



Links between Text 1 and Text 2

The Visual Text section comprises two texts, the first of which typically takes the form of any of the following: advertisements (both online and print), webpages, posters, brochures, leaflets and pamphlets. The second text is usually an extract from an online post, for example, blogs and social media platforms, such as Facebook and Instagram.

In analysing both texts in this section, pay careful attention to the writer's choice of words in conveying meaning. In particular, focus on descriptive words, such as adjectives and adverbs, that serve to provide more information on the subject matter at hand. You may use the clues and cues to determine the message and meaning that the advertisements intend to convey.

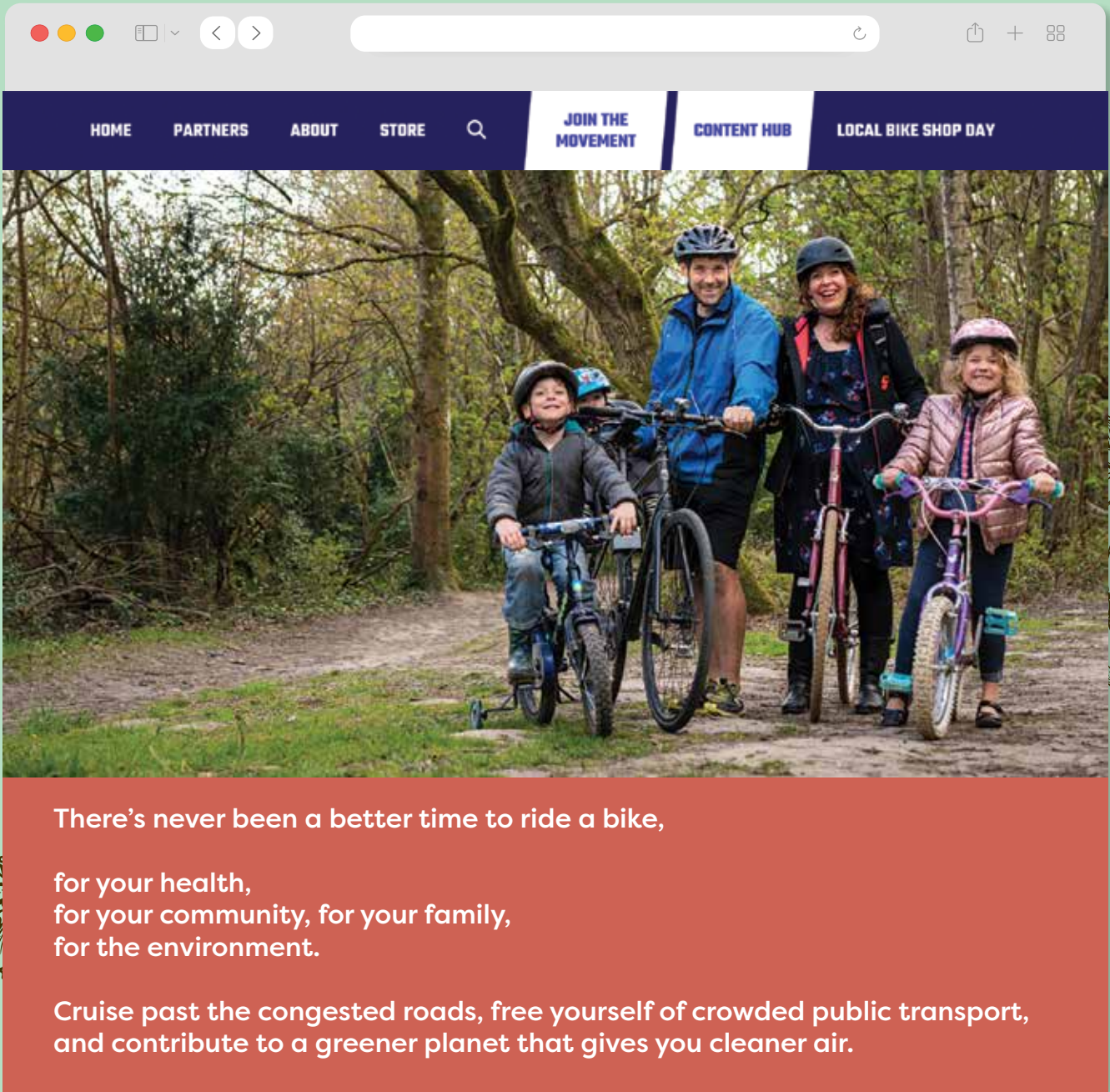
Analyse the line below, taken from the online advertisement printed on page 45.

'Cruise past the congested roads, free yourself of crowded public transport, and contribute to a greener planet that gives you cleaner air.'

The words 'congested' and 'crowded' are negative adjectives that help you paint a mental picture of the potentially unpleasant conditions one would encounter when travelling along roads and on public transport. The adjectives 'greener' and 'cleaner' are positive adjectives that highlight the benefits of travelling on bicycles. When these ideas are juxtaposed, they provide a stark comparison between cycling and other modes of transportation, thereby conveying the intended message of the advertisement, that is, to encourage readers to choose cycling as a choice mode of transportation.



Text 1



(modified from <https://www.bikeisbest.com/>)

Text 2

Everyone knows that cycling brings many advantages, but despite the obvious positive effects of cycling, such as health benefits, improving your immune system, saving money and protecting the environment by leaving the car at home, many still prefer to take the car or public transport when out and about. What they seem to forget is that ever so often there is a traffic congestion. Cycling can ensure that you are not stuck in that congestion for hours as you can simply filter past the traffic and save yourself the stress!

(modified text from bikemap blog)



Reading Comprehension Exercise: Visual Text [5 marks]

Study the online advertisement (Text 1) and the extract from an online blog (Text 2) and answer Questions 1-4.

1. Look at Text 1. Tick (✓) the most effective title for the image in this advertisement.

☐
☐
☐

Ride your way to a stress-free life
Choose biking for you and your loved ones
Be an eco-warrior – cycle

[1]

2. The advertisement states that 'There's never been a better time to ride a bike...'.

What does the expression 'never been a better time' suggest?

[1]

3. Identify the phrase in Text 2 which reflects the aim in Text 1 - playing a part in creating 'a greener planet'.

_____ [1]

4. Look at Texts 1 and 2 and statements (a) and (b) below.

Decide whether the statement refers to Text 1, Text 2, both texts or neither text.

Circle the answer you have chosen for each statement.

- (a) Readers are asked to take action.

Text 1 / Text 2 / Both / Neither

- (b) The tone suggests that readers are reluctant to adopt cycling as a means of transport.

Text 1 / Text 2 / Both / Neither

[2]

The Language Use Question

The Language Use Question in the fiction text requires you to focus on the writer's choice of words in developing the storyline. The use of literary devices, along with descriptive and figurative language, provides you with ideas on the development of the plot in the narrative. There are several literary devices that are used more often than others, one of which is the simile.

A simile is often used as a method of comparison between two different things that have similar characteristics or properties. This is usually done for impact, that is, to conjure a vivid image of the characters and their actions and/or words in the reader's mind. Some examples of similes include 'as cold as ice' and 'as busy as a bee'.





In the fiction text on pages 50-52, the writer uses similes. Here is an extract from the text, with the similes in bold:

‘Our muscles felt **like liquid metal**, and our legs lurched forward in front of each other instead of striding forward **like esteemed sportspeople**.’ These emphasise the physical exhaustion the writer and her teammates felt during the interval runs. For example, comparing the muscles to liquid metal helps the reader to imagine how difficult it must have been to control the muscles due to the extreme tiredness they felt.

Apart from describing physical attributes, similes can also be used to emphasise emotions and actions. For example, the simile ‘as happy as a lark’ is often used to describe a state of joy and ‘as slow as a snail’ is an apt description of the unhurried speed at which something is carried out.



Experiencing Intensive Sports Training

Intensive training will push you to your physical limits...



... and test your mental willpower...



... but can also be encouraging and rewarding.



Running The Distance

By Averie Tiong

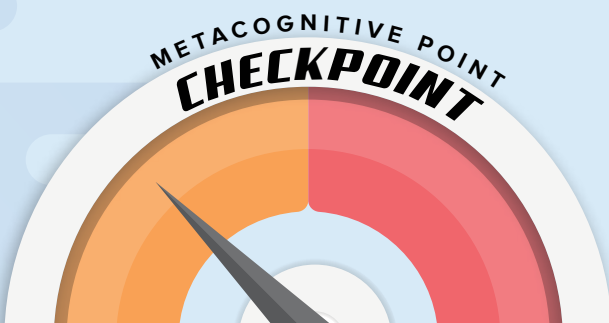


1 “Let’s wrap it up!” Coach Lia ¹bellowed gruffly as she clapped. I watched the rest of my teammates push themselves off the dusty ground, swiping their hands along the fabric of their shorts. My gaze shifted, catching Coach’s eyes for a brief moment. Her evident frown was a ²telltale sign of her unsaid words: *You are not good enough yet.*

2 I felt my jaw tighten and I tried to ignore the beads of perspiration slicking along my neck, creating a shining glaze across my skin. After joining my school’s renowned Track and Field team upon recommendation from my form class teacher, I found myself outdone by the elite athletes surrounding me. My personal hobby of running marathons had earned me some recognition that was quickly overshadowed by the sight of schoolmates who could easily pass the ten-kilometre mark. It was no surprise that

when my rather ³scrawny self appeared at my first training session last Friday, Coach was less than impressed. My muscles were sunken into the cavities between my bones, visibly disparate from the rest of the team. Even my own heart could not help but sink, as if a gaping hole had suddenly opened itself in the depths of my gut and swallowed my confidence whole.

Try as I might, I never forgot the appalled look on her face. The image of her greyed knitted eyebrows and pursed lips left me feeling small. It did not take a genius to decode her disappointment, and yet, it was that very same harrowing look that steeled my grit. Thus began my arduous training. For every exercise my teammates did, I doubled it. If they ran four kilometres, I would go for eight. For every three sets of sit-ups, I did six, and so on. I was dead set on surpassing her expectations, no matter how high a hurdle it might be.



What are my thoughts about the narrator so far?



4 The most gruelling of all were the
 40 dreadful interval runs ahead of us.
 Most of the runners in the team, even
 the seniors, were hanging on with
 scarcely any energy. The group had
 slowed to a snail's pace, our limbs
 45 dragging themselves across the rub-
 ber ground. Our muscles felt like liquid
 metal, and our legs ⁴lurched in front of
 each other instead of striding forward
 like esteemed sportspeople. Having
 50 the opportunity to walk between
 sprints was a ⁵grace we gorged on like
 starved animals.

Coach calling training to a close was a relief for my 5
 teammates, who were visibly exhausted. Even as they left
 the track, my head drooped low, my eyes trailing the endless 55
 red ground as I watched one Nike shoe push itself in front of
 the other. The only sounds were my ragged huffing, my rapid
 heartbeat, and the ringing in my ears slowly closing out the
 feeling of warm air blowing past my worn body. The foul vi-
 cious thought inched its way out from the corner of my mind: 60
*You should just give up now. You will never measure up to
 your seniors.* As much as I tried to push it out of my head,
 my diminishing energy left me helpless in maintaining my re-
 solve... and my vision began to slowly dim with my willpower.



6 65 I had begun to believe that my journey as a sportsperson would end there, when suddenly, a second set of feet made blurs in the ⁶periphery of my vision, thudding the ground next to me. With what strength I had left, I lifted my heavy head. My eyes widened and my gaping mouth extended a short gasp. There was Coach — running next

70 to me, her silhouette enlarged by the setting sun in the distance.

She spoke first.

“You’ve proven your ⁷mettle to me. Now, you have to show your teammates what you’ve made of it.” Her eyes looked straight forward, so much so that I almost doubted that she was speaking to me, if not

75 for the comfort that her words offered me. I wanted to respond, but my throat, dried from the heavy breathing, could barely force a word out.

So, I just kept running, looking straight ahead, hoping that would speak for itself.

WORD BANK

1. **bellowed:**
shouted in a loud voice
2. **telltale:**
obvious because of showing information
3. **scrawny:**
unpleasantly thin, often with bones showing
4. **lurched:**
moved in a way that was not regular or normal, especially making sudden movements backwards or forwards or from side to side
5. **grace:**
approval or kindness
6. **periphery:**
the outer edge of an area
7. **mettle:**
ability and determination when competing or doing something difficult

METACOGNITIVE POINT
REFLECTION

What is the most surprising idea here?



Reading Comprehension Task: Fiction Text [20 marks]

1. (a) In Paragraph 1, why do you think the writer's teammates swiped their hands along their shorts?

_____ [1]

- (b) Give **one** detail from the paragraph to support your answer.

_____ [1]

[Inference]

2. The writer's coach seemed to be of the opinion that the writer 'was not good enough yet' (lines 7-8). From Paragraph 1, quote the phrase that supports this.

[Literal]

_____ [1]

3. 'I felt my jaw tighten and I tried to ignore the beads of perspiration slicking along my neck' (lines 9-10). What does this description suggest about how the writer felt at this moment?

[Language Use]

_____ [1]

4. Despite the recommendation from the writer's form class teacher, the writer soon realised she was 'outdone by the elite athletes' (lines 14-15). Pick **one** word in Paragraph 2 that conveys the same idea.

[Vocabulary]

_____ [1]

5. Explain **in your own words** how the coach reacted upon meeting the writer for the first time.

[Literal - own words]

_____ [1]

6. In Paragraph 3, the writer remembers the first time she met her coach. Explain how the language used in this paragraph emphasises the disapproving expression on the face of the coach. Support your answer with **two** details from Paragraph 3.

[Language Use]

_____ [2]



7. In Paragraph 3, the writer said 'it was that very same harrowing look that steeled my grit' (lines 32-33). What is the writer's tone when she makes this comment?

[Inference]

_____ [1]

8. In Paragraph 4, the writer uses the simile 'our legs lurched in front of each other instead of striding forward like esteemed sportspeople' (lines 47-49). What does the simile suggest about the way the writer and her teammates looked at that point?

[Language Use]

_____ [1]

9. The writer claimed that 'most gruelling of all were the dreadful interval runs' (lines 39-40). Explain how this claim of 'gruelling' is supported with reference to **three** pieces of evidence from Paragraph 5.

[Language Use]

_____ [3]

10. Give **one** piece of evidence from Paragraph 5 which suggests that the writer was losing her motivation.

[Literal]

_____ [1]

11. In Paragraph 6, the coach says, 'now you have to show your teammates what you've made of it' (lines 72-73). Suggest a reason for the coach's advice to the writer.

[Inference]

_____ [1]

12. In Paragraph 6, the writer continued running after her coach spoke to her, hoping that her action 'would speak for itself' (lines 77-78). What does this tell us about the writer's attitude towards what the coach had said?

[Language Use]

_____ [1]

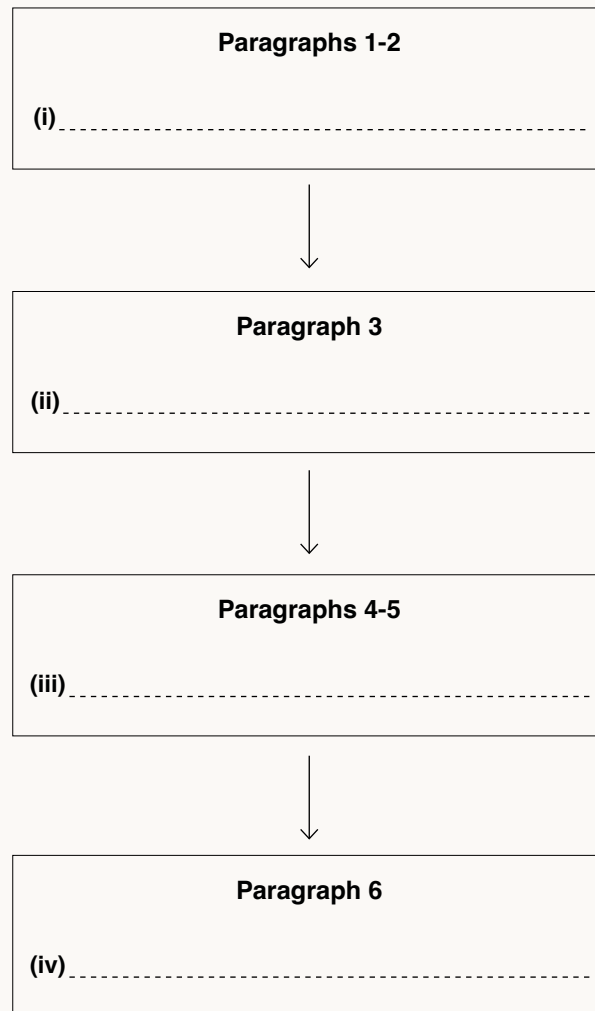


13. The structure of the text describes the writer's feelings at different points during the training session. Complete the flow chart by choosing one word from the box to describe the main feeling at each stage of the text. There are some extra words in the box you do not need to use.

Main feeling at each point

insecure	surprised	dispirited
drained	motivated	helpless
vexed	disgusted	heartened

Flow Chart



[4]



Summary Writing: Extracting the Relevant Points

The Summary Question is the last question tested in the non-fiction text. The first step in writing an excellent summary is to extract the relevant points from the passage. There are specific strategies you can use in order to do that.

a) Note the paragraphs to extract from

Before you elicit the main points, read the question carefully and note its requirement(s). Bear in mind the prescribed paragraphs from which you are to extract the points. Do not include ideas from paragraphs not indicated in the question.

b) Highlight only the required points

Read the prescribed paragraphs, bearing in mind the requirements of the question. As you read, underline or highlight words, phrases or sentences that are relevant to the question. Pay careful attention to the use of words in the paragraphs. Sometimes, the same points are rephrased, so they must not be included twice in the summary.

c) Be mindful of the word limit

You must be precise in your selection, bearing in mind that you have a word limit of 80. Any inclusion of words that are unnecessary may result in a reduction in the number of points you can comfortably include.

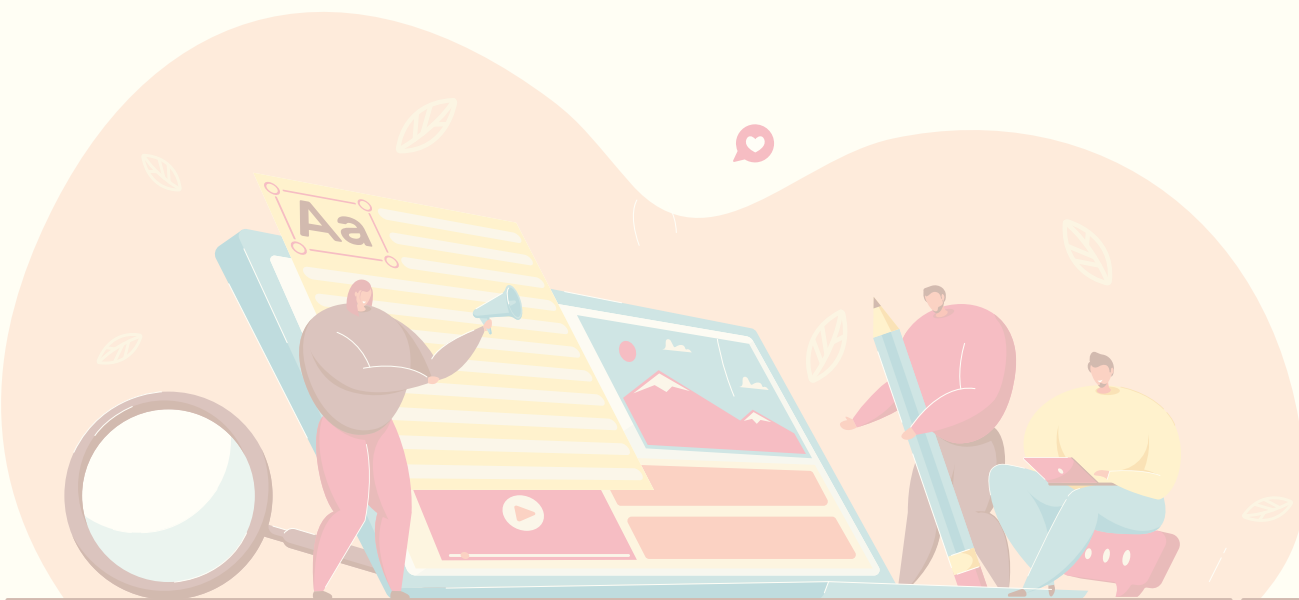


d) Choose the best eight points

Once you have highlighted or underlined all the relevant points, make a list of eight that are the most precise in addressing the requirements of the question. Check once again that these are distinct points and that no two points are repeated.

e) Write your first draft

At this stage, you are encouraged to write a draft. This is an important step as it enables you to determine if you are able to include the eight relevant points in a paragraph of not more than 80 words. Apart from that, the draft provides you with the avenue to recast words from the passage in your own words or rephrase sentences. These are necessary in order for you to earn a high score in Language and Style. Lastly, a draft is where you work on all the edits and this would enable you to produce a final summary that is cogent and coherent.



Giant Pandas - Did You Know?

Giant pandas spend around 12 hours a day munching on bamboo.



They are no longer classified as 'endangered'. Instead, they are now a 'vulnerable' species.



However, that doesn't mean they are in the clear - there are currently only about 1,800 pandas left in the wild.





GIANT PANDAS

By Natalie Teo

1 Giant pandas, with their recognisable eye patches and black-and-white fur, are well known globally. Yet, wild pandas can only be found in one part of the world—high up in the mountains of central China. It is no wonder that wild pandas can only be found in these areas, as they house the cool, damp bamboo forests that form the giant panda's natural habitat. These bamboo forests provide all that giant pandas need to survive, including water, shelter and lots of food.

2 Giant pandas are often mistaken as cuddly creatures. This could not be further from the truth, for they are bears with well-developed canines and claws. Apart from that, the strength of the muscles in the limbs and jaws can cause significant damage. In addition, it is believed that giant pandas are only able to feed on bamboo. While bamboos are critical to their diet, their digestive system is typical of a carnivore, thus enabling them to occasionally include small animals in their diet. Giant pandas can also swim and climb trees, with cubs learning to climb from as young as five months old. Most importantly, their ability to survive in the wild depends

very much on their black-and-white fur, which provides the perfect camouflage. Its black patches help it hide in the shade while the white ones provide cover in snowy habitats.

With such a specific habitat and diet, it is unsurprising that giant pandas are so rare in the wild. Past infrastructure development projects, including the building of dams and roads, left rifts in the giant panda's primary habitat and divided panda populations. Giant pandas that had been cut off from others of their kind struggled to find their way back to bamboo forests and to potential mates. Habitat loss due to deforestation has also reduced the giant pandas' access to the food they need to survive. To add to the devastating effects of habitat loss, giant pandas also used to be poached for their valuable fur, causing their numbers to dwindle.

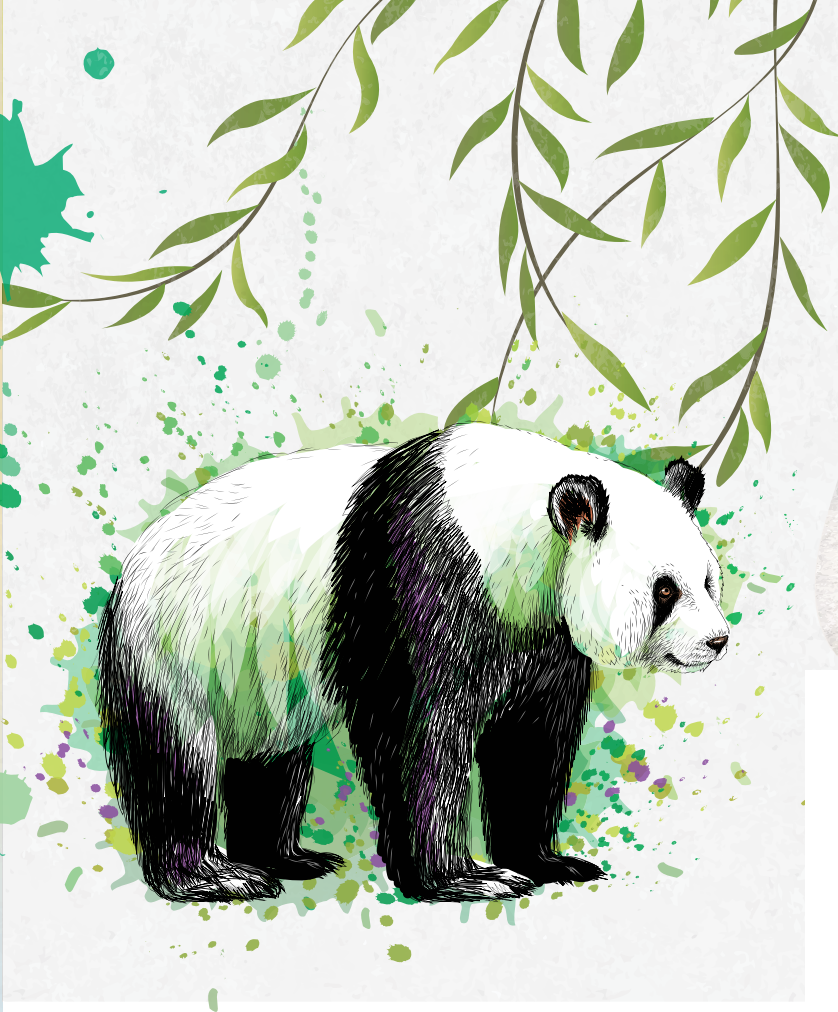
METACOGNITIVE POINT
CHECKPOINT

What questions do I have about the topic so far?



4 However, in recent years, things have taken a turn for the better. Thanks to conservation efforts by both local and
45 international organisations, the giant panda population seems to be bouncing back. In September 2016, the International Union for Conservation of Nature reclassified pandas from 'endangered' to 'vulnerable' on their Red List of Threatened Species, citing a population growth of more
50 than 15% over the past decade. China's own conservation authority also reclassified the giant panda as 'vulnerable' in 2021. This success has been largely due to efforts to improve the giant pandas' living conditions and keep their habitats
55 integrated, such as by creating panda reserves and wildlife corridors across parts of China. In addition, the issue of poaching has been addressed by the Wildlife Protection Act, which carries punishments for illegal hunting and the destruction of wildlife.

5 However, this does not mean that these cuddly creatures are ⁶out of the woods. 60
Their status as a 'vulnerable' species indicates that they still face a high risk of extinction, and the World Wildlife Fund estimates that there are currently only about 1,800 pandas left in the wild. Giant
65 panda populations still face many challenges, including the threat of climate change which could destroy more than 35% of their bamboo habitat in the next 80 years. It is evident that we cannot let
70 our guard down or ease up on conservation efforts for giant pandas, despite the encouraging progress made in recent years.



WORD BANK

1. **infrastructure:**
the basic systems and services, such as transport and power supplies, that a country or organisation uses in order to work effectively
2. **rifts:**
cracks, splits or breaks in something
3. **poached:**
to catch or kill an animal without permission on someone else's property, or to kill animals illegally to get their valuable parts
4. **dwindle:**
to become smaller in size or amount, or fewer in number
5. **integrated:**
with various parts or aspects linked or coordinated
6. **out of the woods:**
not facing danger or difficulty any longer
7. **ecotourism:**
the business of organising holidays to places of natural beauty in a way that helps local people and does not damage the environment

References:

1. Adored worldwide, giant pandas are also vital forest seed dispersers, from One Earth, 16 March 2022.
2. Giant pandas no longer endangered in the wild, China announces, from The Guardian, 9 July 2021.
3. Wild pandas get a boost, from WWF, Spring 2017.

Images from greenplate, phoebeyu/freepik.com

6 75 Conservation efforts not only benefit the giant pandas that are their primary focus, but also indirectly provide protection to other species. This is because giant pandas play a crucial role in forests, helping in the dispersal of seeds and the growth of vegetation. When we protect giant pandas, we also help other plants and animals, including multi-coloured pheasants and takins, within the same habitat to flourish. Other than the obvious environmental benefits, the forests also provide the local communities with food and fuel for cooking and heating. The locals depend on these forests for medicine as well, not forgetting ecotourism, an avenue from which locals reap economic benefits.

METACOGNITIVE POINT
REFLECTION

What are two ideas I find most interesting?



Reading Comprehension Task: Non-Fiction Text [25 marks]

1. The writer says that despite being well known around the world, wild pandas can only be found 'high up in the mountains of central China' (lines 3-4). With reference to Paragraph 1, explain why this is so.

[Literal]

_____ [1]

2. In Paragraph 2, the writer says that there is a misconception that giant pandas are 'cuddly creatures' (line 10). **In your own words**, explain why the writer says so.

[Literal - own words]

_____ [2]

3. With reference to Paragraph 2, state **one** characteristic of giant pandas and explain how it helps them survive in the wild.

[Literal]

_____ [1]

4. Here is part of a conversation between two students, Annette and Bill, who have read the text.

[Literal]



Annette

I worry that future generations may not be able to appreciate the giant pandas the way we do.

Yes, particularly when there are external factors that may affect the species.



Bill

- (a) Give **two** pieces of evidence from Paragraph 5 to support Annette's view.

_____ [2]

- (b) Give **one** piece of evidence from Paragraph 5 to support Bill's statement.

_____ [1]



5. In Paragraph 5, the writer says 'It is evident that we cannot let our guard down or ease up on conservation efforts for giant pandas, despite the encouraging progress made in recent years.' (lines 70-74) What is the writer's tone when making this comment?

[Inferential]

_____ [1]

6. From Paragraph 6, apart from generating revenue through ecotourism, state **two** other ways in which conservation efforts contribute to the local communities.

[Literal]

_____ [2]

7. **Using your own words as far as possible**, summarise the reasons giant pandas are uncommon in the wild and the steps taken to ensure their survival.

Use only information from Paragraphs 3 to 4.

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 begin).

One reason giant pandas are uncommon in the wild is ...

[15]

