

# GRAMMAR

## ANSWER KEY

Chipmunks **gathers** food on the ground in areas with rocks and logs.

They **does** this in order to hide from predators like hawks, foxes, and

snakes. They **feeds** on insects, nuts, berries, seeds, fruit, and grain which

they stuff into their generous cheek pouches and carry to **its** nest to store.

Chipmunks **hibernates**, but instead of storing fat, they periodically

**dips** into their cache of nuts and seeds throughout the winter. Their shrill,

birdlike chirp is usually **make** when they sense a threat. However, it is also

thought to be **use** as a mating call by females. Chipmunks are solitary

**creature**. This means that they normally ignore one another except dur-

ing the spring, when mating **took** place.

1 **gather**

2 **do**

3 **feed**

4 **their**

5 **hibernate**

6 **dip**

7 **made**

8 **used**

9 **creatures**

10 **takes**

# DISCURSIVE ESSAY

## ANSWER KEY

<p>Poverty still plagues many countries in the world today. An estimate in 2013 revealed that about 10 percent of the world population lives with less than US\$1.90 a day. Although the poor in Singapore do not face extreme poverty like many in the developing countries do, there are still people who are struggling to afford basic necessities like food and shelter. Without a doubt, poverty can break a person's willpower to succeed and it is also capable of wrecking a person's life. Conversely, poverty can also strengthen a person's willpower and make one more resilient.</p>	
<p><b>P</b> In some instances, poverty can strengthen one's willpower to succeed.  <b>E</b> A person who experiences poverty and witnesses the effects of poverty on his family members and the community, will be determined to improve himself so that he may escape poverty one day. <b>E</b> One example is Abraham Lincoln. He was extremely poor as a child. Despite not receiving much formal education, he developed a strong interest in books and educated himself. He eventually entered politics, becoming one of the most inspiring presidents in the history of the United States of America. <b>L</b> Hence, poverty can make a person more determined to succeed.</p>	<p><b>P</b> <b>Point</b> Addresses the issue</p> <p><b>E</b> <b>Elaboration</b> Makes the point clearer</p> <p><b>E</b> <b>Example</b> Examples support your point and make your argument stronger</p> <p><b>L</b> <b>Link</b> Reinstates your point</p>
<p><b>P</b> Poverty can make a person resilient. <b>E</b> Like a coil spring that is compressed, poverty can compress a person's life. Yet, a coil does not spring back without compression. A person who is tested in adversity also gains the valuable experience of recovering from difficulties. <b>E</b> Many pioneers of our country struggled through difficult days of poverty when Singapore had no resources after our separation from Malaysia. Yet, those tough times made them resilient and spurred them to work hard to build Singapore to what it is today. <b>L</b> Therefore, poverty can make a person more resilient to face challenges in life.</p>	<p><b>P</b> <b>Point</b></p> <p><b>E</b> <b>Elaboration</b> expand on the idea of resilience</p> <p><b>E</b> <b>Example</b></p> <p><b>L</b> <b>Link</b></p>
<p><b>P</b> On the other hand, poverty can break a person's willpower to succeed in life. <b>E</b> A person who is poor may not have the opportunities to compete on a level playing field with others, so he may find himself underachieving in most cases and not having the motivation to do better. <b>E</b> For instance, a person who is poor cannot afford tuition and enrichment classes. Given a heavier responsibility at home to care for his siblings and to do the household chores, he may be distracted from his studies. If he is not able to do well in his studies, he may eventually give up going to school. <b>L</b> Hence, poverty can weaken a person's willpower.</p>	<p><b>P</b> <b>Point</b> Use signal words 'On the other hand' introduce the opposing view.</p> <p><b>E</b> <b>Elaboration</b></p> <p><b>E</b> <b>Example</b> a hypothetical example</p> <p><b>L</b> <b>Link</b></p>

<p><b>P</b> Furthermore, poverty can strain a person’s life and his relationships with people. <b>E</b> When a child from a lower-income family is not supervised because his parents are busy working to make ends meet, he may do poorly in school or be vulnerable to drugs, alcohol and other negative influences. <b>E</b> I have a friend who used to be from a low-income family. Lacking family support, he was often involved in fights and he frequently missed school. He was eventually sent to a Boys’ Home as his parents were not able to control him. Depressed about his life, he had attempted to take his own life once. <b>L</b> Hence, poverty can indeed break a person’s life.</p>	<p><b>P</b> Point</p> <p><b>E</b> Elaboration</p> <p><b>E</b> Example use an anecdote to support the point</p> <p><b>L</b> Link</p>
<p>It is not easy to escape the firm and debilitating grip of poverty. We have heard many heart-rending stories of how poverty breaks a person. Yet, we also know of numerous examples where the indomitable human spirit triumphs against the clutches of poverty. It is important for us to step out of our comfort zones and reach out to this community. Together, we can build a more inclusive Singapore.</p>	

# COMPREHENSION

## ANSWER KEY

1. From Paragraph 1, we see two contrasting qualities of the father as a businessman. Which two phrases emphasise this contrast?

From the passage	Answers
For the first time in my life I truly came to know him. He was a <b>tough and sharp negotiator</b> , but <b>flexible in his approach where it mattered</b>	(i) a tough and sharp negotiator [1] (ii) flexible in his approach where it matters [1]  Note: 'tough' and 'flexible' are contrasting qualities. The contrast connective 'but' is also a clue to indicate the contrasting nature of the two qualities.

2. Which phrase shows that the writer's father was not affected by 'the unwritten customs and rules of the Malay traders' (line 4)?

From the passage	Answers
...he was at <b>ease</b> with the unwritten customs and rules of the Malay traders...	The phrase is 'at ease'.  Note: 'at ease' suggests that the father was comfortable with the unwritten customs and rules of the Malay traders. In other words, he was unaffected by them.

3. In Paragraph 2, the writer says 'I felt I was being connected with a tradition; I felt I was taking my place among those who had come to Penang a century ago.'

- (a) How do you think the writer viewed his workplace?

From the passage	Answers
That first day I felt I was being connected with a <b>tradition</b> ; I felt I was <b>taking my place among those who had come to Penang a century ago</b> .	His workplace had remained unchanged/the same over the years.

- (b) From the same paragraph, provide two examples which support this view.

From the passage	Answers
<b>The chequered black and white marble floor of the lobby, the slowly revolving fans, the large round pillars, and the quiet broken only by the sound of typewriters and telephones</b> all affected me,...	<b>The chequered black and white marble floor of the lobby</b> [1] and the <b>slowly revolving fans</b> [1] are two examples that support his view.  Note: Any two of the four examples listed are accepted.

4. In Paragraph 2, which one word tells us that the writer's father finds the workplace a safe place?

From the passage	Answers
...and I could comprehend why my father had made this his sanctuary.	The word is 'sanctuary'.  Note: 'sanctuary' means refuge/hiding place.

5. According to Paragraph 4, why were the workers unhappy with the writer's father? Answer in your own words.

From the passage	Answers
He saw us and raised his voice, "Here come the people who <b>oppress you, work you like slaves</b> and <b>pay you wages that wouldn't even feed a dog!</b> "	The workers were unhappy because they felt <b>ill-treated/abused</b> [1] and <b>paid very miserable/meagre salary</b> [1].  Note: Oppress/work you like slaves = ill-treated/abuse  pay wages that wouldn't even feed a dog = very miserable/meagre salary

6. (i) In Paragraph 6 the writer says 'expecting him to tell me to keep quiet and stand aside.' What does this tell you about how the writer viewed his father?

From the passage	Answers
Let me handle this," I said to him, expecting him to tell me to keep quiet and stand aside.	The writer viewed his father as domineering/commanding. [1]

- (ii) Which one word in the same paragraph tells you that the father is willing to take a less active role?

From the passage	Answers
To my surprise he said, "He's yours," and retreated.	The word is 'retreated'. [1]  Note: 'retreated' suggests the father is withdrawing from the scene, taking a less active role.

7. In Paragraph 6, the coolie 'started to swing the chain faster'. Explain fully why he did that.

From the passage	Answers
He started to swing the chain faster and I kept my patience, waiting for the right moment. I refused to make the first move, for he could have snapped the chain like a well-used whip and taken one side of my face off.	<p>The coolie probably wanted to <b>provoke</b> the writer into action. [inference -1m] We see this in the writer's response as he refused to be provoked but waited for the right moment to act. [evidence – 1m]</p> <p>OR</p> <p>The coolie probably wanted to <b>intimidate</b> the writer. [inference-1m] The chain was intimidating and the writer was aware of the danger it posed – the chain was like a whip that could whip off one side of his face. [evidence-1m]</p>

8. In Paragraph 7, the writer wounded the coolie. Explain how the language used shows that the coolie was badly injured. Support your ideas with two details from the paragraph.v

From the passage	Answers
The coolie <b>let out an agonised scream</b> and went down on one knee, <b>clutching his hand like a shot animal</b> .	<p>The expression '<b>the coolie let out an agonised scream</b>' suggests that he was in <b>extreme pain</b> and must have been injured badly. [1]</p> <p>The expression '<b>clutching his hand like a shot animal</b>' suggests that he the injury was so bad, he was <b>helpless/weak</b> like an animal that had been shot. [1]</p>

9. 'I had felt completely calm when the attack was taking place and was now disconcerted to find that I was shaking.' (lines 42-43)

From the passage	Answers
My father came to me and held my shoulders. "Are you alright?" "Yes," I said. I had felt completely calm when the attack was taking place and was now disconcerted to find that I was shaking. A muscle in my calf began to twitch in a reaction to what had occurred.	<p>The writer probably took pride in being able to stay calm throughout the attack, hence he was disturbed that he was shaking after the attack. [1]</p> <p>Note: The word 'disconcerted' suggests that the writer is disturbed and upset that he was shaking after the attack. Earlier, the writer assured his father that he was fine after the attack. Moreover, he was calm throughout the attack. Yet, the shaking and the muscle twitching showed that he was affected by the fight after all.</p>

10. The structure of the text reflects the main stages in the narrative. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the narrative. There are some extra phrases in the box that you do not need to use.

feeling nostalgic	an unexpected discovery	a new beginning
trouble brewing	getting ready for an attack	
responding to an attack	unsure about what to do	

## FLOW CHART

