewood. 5
- 2 With the night came horror. Not only were the famished wolves growing bolder, but Henry was tired. He dozed in spite of himself, crouching by the fire, the axe between his knees. He awoke once and saw in front of him a large she-wolf. And, even as he looked, the brute deliberately stretched herself, looking upon him with the arrogance of possession, yawning full in his face and showing she considered him as a delayed meal yet to be eaten. This certainty was shared by the whole pack. He counted as many as twenty of them, some sleeping in the snow. Others were staring hungrily at him and, as he piled more wood on the fire, they looked to him like children gathered round a spread table, waiting to eat. He wondered how and when the meal would begin. 10 15
- 3 All night, with burning branches from the fire, he fought off the hungry pack. When dawn came, Henry waited in vain for the wolves to go, but for the first time daylight failed to scatter them. They remained in a circle around him, and at no time in that long day did he dare to leave the fire even to chop more wood. 20
- 4 That second night he set to work to carry out a new plan that had come to him. He still had enough wood to extend the fire into a large circle, which he then crouched inside, his sleeping suit under him to protect him from the melting snow. When he had disappeared into his shelter of flame, the whole pack came curiously to the rim of the fire to see what had become of him. Then they settled down to enjoy the unaccustomed warmth. The she-wolf sat down, pointed her nose at a star and began to howl. Gradually the other wolves joined her till the whole pack was howling in unison. As sleep overtook him, the circle of fire began breaking into segments, so that there were dangerous gaps in it. Once he woke up and saw the she-wolf gazing at him with hungry wistfulness. 'I guess you can come and get me any time now,' he muttered, half asleep. 25 30
- 5 When he next woke, a mysterious change had taken place. Only the trampled snow remained to show how closely the wolves had pressed him. Then he understood why they had disappeared, as the cries of men and the churning of sledges gradually became apparent. But there was another sound. Far and faint, it was, in the remote distance, the cry of the hungry wolf-pack as it took to the trail of other meat than the man it had just missed. 35

## Section C

### Text 3

The article below is about the challenges faced by road builders. Read it carefully and answer Questions 14–19 in the Question Booklet.

- 1 It is difficult for road builders today to keep up with the world's car-obsessed inhabitants. As people seem increasingly to spend their time rushing from one place to another, roads are gobbling up ever more land. Things used to be very different: when the only means of transport was horse or camel, depending on where one lived, travellers had to use paths in the undergrowth which had merely been worn by feet. When wheels were first introduced for transport, narrow tracks were no longer adequate, so new ones, on which carts could be driven, were cleared from the surrounding terrain. These could be steep and rocky at one extreme, or low-lying and boggy at the other, and serious accidents happened all too frequently. Within towns the main streets were often paved with stone, in order to withstand the pressure of the large horse-drawn carriages of the wealthiest citizens. In the countryside, with less traffic, tracks made of beaten earth were usually considered good enough but, where a stronger surface was required, simple gravel roads were prevalent right up to the end of the nineteenth century. 5 10
- 2 The availability of motor cars in the early twentieth century initially led to a rapid expansion in the number of these gravel roads, but the cars' rubber tyres sucked up the loose stones, instead of consolidating them as metal carriage wheels had done. The solution was to spray the surface with tar, binding the stones together and providing a solid waterproof surface. However, the early motor car was comparatively light. As road vehicles became heavier, they demanded a tougher surface, usually of bitumen or asphalt combined with concrete, and, particularly with the advent of huge articulated lorries, foundations needed to be at least one metre thick. As traffic increased, devices such as roundabouts and traffic lights were introduced to regulate it, which made roads safer, as did the various speed limits which were imposed on drivers. 15 20
- 3 In the increasingly consumerist society of the twenty-first century, the problems have if anything become more severe. Because, unlike the train, it can deliver goods door-to-door, the huge freight lorry has become ubiquitous, clogging the main transport arteries. Consequently, multi-lane roads are commonplace. Whether called 'motorways' as in the UK, 'freeways' (USA), or 'expressways' (Singapore), they aim to provide fast unimpeded travel for the millions using them. Even the average family car has become larger, which has resulted in a dramatic increase in the width of all but the most minor roads. When travelling, families need to break their journey for rest and refreshment or to refuel, so that road builders have had to add large service areas to their construction plans. In areas of heavy or tropical rainfall especially, the wide stretches of impermeable waterproof surfaces mean that special attention has to be paid to drainage, which impacts on the surrounding countryside with features such as culverts (pipes which carry water). Additionally, modern highways are equipped with extensive capabilities for surveillance and communication, to watch for any problem that might affect the smooth flow of traffic, whether an accident, a crime, roadworks or weather conditions, and to warn drivers approaching it. 25 30 35
- 4 But perhaps the success of road builders in surmounting the challenges facing them is blinding us to the consequences of such apparent progress; better roads merely encourage ever more of us to buy cars. Probably the most insidious side effect of the enormously increased volume of traffic is creeping pollution: many cities are enveloped in a yellowish haze which makes visibility difficult, and harms residents' health. The manufacture of more efficient engines that run on lead-free petrol has helped to ease pollution but only to a certain extent. Exhaust fumes are still produced in toxic quantities. People need to recognise the damage they are causing by insisting on using their cars every day, and governments must 40 45

concentrate on developing fast and cheap methods of public transport and encourage people to use them.

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*Copyright Acknowledgements:*

Section A © adapted: <https://id.usembassy.gov/education-culture/yseali/>

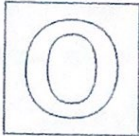
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1128/02/INSERT/O/N/17

**Oct/Nov 2017 Paper 2 (5)**



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## ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

October/November 2017

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 The webpage begins with the heading **Calling Youth With A Vision!** What effect is the phrase **With A Vision** intended to have on young readers?

.....  
.....[1]

- 2 Look at the photograph at the bottom of the webpage. With reference to the section **Who joins YSEALI?**, what idea does the photograph convey about why people join YSEALI?

.....  
.....[1]

- 3 From the section **What is YSEALI?**, state the **two** main aims of the organisation.

(i) .....  
(ii) .....[2]

- 4 Which sentence summarises the main aim of the webpage?

.....[1]





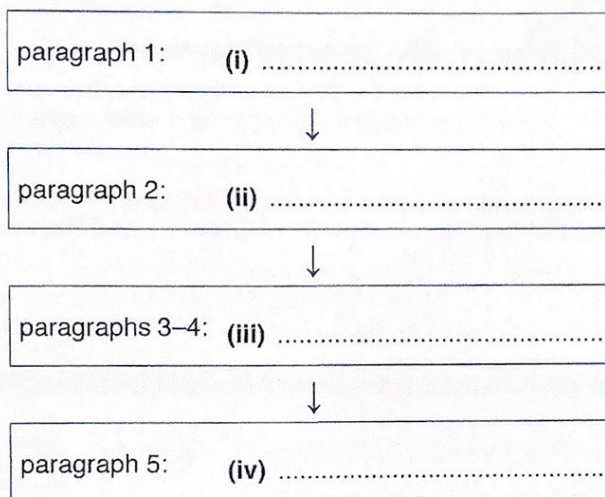
- 8 (a) The wolf was 'looking upon him with the arrogance of possession' (line 12). Which **two** things did the wolf do that clearly indicated she thought she owned Henry?
- (i) .....[1]
- (ii) .....[1]
- (b) In paragraph 2, the writer tells us that the wolves looked 'like children gathered round a spread table, waiting to eat'. What does the 'spread table' refer to?
- .....[1]
- 9 In paragraph 3, what was unusual about the wolves' behaviour?
- .....[1]
- 10 (a) In paragraph 4, Henry builds a 'shelter of flame'. What **two** things does he do?
- (i) .....[1]
- (ii) .....[2]
- (b) What did he hope would happen because he had a 'shelter of flame'?
- .....[1]
- 11 Give **two** reasons why Henry said, 'I guess you can come and get me any time now' (lines 30–31).
- (i) .....[1]
- (ii) .....[2]
- 12 In paragraph 5, what 'mysterious change had taken place'?
- .....[1]

13 The structure of the text reflects the stages in Henry's experience with the wolves. Complete the flow chart by choosing one phrase from the box to summarise the events in each stage. There are some extra phrases in the box you do not need to use.

**Stages in Henry's experience**

the waiting game   the release   the fight back   the attack   the chase   the quest   the defeat

**Flow chart**



[4]

Section C [25 marks]

Refer to Text 3 on pages 4–5 of the Insert for Questions 14–19.

- 14 (a) In the first sentence, the writer uses the phrase 'the world's car-obsessed inhabitants'. What is the writer's attitude towards the car owners of today?

.....[1]

- (b) Which word in the next sentence reinforces this attitude?

.....[1]

- 15 (a) From lines 6–7, what kind of track do you think was needed for driving carts?

.....[1]

- (b) What types of accidents do you think happened to carts which were driven on (i) 'steep and rocky' tracks, and (ii) 'low-lying and boggy' tracks (lines 7–8)?

Tracks	Types of accidents
(i) steep and rocky	
(ii) low-lying and boggy	

[2]

- 16 Explain **in your own words** why the main streets within towns were often paved with stone (lines 9–10).

.....  
.....[1]

- 17 Why does the writer refer to pollution as an 'insidious' side effect (line 41)?

.....[1]

18 Here is part of a conversation between two students, Su Lin and Ahmed, who have read this article.



(a) Identify one example from paragraph 4 that Su Lin can give to support her view.

.....[1]

(b) How would Ahmed explain his position with reference to lines 45–48? Give **two** points.

(i) .....

.....

(ii) .....

.....[2]

