

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 2015

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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CAMBRIDGE
International Examinations

[Turn over

Oct/Nov 2015 Paper 2 (1)

Section A

Text 1

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

Projects Abroad The world is yours

Volunteer Overseas with Projects Abroad


You can volunteer on a tremendous variety of projects in 28 exciting destinations. If you are looking to gain some work experience, help others less fortunate than yourself, or simply experience a new culture, think about taking part in one of our voluntary projects. In every destination we have locally employed staff who will organise all aspects of your project. We have over twenty years of experience.

Whatever it is that you would like to do, we can arrange it for you.

Volunteer Projects


Teaching

Volunteer to help teach children or adults in all our destinations. Subjects range from spoken English to Art and Music.




Care

Volunteer to look after children and people with disabilities in orphanages and care homes around the world.




Medicine & Healthcare

Gain exposure to Medicine, Physiotherapy, Nursing, Midwifery or Dentistry in hospitals and clinics around the world.



Conservation & Environment

Get authentic experience by volunteering on a range of projects, involving plant and animal conservation, sustainable agriculture and other ecological pursuits.



2-Week Specials

If you're in the 16 to 19 age group and in full time education, why not join us on our short programmes designed for you?

Project Work

Conduct first-hand research for your school project in one of our developing countries. Our experience and expertise will help you to write an interesting report.

To contact us [CLICK HERE.](#)

Section B

Text 2

The text below describes a bus journey. Read it carefully and answer Questions 5–13 in the Question Paper Booklet.

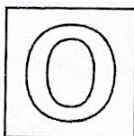
- 1 The highway stretched ahead of us, a seemingly endless grey ribbon. The man seated opposite me – a yellow-haired foreigner in sandals and khaki shorts – had struck up a conversation with the young Chinese man next to me. On the floor of the bus, under the foreigner's feet, was a canvas bag bulging with maps; he was, apparently, an engineer from Denmark and was full of questions. He wanted to know all about Chinese computers and keyboards. He wanted to know what the Chinese man did for a living. ('A student,' he replied.) Out came a map from the engineer's bag. Now, with pen poised, he demanded to know more. He wanted to know about methods of road construction, systems of irrigation, types of farming 5
- 2 As I tried vainly to close my ears to this incessant questioning, the driver interrupted with a sudden yell as he pointed out of the window: 'Lao lu! Lao lu!' 'What is he saying?' asked the engineer. 'He is showing the old road,' said the student. 'The old way. We call it here the Yunnan-Burma highway.' 10
- 3 Running parallel to the highway, at the foot of a slope, was a small black road, which at first glance could be taken for a stream. Along its banks were uniform rows of tall pointed trees – cypresses, I guessed. Or cedars. I could never remember the names of trees; the engineer would no doubt have enlightened me, if I had been foolish enough to ask him. Now he was asking the student whether he thought the explorer Marco Polo had ever come to China. Some people seemed to suggest he hadn't. 15
20
- 4 'Oh, Marco?' said the student, as though speaking about an old classmate. 'Marco came here for sure. There are many proofs. You can check in the history books.' The young man was starting to sound irritated; perhaps he wished, as I did, that the engineer would shut up and poke his long nose elsewhere.
- 5 The old road teased like a mirage, disappearing beneath the bus, reappearing first on one side, then on the other. As we turned a corner, a new page seemed to have appeared, and the tranquil view changed dramatically. Dust storms were raging over quarries which were so vast that the bulldozers and cranes poised around their rims looked no bigger than toy models. Convoys of trucks were everywhere: some crawled like ants up and down hillsides shaved to a raw red, while others trundled along river banks trashed with boulders and tree trunks. For mile after mile, colonies of workers lined the roadside, washing and cooking under shelters made with plastic sheets and tin roofs. A brand new highway was under construction, appearing like a vast scar across the countryside. 25
30
- 6 The noise and activity had stunned the engineer into silence. I certainly couldn't have nodded off; I had been unable to sleep since leaving Bangkok. But now my mind must have blinked like a tired eye, because again a page had turned while I wasn't looking. Hills like surf – pale green, dark green, blue-black – stretched as far as the eye could see and billowed out into a haze. Paddy terraces, tiny and obstinate, clung on grimly, climbing like dwarf staircases up the precipitous slopes. A lone farmer stood at the edge of a field, waiting for his buffalo to finish its mud wallow, while along hillsides and ditches women trudged in groups and pairs, heads held high, baskets strapped to their foreheads and slung on their backs. 35
40
- 7 Thankfully, the engineer had finally succumbed to sleep, and peace reigned on the bus.

Section C

Text 3

The article below is about rice production. Read it carefully and answer Questions 14–19 in the Question Paper Booklet.

- 1 The exact origins of rice are unknown but it is thought to be the descendant of wild grasses which grew along the shores of lakes in India, from where it gradually spread further afield, including to China. One Chinese legend tells of a young girl who, in a time of famine, held out a net to the sunbeams, to find the golden light transformed into golden grains of rice. While this is mere fancy, research carried out as recently as 2012, using genetic information obtained from living rice plants, indicates that it was in China that the first domestication of rice occurred, around 300 BC, in the Pearl Valley region. Although rice is grown in other parts of the world, Asian farmers account for over 90 percent of the total amount of rice produced in the world at the current time. 5
- 2 Growing rice is a complicated process and requires the seeds to be soaked first. While rice can thrive almost anywhere, most species of rice require a plentiful water supply and are commonly grown in low-lying areas, often at the side of rivers. Rice is propagated in special seed beds so that the plants are easy to handle, as the seedlings need to be planted out, often by hand, usually in flooded fields called paddies. Although flooding is not mandatory, it has the dual benefit of providing ample water for the crop and deterring the weeds and pests which are potentially lethal to the young plants. However, these paddies are not totally safe as the Chinese have discovered to their cost. Seven years ago a villager in Yuanyang had the bright idea of breeding some edible crayfish in his paddy. As the crayfish have multiplied, they have started burrowing into the soil, destroying, according to the Chinese media, some 5,000 acres of rice paddies, which now leak water through the holes made by the crayfish. 10 15 20
- 3 The young rice plants are left to grow until the seeds have ripened in the sun but, before harvesting, the paddy fields are drained to make them accessible. The process of cutting is managed either by hand with sickles or mechanically with combine harvesters. The rice must be dried quickly to prevent the formation of mould. Examples of drying methods range from the most time-consuming and labour intensive – laying the rice out in the sun – to using very sophisticated machinery such as the so-called continuous flow dryer. Once dried, the rice grains are milled to remove the outer layers: for brown rice, only the outer husk is removed, thus retaining a characteristically nutty flavour, while white rice requires the removal of both husk and the next layer, bran. In order to improve its appearance and prolong its shelf life, this white rice is often polished, particularly if it is being prepared for export. 25 30
- 4 Rice is the second most commonly-grown grain in the world after maize, but it yields more food per acre than any other grain. As maize is often used as an animal food, this leaves rice way ahead in terms of human diet, providing one fifth of the calories which are consumed worldwide every year. Rice usually forms an accompaniment to meat, fish or vegetables but, in the most deprived areas, where these are unavailable or in short supply, it becomes the staple diet. Sadly, children who eat nothing but rice often become prone to deficiency diseases like kwashiorkor. Nevertheless, there is little doubt that rice has done much to prevent famine in some of the world's poorest places. It is easy to see why rice has taken on cultural importance as a symbol of prosperity and fertility. In fact the custom of throwing rice at weddings to wish the couple good luck has been in existence for thousands of years. 35 40



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ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

October/November 2015

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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[Turn over

Section A [5 marks]

Text 1

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

- 1 The webpage begins with the words 'The world is yours'. What effect is this intended to have on the reader?

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

- 2 Refer to the paragraph headed **Volunteer Overseas with Projects Abroad**. Identify the **two** phrases of not more than **six words each** which suggest that 'Projects Abroad' can look after its volunteers successfully.

(i)[1]

(ii)[1]

- 3 Look at the photograph under the heading **Teaching**. What impression of teaching do you think the photograph aims to present?

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

- 4 Projects Abroad offers a wide range of activities and packages. Which sentence is intended to give the impression that, for this firm, nothing is impossible?

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

Section B [20 marks]

Text 2

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

5 From paragraph 1, give **two** ways in which the writer emphasises the extremely inquisitive nature of the foreigner who 'was full of questions'.

(i)
.....[1]

(ii)
.....[1]

6 Which **one** word in paragraph 1 suggests the domineering nature of the engineer?
.....[1]

7 In paragraphs 2, 3 and 4, the writer suggests that the engineer is a very irritating person. Pick out and write down **one** expression from **each** of these paragraphs and explain in each case the characteristic that makes him irritating.

(i) Paragraph 2
.....[1]

(ii) Paragraph 3
.....[1]

(iii) Paragraph 4
.....[1]

8 In paragraph 4, what made the student sound as if he were speaking about 'an old classmate'?
.....
.....[1]

9 (a) In paragraph 5, the writer says that the old road 'teased like a mirage'. In what **two** ways is this expression particularly effective?

(i)
.....[1]

(ii)
.....[1]

(b) Identify the **two** expressions of **not more than five words each** which emphasise the smallness of the machinery compared with the vastness of the quarries.

(i)[1]

(ii)[1]

10 In paragraph 6, the writer says 'a page had turned while I wasn't looking'. What does he mean by this expression?

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

11 (i) In paragraph 6, which word suggests the hills are like the sea?

.....[1]

(ii) Give **one** reason why this comparison is effective.

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

12 (i) The writer describes the paddy terraces as 'obstinate' and clinging on 'grimly' (line 38). What does this description suggest about the landscape?

.....[1]

(ii) Why does the writer use the word 'dwarf' (line 39) to describe how the paddy terraces appear to him?

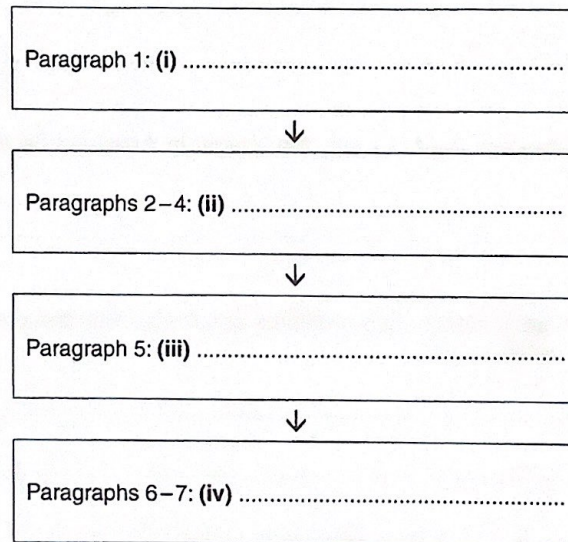
.....[1]

- 13 The structure of the text reflects different stages of a bus journey. Complete the flow chart by choosing one phrase from the box to summarise the stage of the bus journey described in each part of the text. There are some extra phrases in the box you do not need to use.

Stages of the bus journey

an interesting companion	a peaceful interval
investigating the unfamiliar	ending the journey
building for the future	watching people work
an interesting past	

Flow chart



[4]

Section C [25 marks]

Text 3

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

14 According to paragraph 1, in which ways were India and China associated with the origins of rice?

(i) India:
.....[1]

(ii) China:
.....[1]

15 In paragraph 2, which group of words tells us that it is not essential for the fields to be underwater to grow rice?

.....[1]

16 Which **one** word in paragraph 2 tells us why the villager in Yuanyang decided to breed crayfish in his paddy fields?

.....[1]

17 (a) Using your own words, identify **two** problems associated with the process of 'laying the rice out in the sun' (line 26).

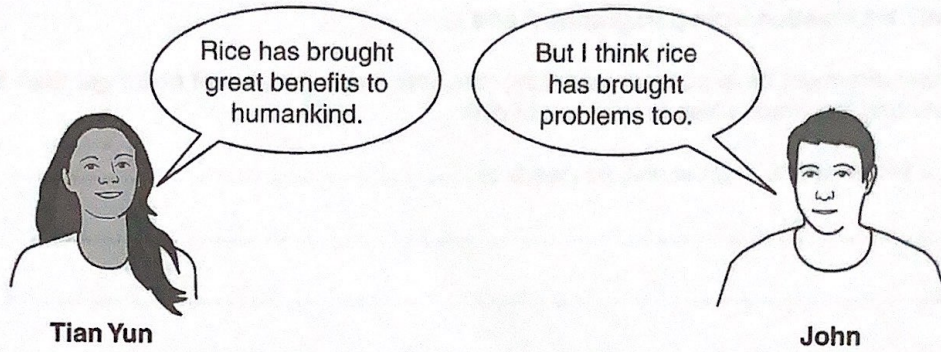
(i)
.....[1]

(ii)
.....[1]

(b) Give the example of modern technology which the writer says is used instead.

.....[1]

18 Here is a part of a conversation between two students, Tian Yun and John, who have read the article.



(a) Give **two** pieces of evidence from paragraph 4 to support Tian Yun's view.

(i)
.....[1]

(ii)
.....[1]

(b) Explain with reference to paragraph 4 why John feels as he does.

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

