

‘N’ LEVEL ENGLISH LANGUAGE PAPER II ANSWER KEY

Section A [5 marks]

Refer to the infographic (Text 1) on page 2 of the Insert for Questions 1 – 3.

1 (a) The poster is telling its readers to “Rewind”. Which of the following features illustrate that it is important to “Rewind”? (Tick 2 boxes only)

The “rewind” button is bigger than the “forward” button.

The trees on the right are shorter.

All the trees resemble matchsticks.

Only the first tree from the left looks healthy.

[2]

(b) Pick out and write down two consecutive words which conveys the same message as “Rewind”.

The words are “go back”. [1]

2 What is the intended effect of the phrase ‘Don’t push this further’ on readers?

The intended effect is to make the readers realise that they should not worsen the problem. [1]

3 The poster attempts to be appealing to parents to do their part for the environment. Pick out and write down a phrase which supports this.

The phrase is “a better future for the next generation”. [1]

Section B [20 marks]

Refer to Text 2 on pages 3 – 4 of the Insert for Questions 4 – 14.

4 In Paragraph 1, which phrase suggests that Gommati is a shy girl?

The phrase is “keeping her head low “. [1]

5 In Paragraph 1, the writer says “Ma stands erect”. What does this suggest about Ma’s character?

She is proud/confident/uptight/rigid. [1]

6 Which of the following extracts from Paragraph 2 best support the idea that Gommati is a submissive daughter? (Tick two boxes only.)

‘...follows her mother through the harsh light...’

‘It is like stepping into the stomach of a great beast...’

‘She feels a rising nausea...’

‘...obeys Ma's prod...’

‘...slide in next to an old woman...’

[2]

7 From Paragraph 2, give two pieces of evidence, each of two consecutive words, which suggests that (a) the bus is very crowded and (b) not well-maintained.

(a) very crowded: crushed bodies [1]

(b) not well-maintained: torn seat [1]

8 (a) From Paragraph 3, pick out an expression that personifies the bus.

The expression is “Belching back into life”. [1]

(b) Why is this phrase effective in describing the bus?

It emphasises the sound made by the bus when it starts moving. / It emphasises the old and run-down nature of the bus, such that it struggles to move.[1]

- 9 'Out the window the fields are alive with rice-planting. Sunlight flashes on the terraces of water where women work in rows, ankle deep in the carpets of green.' (lines 16 – 17). Identify the word or phrase from the text given above that corresponds with the following description of what Gommati sees during her journey.

What Gommati sees	Matching description from the given excerpt
Rice plants covering a wide area	<u>carpets of green</u>
Farmland with lots of activities	<u>fields are alive</u>
Pools on step-like platforms	<u>terraces of water</u>

[3]

- 10 From Paragraph 4, pick out two words that convey opposite ideas.

The words are "gently" and "forcefully". [1]

- 11 Referring to Paragraph 6, what is ironic about the old woman spitting?

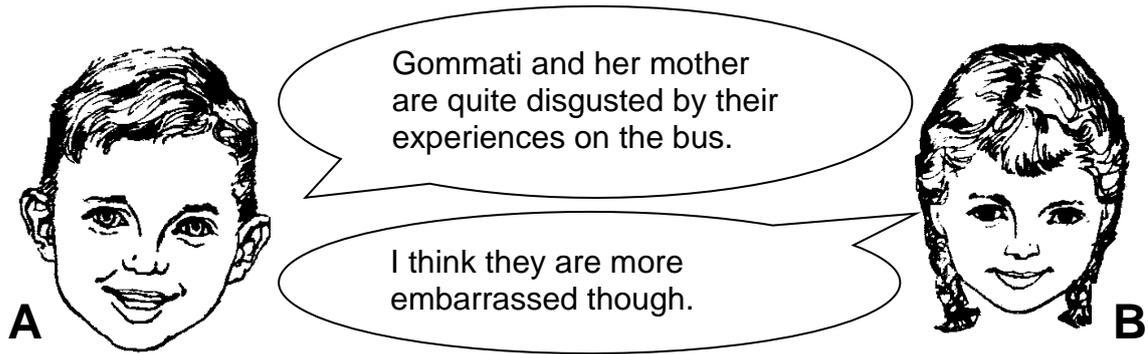
It is ironical because she scolded Gommati for being a filthy girl [1], but yet she spat and **dirtied** the floor.[1]

- 12 "Ah, what happy folks they have from the villages," the young man says, grinning. (line 48). How did the young man know that the people on the bus were from the villages?

The young man knows because the villagers waved at him enthusiastically, just like how visitors would do when they visit a new place. [1]

- 13 What effect does the writer create by writing the passage in present tense?

Writing the passage in present tense gives a more current feel to the story / allows the readers to experience what the character is experiencing. [1]



Who do you agree with? Give four pieces of evidence from the text to support your answer.

I agree with A because

1. It feels like stepping into the stomach of a great beast / crushed bodies swelter in the juices of sweat and hair oil
2. She feels a rising nausea / Her stomach erupts and she vomits
3. a truck puffs its brown fumes in her face, souring her mouth
4. She holds up her scarf against the smells of melting tar, rotting vegetables and open gutters

I agree with B because

1. Gommati huddles into the window seat with her head bent
2. Ma says nothing, lips tighter.
3. Gommati feels her cheeks burning
4. Ma rolls her eyes

[4]

Section C [25 marks]

Refer to Text 3 on pages 5 – 6 of the Insert for Questions 15 – 19.

- 15** Read the text and match the paragraphs with the headings.
Write the correct letter (**A-G**). The first one has been done for you. There is one other letter you will not need to use.

DO NOT USE ANY LETTER MORE THAN ONCE.

Paragraph 1	<u> C </u>
Paragraphs 2	<u> E </u>
Paragraphs 3-4	<u> G </u>
Paragraph 5	<u> A </u>
Paragraph 6	<u> D </u>
Paragraph 7	<u> F </u>

- A** How cyclones affect the economy
- B** Immediate consequences of a cyclone
- C** What is a tropical cyclone
- D** Political impact of cyclones
- E** Cyclones' impact on the population
- F** Managing cyclones
- G** Impact of cyclones on agriculture

[5]

- 16** Explain why the death rate is much higher in rural areas and overcrowded urban slums. **Answer in your own words.**

It is hard to contact the people/pass on information and there are insufficient plans to move the people to safer areas.

*From “**communications are poor [1] and evacuation plans are inadequate [1].**”*

- 17 From Paragraph 4, explain the contradictory nature of the impact of cyclones on farming.

It is a contradiction that cyclones  destroy or damage crops and orchards [1]
deposit fertile soil on the farm land [1]

- 18 According to Paragraph 7, what is one way which can help people to better respond to future cyclones?

Learning the lessons from past cyclones can help to better respond to future cyclones. [1]

- 19 **Using your own words as far as possible**, summarise the negative impacts of cyclones.

Use only the material from Paragraph 2 to 5 of Text 3.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words, not counting the words given to help you.

Cyclones cause the

1. loss of human lives
2. destroy or damage houses and other physical structures,
3. high winds and devastating floods destroy or damage standing crops and orchards
4. Excessive water from the intense rain may also damage crops
5. Farms animals may also be killed by flash floods or collapsed buildings
6. Agricultural activities are often disrupted
7. Cause the disruption of economic activities
8. the loss of investments
9. increased unemployment.

(Any 8)