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AEIS English

Comprehension Guide

Read it · prove it · answer it

Secondary 2 · Student

Three complete 90-minute lessons on reading comprehension for the AEIS Secondary paper: finding what the page says, reading between the lines, and answering fifteen multiple-choice questions against the clock. Three passages, twenty exercises, three vocabulary quizzes and set homework.

Three 90-minute lessons · Notes + Worksheet + Vocabulary + Homework
Aligned to MOE AEIS (Secondary) · Part 2 Comprehension & Vocabulary
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How to use this guide

Three 90-minute lessons on reading comprehension for AEIS

What is inside

- **Lesson 1 — What the page actually says.** The four question types, what the marks are telling you, reference questions and own-words answers. Passage: “The Last Ferry”.
- **Lesson 2 — Reading between the lines.** Inference, precise feeling words, tone, imagery and the writer’s purpose. Passage: “The Photograph”.
- **Lesson 3 — The AEIS paper itself.** Part 2 multiple-choice technique: how wrong options are built, how to eliminate them, and how to finish fifteen questions in twenty-five minutes. Passage: “The Otters Came Back”.
- **Every lesson.** Notes, a full passage, four or five exercises, a vocabulary quiz and homework.

How AEIS tests comprehension

The AEIS Secondary paper lasts **2 hours 10 minutes**. Part 1 is writing. **Part 2** is fifty multiple-choice questions — **15 comprehension**, 15 cloze, 10 vocabulary and 10 grammar. You are examined on the level **below** the year you are applying for, so a Secondary 2 applicant meets strong Secondary 1 material. The written questions in this guide are not in the AEIS paper, and they are here on purpose: a multiple-choice answer can be guessed, a written one cannot. Answer in sentences and the multiple choice looks after itself.

The habit that carries all three lessons

	Step	What it means
S	Scan	Read the passage once at normal speed for the whole story, then read the questions. Never answer from a single sentence you happened to land on.
C	Command	Circle the command word — state, explain, why, suggest, in your own words — and the marks. Two marks almost always means two separate points.
A	Anchor	Find the line in the passage that proves your answer and mark it. If you cannot point at a line, you are guessing.
N	Name it	Say the answer in your own words, in a full sentence that answers the question asked — not the question you wish had been asked.

Never answer without an anchor. If you cannot put a finger on the line in the passage that proves your answer, you are guessing — and a guess reads exactly like a guess to the person marking it.

LESSON 1

What the page actually says

Literal comprehension · reference · own words · vocabulary in context

1. The four question types you will actually meet

Comprehension looks like a hundred different questions. It is really four, dressed differently. Learn to name the type before you write, and the shape of the answer chooses itself.

Type	What it asks	How the answer must look
Literal	A fact that is printed in the passage.	Short. One accurate detail, lifted or lightly reworded.
Reference	What a pronoun — <i>it, they, this, which</i> — stands for.	The noun or whole idea it replaces. Test it by reading your answer back into the sentence.
Own words	The same idea, in different words.	Rewrite the key words. Lifting the phrase scores zero even when it is correct.
Vocabulary in context	What a word means <i>here</i> .	A word or phrase that could replace it in the sentence and keep the sense.

2. Marks tell you how much to write

The mark allocation is not decoration. It is an instruction about the number of points the examiner is looking for, and it is printed beside every question.

Marks	What to give	Danger
[1]	One clean point. One sentence.	Padding. Extra wrong material can cancel a right answer.
[2]	Two distinct points, or one point plus its evidence.	Saying the same thing twice in different words — that is one point, not two.
[3]	Three points, usually gathered from more than one paragraph.	Answering from the first paragraph you find and stopping.

3. Reference questions — the read-back test

A pronoun points backwards. Find the last noun or idea that fits, then **read your answer back into the sentence in place of the pronoun**. If the sentence still makes sense, you are right; if it turns into nonsense, you have gone too far back.

Worked: “The ferry was cancelled and this left her stranded.” → read back: “*the cancellation of the ferry left her stranded*”. ✓ Note that this stands for a whole **event**, not just the word *ferry*. Pronouns often replace ideas, not nouns.

4. Own-words questions — the three moves

You are not being asked to write elegantly. You are being asked to prove you understood. Change the words that carry the meaning and leave the rest alone.

- **Swap the content words.** Change the nouns, verbs and adjectives that do the work — not *the, and, of*.
- **Unpack the image.** If the passage says something is *a furnace*, say it was extremely hot.
- **Keep the grammar honest.** A rewrite that is a different tense or a different subject is a different answer.

Passage says	Weak (lifted)	Strong (own words)
“a fresh list of complaints”	“she had a fresh list of complaints”	She always had new things to grumble about.
“the noise became a kind of drumming”	“the noise was a drumming”	The sound was so loud and repeated that she felt it beating inside her.
“an umbrella that had long since given up”	“the umbrella had given up”	The umbrella had been broken and useless for a long time.

5. The four ways marks are thrown away

- **Answering the wrong question.** *Why* wants a reason; *how* wants a method; *what* wants a thing.
- **Lifting.** Copying a whole sentence when the question says “in your own words”.
- **Half an answer.** Two marks, one point — the commonest single loss in the paper.
- **Inventing.** Bringing in what you know about ferries, or storms, or grandmothers. The passage is the only evidence there is.

Before you write anything: SCAN → name the type → check the marks → underline your proof line → then write. Thirty seconds of this saves two minutes of rewriting.

LESSON 1 · THE PASSAGE

Reading passage

The Last Ferry

The Last Ferry

Read the passage carefully, then answer the questions that follow.

- 1 Meilin had counted on the four o'clock ferry the way other people counted on the sunrise. Every Friday for three years it had carried her from the mainland jetty across to Pulau Serai, where her grandmother waited with a flask of barley water and a fresh list of complaints about the neighbours. So when the ticket clerk slid the glass panel shut and taped a printed notice to it, Meilin read the notice twice before she allowed herself to believe it: SERVICE SUSPENDED — ADVERSE SEA CONDITIONS.
- 2 Outside, the wind was doing what the notice had politely called conditions. It flung sheets of rain sideways across the jetty and rattled the corrugated roof until the noise became a kind of drumming inside her chest. Along the pontoon a row of fishing boats knocked and shouldered one another, their rubber fenders squealing. Meilin pulled her hood tighter and did the arithmetic. The next crossing, if there was one, would leave at seven the following morning — fifteen hours away. Her grandmother did not own a telephone.
- 3 In her bag, wrapped in a paper packet from the clinic, was a month's supply of her grandmother's blood-pressure tablets. The old woman had swallowed the last of the previous packet on Wednesday and had said nothing about it, because saying something would have been a kind of fuss. Meilin turned the packet over in her hands and stared out at the water.
- 4 "You are the girl from the island." The voice belonged to an elderly man mending a net under the shelter. His fingers went on looping and knotting while he spoke, as though they belonged to somebody else. "Ah Seng will still go. Five o'clock. He has forty crates of ice, and by tomorrow he will have forty crates of water." He tilted his chin towards a battered green boat at the far end of the pontoon.
- 5 Meilin had grown up beside this sea and respected it. She knew what the swell would be doing beyond the shelter of the headland, and she knew that a man who sails because his ice is melting is not sailing because it is safe. She looked once more at the packet in her hand, then walked the length of the pontoon.
- 6 The crossing took forty minutes and felt considerably longer. Ah Seng said nothing at all, which she decided to take as a good sign; a worried man would have offered reassurance. Meilin kept both hands on the rail and her eyes on the dark smudge of the island, and every time the bow came down she reminded herself that the crates behind her were worth a great deal of money to somebody.
- 7 Her grandmother was waiting at the end of the island jetty beneath an umbrella that had long since given up. "You are late," she said, as though the sea were a bus that had been careless. She took the paper packet, tucked it into her sleeve without looking at it, and set off up the path. It was only when the old woman reached for the handrail that Meilin saw her hands were shaking, and understood that it was not the cold.

LESSON 1 · WORKSHEET

Exercises

Work in order; each one builds on the last

Exercise 1.1 — What the command word is asking for

Match each instruction to what the examiner actually wants. Write the correct letter (A–H) beside the number.

#	Instruction / word	Letter
1	State / Identify	
2	In your own words, explain...	
3	Why...?	
4	What does “it” refer to?	
5	Quote the words that show...	
6	How do you know...?	
7	Explain what is meant by “...”	
8	Sum up in one sentence	

	What it means
A	Copy the exact words from the passage, inside quotation marks.
B	Find the earlier noun or idea that the pronoun stands for; test it by reading it back into the sentence.
C	Give a reason. Your answer will usually work as a sentence beginning “Because...”.
D	Give the fact straight from the passage — one short, accurate answer is enough.
E	Rewrite the passage’s idea using different words of your own. Do not lift the phrase.
F	Point to the detail in the passage that proves your answer.
G	Put the expression into plain language and say what it suggests.
H	Compress a long stretch of text into the one main point it makes.

Exercise 1.2 — Comprehension: “The Last Ferry”

Answer in complete sentences. The marks in brackets tell you how many points to give.

1. For how long had Meilin been making the Friday crossing to Pulau Serai? [1]

2. Why did Meilin read the notice twice before she believed it? [1]

3. Using your own words, explain what “ADVERSE SEA CONDITIONS” meant in practice that afternoon. Support your answer with two details from paragraph 2. [2]

4. How many hours would Meilin have had to wait for the next crossing, and why could she not warn her grandmother of the delay? [2]

5. Explain why it mattered so much that Meilin reached the island that day. [2]

6. In paragraph 3, why had the grandmother said nothing about running out of tablets? [1]

7. Explain why Ah Seng was willing to make the crossing when the ferry would not. [2]

8. What does the word “battered” (paragraph 4) tell you about Ah Seng’s boat? [1]

9. Why did Meilin decide that Ah Seng’s silence was “a good sign”? [2]

10. Explain what Meilin finally understood in the last sentence of the passage. [2]

11. “You are late,” she said, as though the sea were a bus that had been careless. What does this comparison suggest about the grandmother? [2]

12. What kind of person is Meilin? Give one quality and the evidence for it. [2]

Exercise 1.3 — Vocabulary in context

Circle the option closest in meaning to the word or phrase as it is used in the passage.

1. “counted on” (paragraph 1)

(A) relied on

(C) paid for

(B) added up

(D) looked forward to

2. “SUSPENDED” (paragraph 1)

(A) hung from above

(C) cancelled for ever

(B) temporarily stopped

(D) made slower

3. “ADVERSE” (paragraph 1)

(A) unusual

(C) unfavourable and harmful

(B) advertised

(D) advanced

4. “flung” (paragraph 2)

(A) sprinkled gently

(C) poured steadily

(B) lifted slowly

(D) threw with force

5. “did the arithmetic” (paragraph 2)

(A) solved a mathematics problem

(C) counted her money

(B) worked out the hours involved

(D) checked the fare

6. “tilted his chin towards” (paragraph 4)

(A) nodded in agreement

(C) gestured towards it with his head

(B) rested his chin upon

(D) turned away from

7. “swell” (paragraph 5)

- (A) an increase in numbers
(C) a loud noise

- (B) a swollen injury
(D) the rise and fall of the waves

8. “considerably” (paragraph 6)

- (A) much
(C) thoughtfully

- (B) slightly
(D) carefully

Exercise 1.4 — Reference: read it back

Write down exactly what each underlined word stands for. Test every answer by reading it back into the sentence.

Word in the passage — what does it stand for?	Your answer
1. “... <u>it</u> had carried her from the mainland jetty...” (paragraph 1)	
2. “...before she allowed herself to believe <u>it</u> .” (paragraph 1)	
3. “... <u>their</u> rubber fenders squealing.” (paragraph 2)	
4. “...and had said nothing about <u>it</u> ...” (paragraph 3)	
5. “...as though <u>they</u> belonged to somebody else.” (paragraph 4)	
6. “... <u>which</u> she decided to take as a good sign...” (paragraph 6)	

Exercise 1.5 — Say it in your own words

Rewrite each phrase so that the meaning is unchanged but the important words are your own.

Rewrite in your own words	Your version
1. “a fresh list of complaints about the neighbours”	
2. “the wind was doing what the notice had politely called conditions”	
3. “a row of fishing boats knocked and shouldered one another”	
4. “saying something would have been a kind of fuss”	
5. “The crossing took forty minutes and felt considerably longer.”	
6. “an umbrella that had long since given up”	

LESSON 1 · VOCABULARY

Vocabulary quiz

18 marks · attempt without a dictionary

Vocabulary Quiz 1 — Part A: closest in meaning (12 marks)

Circle the option closest in meaning to the word in bold.

1. The rain was **relentless**, falling without a break for three days.
(A) tuneful (B) gentle
(C) unceasing (D) occasional
2. The tourists looked **bewildered** when three roads met with no signpost.
(A) delighted (B) confused
(C) exhausted (D) amused
3. Her grandmother had grown **frail** and needed an arm on the stairs.
(A) weak and delicate (B) stubborn
(C) cheerful (D) unusually tall
4. They had to **abandon** the car when the water rose above the wheels.
(A) repair (B) sell quickly
(C) push forward (D) leave behind
5. With both teams exhausted, a draw began to look **inevitable**.
(A) unlikely (B) unfair
(C) certain to happen (D) disappointing
6. Fresh water was **scarce** for a week after the main pipe burst.
(A) plentiful (B) in short supply
(C) polluted (D) expensive
7. The cough **persisted** for a fortnight despite the medicine.
(A) stopped suddenly (B) continued
(C) worsened sharply (D) returned once
8. She still had a **vivid** memory of the night of the fire.
(A) vague (B) pleasant
(C) clear and lively (D) painful
9. The crowd turned **hostile** when the referee's decision was announced.
(A) unfriendly and aggressive (B) silent
(C) excited (D) generous
10. The letter **revealed** a secret the family had kept for years.
(A) hid (B) destroyed
(C) questioned (D) made known
11. He was **cautious** on the wet rocks, testing each step.
(A) careful (B) reckless
(C) slow-witted (D) fearless

12. The noise **diminished** as the parade moved away down the street.

(A) grew louder

(B) changed pitch

(C) stopped at once

(D) became less

Vocabulary Quiz 1 — Part B: word formation (6 marks)

Change the word in **CAPITALS** into the right form to fill the blank. Watch the spelling.

Change the word in CAPITALS to fit the sentence	Your word
1. The captain's _____ in the storm reassured every passenger on board. (CALM)	
2. Heavy rain had made the coastal path _____, so the guide roped the group together. (DANGER)	
3. The old ferry's _____ had never once been questioned before that Friday. (RELY)	
4. She spoke with a quiet _____ that ended the argument. (CERTAIN)	
5. The doctor stressed the _____ of taking the tablets at the same hour each day. (IMPORTANT)	
6. Without a telephone, the island felt completely _____ from the mainland. (CONNECT)	

LESSON 1 · HOMEWORK

Homework

The Kite

Homework passage — The Kite

Read the passage, then answer the questions that follow.

- 1 The field behind the flats had been left alone for so long that the grass came up to Arun's waist, and it was the only place on the estate where a kite had room to climb. He had built this one himself over three evenings, from bamboo skewers, a rubbish bag and a spool of nylon line his father had brought back from the shipyard. It was ugly. It flew.
- 2 The trick, Arun had learned, was not to run. Running was what beginners did, and it dragged the kite along at head height until it dived into somebody's washing. What worked was patience: hold the line, feel for the pull, and let out a little slack only when the wind asked for it. On a good evening the black bag would rise until it was a full stop against the clouds, and the line would hum faintly under his thumb like a plucked string.
- 3 That Thursday the wind came in gusts rather than steadily, and twice the kite fell out of the sky in a long, sickening curve. Arun did not mind. He wound the line in, checked the joint where the two skewers crossed, and began again. His sister, who had come to watch and had expected something more exciting, went home after twenty minutes.
- 4 By the time the sky turned orange he had it up so high that he had to squint to find it, and there was nothing to see from the ground but a boy standing very still in a field of grass, holding on to something invisible.

Homework 1A — Comprehension (12 marks)

Answer in complete sentences, in your own words wherever you can.

1. Why was the field behind the flats the only place on the estate suitable for flying a kite? [1]

2. What three things had Arun used to build his kite? [1]

3. "It was ugly. It flew." Why has the writer used two very short sentences here? [2]

4. Explain, in your own words, why running with a kite does not work. [2]

5. What does the comparison “like a plucked string” tell you about the line? [2]

6. Why did Arun’s sister go home? [1]

7. What does the last paragraph suggest about how Arun appeared to anyone watching from a distance? [3]

Homework 1B — Vocabulary in context (8 marks)

Circle the option closest in meaning to the word as it is used in the passage.

1. “spool” (paragraph 1)

- (A) a reel
- (C) a sheet

- (B) a knot
- (D) a bundle

2. “slack” (paragraph 2)

- (A) tightness
- (C) speed

- (B) extra loose line
- (D) weight

3. “sickening” (paragraph 3)

- (A) causing illness
- (C) causing dismay

- (B) smelling bad
- (D) extremely fast

4. “gusts” (paragraph 3)

- (A) steady breezes
- (C) still air

- (B) rain showers
- (D) sudden rushes of wind

5. “wound the line in” (paragraph 3)

- (A) reeled it back
- (C) injured it

- (B) cut it
- (D) tangled it

6. “squint” (paragraph 4)

(A) shout

(C) point

(B) look with half-closed eyes

(D) turn away

7. “patience” (paragraph 2)

(A) speed

(C) willingness to wait calmly

(B) strength

(D) good luck

8. “faintly” (paragraph 2)

(A) loudly

(C) constantly

(B) suddenly

(D) weakly

LESSON 2

Reading between the lines

Inference · feeling · tone · imagery · the writer's purpose

1. Inference is arithmetic, not guessing

An inference question asks for something the passage never states. That does not make it an opinion. A good inference is a sum: **a detail in the text + what that detail normally means = the conclusion**. If you cannot show both halves of the sum, you are guessing.

The passage says (evidence)	Everyday knowledge	So we infer
"Every light in the house was on when I got back at midnight."	People turn lights off to sleep.	Somebody had stayed awake, waiting and probably worried.
"She thanked him for the gift and put it, still wrapped, on the highest shelf."	We open gifts we want.	Her thanks were polite rather than sincere; she did not want it.
"He arrived eleven minutes early and read the notices twice."	We fill time when we are nervous.	He was anxious to make a good impression.

The How-do-you-know test. After every inference answer, ask yourself: *which line proves this?* If your answer would survive a lawyer asking that question, write it. If it would not, it is a guess and the examiner will read it as one.

2. Feelings: be precise, not loud

"Sad", "happy" and "angry" are the three most expensive words in the paper — they cost marks. The examiner wants the exact shade, because the exact shade is what proves you read carefully.

Instead of...	Consider	Because it means
sad	disappointed · dejected · wistful	let down · low in spirits · gently longing for something lost
happy	relieved · elated · content	a worry has lifted · overjoyed · quietly satisfied
angry	indignant · exasperated · resentful	angry at unfairness · worn down by irritation · bitter over a lasting grievance
worried	apprehensive · uneasy · alarmed	dreading what is coming · vaguely troubled · suddenly frightened
surprised	startled · astonished · bemused	physically jolted · scarcely able to believe it · puzzled rather than shocked

3. Tone — the writer's voice, not the character's mood

Mood is what a character feels. **Tone** is the attitude the writer takes towards the material — and it lives in word choice, in what is left out, and in the length of the sentences. A very short sentence after a long one is almost always doing something.

Tone word	What it sounds like on the page
nostalgic	warm, backward-looking; small remembered details lingered over
wry	dry and faintly amused, often at the writer's own expense
indignant	short, hard sentences; a sense of unfairness that the writer will not let go
resigned	flat, accepting; "as everyone had expected", "as it always did"

Tone word	What it sounds like on the page
affectionate	gently teasing detail; the writer notices flaws but is not unkind about them
scornful	exaggeration, sarcasm, comparisons that belittle

4. Imagery — always answer in two parts

A question about a simile, metaphor or personification is never asking you to name the device. It is asking what the device **does**. Answer in two moves and you cannot go wrong.

- **Move 1 — unpack the picture.** What is being compared to what, literally?
- **Move 2 — say the effect.** What does the comparison make the reader feel, see, or understand that a plain word would not?

Worked: “He passed me with the unhurried air of somebody stepping off a bus.” (1) His overtaking is compared to the casual movement of a passenger leaving a bus. (2) It suggests he won without visible effort or urgency — which makes the narrator’s own struggle look all the more painful. Naming it “a simile” earns nothing on its own.

5. Purpose: why did the writer put that there?

When a question asks why a detail is included, the answer is never “to describe it”. Every detail in a well-written passage is doing a job — usually one of these five.

The job	Typical signal	Example
to reveal character	a small action, done without comment	“She was taping a box shut and did not look up.”
to build contrast	two things placed side by side	a mother in work clothes among parents at leisure
to plant a clue	a detail that seems unimportant	the frame that “stops at my shoulders”
to shift the mood	a change of pace or a short sentence	“I remember the sound the crowd made — not for me.”
to make a point	the narrator steps back to comment	“an object that had no opinion of me”

The two traps. (1) **Over-reading** — inventing a whole backstory the passage does not support. (2) **Under-reading** — repeating the evidence instead of drawing the conclusion. An inference answer that only quotes has not answered.

LESSON 2 · THE PASSAGE

Reading passage

The Photograph

The Photograph

Read the passage carefully, then answer the questions that follow.

1	There is a photograph on the shelf in my mother's flat that I have never liked. It was taken on the afternoon of the school sports meet the year I turned eleven, and my mother has always described the expression on my face in it as "modest".
2	I remember that afternoon exactly. I had led the eight hundred metres from the first bend, which is a stupid way to run it, and Wei Lun had come past me forty metres from the line with the unhurried air of somebody stepping off a bus. I remember the sound the crowd made — not for me.
3	My mother had taken three hours of unpaid leave to be there. She had a job that counted hours the way a shopkeeper counts coins, and she never mentioned the leave — not that day, and not in the twenty-two years since. She simply appeared at the fence in her work clothes, clapped at the wrong moments, since she has never understood athletics, and was gone again before the relay.
4	For years I took the picture to be a record of that afternoon's failure, and I disliked the shelf it stood on. Whenever a visitor picked it up I would say something quick and dismissive, and set it back facing the wall.
5	Last month I helped my mother move flats. Wrapping the frame in newspaper, I looked at the thing properly for the first time in years. The photograph does not show the podium. It does not show the medal, or the finish line, or Wei Lun. The frame stops at my shoulders. There is only a boy, red-faced and out of breath, caught in the middle of a laugh.
6	I asked her why she had chosen that one. She was taping a box shut and did not look up. "You were happy," she said, in the tone of a woman explaining that water is wet. "Afterwards. You were laughing with the other boys by the water tap. I asked the man to take it."
7	So the photograph was never about the race at all. For twenty-two years I had been ashamed in front of an object that had no opinion of me, and had been reading second place into a picture that did not contain one.
8	It is on my own shelf now. My mother let it go without comment, which is her way, and I have not turned it to face the wall.

LESSON 2 · WORKSHEET

Exercises

Work in order; each one builds on the last

Exercise 2.1 — Evidence into inference

For each line, write the conclusion a careful reader would draw. One sentence each — and make sure the evidence really supports it.

What the passage says	What it lets you infer
1. “She was taping a box shut and did not look up.”	
2. “He arrived at the interview eleven minutes early and read the notices twice.”	
3. “She thanked him for the gift and put it, still wrapped, on the highest shelf.”	
4. “Every light in the house was on when I got back at midnight.”	
5. “He laughed a little too loudly at the joke, and looked round to see who had heard.”	
6. “The teacher put the essay down and asked, quietly, who had helped him with it.”	

Exercise 2.2 — Comprehension: “The Photograph”

Answer in complete sentences. Every inference must be supported by something in the passage.

1. Why does the narrator say that leading from the first bend is “a stupid way to run” the eight hundred metres? [2]

2. What does the phrase “the unhurried air of somebody stepping off a bus” suggest about Wei Lun? [2]

3. “I remember the sound the crowd made — not for me.” What does this tell you about how the narrator felt? [2]

4. Explain what “a job that counted hours the way a shopkeeper counts coins” suggests about his mother’s work. [2]

5. Why does the writer mention that his mother “never mentioned the leave — not that day, and not in the twenty-two years since”? [2]

6. In paragraph 3 the narrator says his mother “clapped at the wrong moments”. What does this reveal about her, and about her reason for being there? [2]

7. Why did the narrator put the photograph “facing the wall”? [1]

8. Explain the significance of the discovery that “the frame stops at my shoulders”. [2]

9. What does his mother’s tone — “in the tone of a woman explaining that water is wet” — suggest about how she saw the matter? [2]

10. Explain, in your own words, what the narrator means by “an object that had no opinion of me”. [2]

11. Explain the last sentence: “I have not turned it to face the wall.” [2]

12. What is the writer’s attitude towards his mother by the end of the passage? Support your answer. [2]

Exercise 2.3 — Inference and purpose

Circle the best answer. Every correct option can be defended from a line in the passage.

1. At the start of the passage, the narrator dislikes the photograph mainly because

(A) it is badly taken	(B) he believes it records his defeat
(C) his mother displays it too prominently	(D) he looks untidy in it
2. “She simply appeared at the fence in her work clothes” suggests that the mother

(A) had dressed carelessly	(B) had no real interest in the event
(C) had come straight from work and would return to it	(D) was ashamed of her job
3. The phrase “an object that had no opinion of me” makes the point that

(A) the narrator’s shame existed only in his own mind	(B) photographs cannot be trusted
(C) his mother should have explained earlier	(D) the photograph was of poor quality
4. Which of these best describes the mother as she appears in the passage?

(A) anxious and talkative	(B) strict and demanding
(C) undemonstrative but devoted	(D) distant and uninterested
5. “My mother let it go without comment, which is her way” implies that she

(A) did not value the photograph	(B) was glad to be rid of it
(C) had forgotten why she kept it	(D) rarely explains or makes a fuss about what she does
6. The writer’s main purpose in this passage is to

(A) show how a long-held belief was overturned	(B) explain how to run an eight-hundred-metre race
(C) describe a school sports meet	(D) criticise his mother

7. What is the effect of ending paragraph 5 with “caught in the middle of a laugh”?
- (A) It shows the boy was not taking the race seriously (B) It suggests the photographer was careless
(C) It proves the narrator had won (D) It contrasts sharply with the shame he had attached to the picture
8. The narrator’s attitude towards his eleven-year-old self is best described as
- (A) proud (B) forgiving
(C) bitter (D) indifferent

Exercise 2.4 — Imagery in two moves

For each expression, unpack the picture first, then say what it adds. Do not name the device.

Explain the image — what it means and what it adds	Your answer
1. “The old lift groaned its way to the fourth floor.”	
2. “Her voice was a door closing.”	
3. “The queue moved with the enthusiasm of a glacier.”	
4. “He wore his new title like a borrowed coat.”	
5. “By four o’clock the office had emptied of everything except the hum of the air-conditioning.”	
6. “Homework had a way of breeding overnight.”	

Exercise 2.5 — Naming the tone

Match each tone word to its description. Write the correct letter (A–H) beside the number.

#	Instruction / word	Letter
1	nostalgic	
2	indignant	
3	wry	
4	resigned	
5	apprehensive	
6	scornful	
7	earnest	
8	tentative	

	What it means
A	amused in a dry, slightly mocking way
B	serious and sincere; the writer means every word
C	angry at something felt to be unjust
D	accepting something unpleasant that cannot be changed
E	fondly remembering the past
F	uncertain and hesitant; not yet committed
G	showing contempt; looking down on the subject
H	uneasy about what is about to happen

LESSON 2 · VOCABULARY

Vocabulary quiz

18 marks · attempt without a dictionary

Vocabulary Quiz 2 — Part A: closest in meaning (12 marks)

Circle the option closest in meaning to the word in bold.

1. There was a **subtle** change in her expression that only her sister noticed.
 (A) obvious (B) slight and hard to notice
 (C) sudden (D) unpleasant
2. A **profound** silence followed the announcement.
 (A) shallow (B) brief
 (C) very deep (D) noisy
3. He offered a **grudging** apology and left the room.
 (A) given unwillingly (B) generous
 (C) immediate (D) entirely sincere
4. After the third delay she was thoroughly **exasperated**.
 (A) delighted (B) confused
 (C) exhausted (D) intensely irritated
5. She listened with genuine **compassion** to his account of the accident.
 (A) sympathy for another's suffering (B) strong ambition
 (C) careful planning (D) great skill
6. The mistake was not accidental; it was entirely **deliberate**.
 (A) accidental (B) done on purpose
 (C) hurried (D) unwilling
7. He refused to waste another meeting on such a **trivial** complaint.
 (A) urgent (B) expensive
 (C) of little importance (D) complicated
8. Years later she still **resented** the way the decision had been made.
 (A) admired (B) forgot
 (C) forgave (D) felt bitter about
9. His first answer was **hesitant**, as though he expected to be corrected.
 (A) pausing through uncertainty (B) confident
 (C) rude (D) hurried
10. It is cruel to **mock** someone for an accent they cannot help.
 (A) praise (B) make fun of
 (C) copy exactly (D) question politely
11. The lake at dawn was utterly **serene**.
 (A) gloomy (B) crowded
 (C) calm and untroubled (D) noisy

12. Low cloud had begun to **obscure** the top of the hill.

(A) reveal

(B) enlarge

(C) simplify

(D) hide from view

Vocabulary Quiz 2 — Part B: name the feeling (6 marks)

Choose the most precise word from the bank: *relieved · apprehensive · indignant · nostalgic · remorseful · envious · bewildered · resigned · elated · wary*. Each word may be used once.

Which feeling is it? Choose from the bank below	Your word
1. She read the results twice, let out a long breath, and sat down.	
2. He kept glancing at the door, unable to settle, ten minutes before his turn.	
3. “After everything I did for them!” he said, slapping the letter onto the table.	
4. Turning over the old school photographs, she smiled and stayed there far longer than she had meant to.	
5. He apologised three times and still could not meet her eyes.	
6. She congratulated her friend warmly, then went home and could not sleep.	

LESSON 2 · HOMEWORK

Homework

The Understudy

Homework passage — The Understudy

Read the passage, then answer the questions that follow.

- 1 For six weeks Priya had been the understudy, which meant learning every line of a part she would not play and standing in the wings while somebody else said them. She had told her family it was “good experience”. She had said it often enough that it had begun to sound like something she believed.
- 2 On the Thursday of the final week the lead came down with a fever, and the director found Priya in the corridor at half past five and said, without any ceremony at all, “You’re on.”
- 3 What Priya remembered afterwards was not the performance. It was the ninety seconds before the curtain: standing in the dark with her hands perfectly steady, thinking, with a calm that surprised her, that she had known this script longer than anyone else in the building.
- 4 The applause at the end was loud, and she noticed that she did not need it in the way she had always assumed she would.
- 5 The lead recovered by Saturday and took the part back, as everyone had expected, and Priya returned to the wings. She found that she did not mind. Something had been settled that no cast list could unsettle.

Homework 2A — Comprehension (12 marks)

Answer in complete sentences, in your own words wherever you can.

1. Explain, in your own words, what an understudy does. [2]

2. Why had Priya repeated the phrase “good experience” to her family? [2]

3. What does “without any ceremony at all” suggest about the director? [2]

4. Why was Priya surprised by her own calm before the curtain? [2]

5. “she did not need it in the way she had always assumed she would.” What had changed for Priya? [2]

6. Explain the last sentence: “Something had been settled that no cast list could unsettle.” [2]

Homework 2B — Inference and vocabulary (8 marks)

Circle the best answer.

1. “standing in the wings” means standing

(A) on the stage itself

(B) at the side of the stage, out of sight

(C) in the audience

(D) in the dressing room

2. “came down with a fever” means

(A) recovered from a fever

(B) pretended to have a fever

(C) fell ill with a fever

(D) complained about a fever

3. Priya’s tone when she calls the role “good experience” is best described as

(A) determinedly cheerful

(B) boastful

(C) openly bitter

(D) completely indifferent

4. The detail “her hands perfectly steady” is included to show that she was

(A) cold

(B) frightened

(C) unexpectedly composed

(D) rehearsing a gesture

5. “Ceremony” in paragraph 2 means

(A) a formal celebration

(B) politeness

(C) a religious service

(D) fuss and formality

6. The writer tells us that the lead “took the part back, as everyone had expected”, in order to

(A) show that Priya’s success changed nothing outwardly

(B) show that the director was unfair

(C) criticise the lead actor

(D) explain the fever

7. “unsettle” (paragraph 5) means

- (A) settle again
- (C) confuse slightly

- (B) move house
- (D) disturb or overturn

8. The main idea of the passage is that

- (A) understudies are treated badly
- (C) illness can create opportunity

- (B) recognition matters less than knowing your own ability
- (D) theatre work is unfair

LESSON 3

The AEIS paper itself

Part 2 comprehension · distractors · elimination · working against the clock

1. What Part 2 actually looks like

The AEIS Secondary paper runs for 2 hours 10 minutes. **Part 1** is writing. **Part 2** is fifty multiple-choice questions, and comprehension is the largest single block in it. Every question has four options, exactly one of which is defensible from the passage.

Part 2 section	Number of questions	What it rewards
Comprehension	15	Reading a whole passage, then locating and weighing evidence.
Cloze	15	Grammar and meaning working together across a paragraph.
Vocabulary	10	Precise word meaning, connotation and collocation.
Grammar	10	Tense, agreement, prepositions, sentence structure.

Budget your time. Fifteen comprehension questions deserve roughly **25 minutes**: about 5 minutes reading, then 80 seconds a question. If a question has eaten two minutes, mark it, move on, and come back. A question left blank scores the same as a question agonised over — nothing.

2. Answer before you look

The single most useful MCQ habit: read the question, find the line, and decide your answer **in your own head** before you read the four options. Options are designed to be attractive. If you go in with an answer already formed, three of them stop working on you.

- Read the question stem and underline the key word — *why, NOT, suggests, mainly, best*.
- Go back to the passage and find the anchor line. Every comprehension question has one.
- Say the answer to yourself.
- Now read all four options — **all four, always** — and choose the one closest to what you said.
- Cross out the three you have rejected. Physically crossing them out stops you re-reading them.

3. The five ways a wrong option is built

Distractors are not random. Once you can name how an option is trying to trick you, it stops working. These five account for almost every wrong answer in the paper.

Distractor	How it is built	How to kill it
Too broad	Goes further than the passage — <i>always, never, all, proves</i> .	Ask: does the passage really claim this much?
Half true	One half is supported, the other is not.	Test each half separately. A part-wrong option is wrong.
True but not the answer	A genuine fact from the passage that does not answer the question asked.	Re-read the stem. Correct is not the same as relevant.
Right words, wrong link	Lifts vocabulary from the passage and joins it to the wrong idea.	Beware options that feel familiar. Familiar is bait.

Distractor	How it is built	How to kill it
Outside knowledge	Something you happen to know, or reasonably assume, that the text never says.	If you cannot point at a line, it is not an answer.

4. Stem words that change everything

Stem word	What it demands
NOT / EXCEPT	Three options are true. You are hunting the one that is not. Tick the three you can prove.
suggests / implies	The answer is not stated outright. Do not reject an option merely because the words are absent.
mainly / best	More than one option may be partly right. You want the one that covers the most, most accurately.
according to paragraph 4	The answer lives in that paragraph. An option that is true elsewhere is still wrong here.
the writer's purpose	Think about the whole passage, not one detail. Purpose questions are almost never answered locally.

Never leave a blank. There is no penalty for a wrong answer. If the clock beats you, eliminate what you can and choose. A one-in-two guess made deliberately is worth far more than a gap left out of honesty.

LESSON 3 · THE PASSAGE

Reading passage

The Otters Came Back

The Otters Came Back

Read the passage carefully, then answer the questions that follow.

1	For most of the twentieth century, the rivers running through the centre of Singapore were not places anyone visited by choice. Decades of unregulated industry, boatyards, pig farms and street hawking had left the Singapore and Kallang rivers thick with waste. Fish could not live in them, and neither could the animals that ate fish.
2	In 1977 the government began a clean-up that was expected to take ten years, and did. Squatters and polluting trades were relocated, sewers were laid, and the riverbeds were dredged of the accumulated rubbish of a century. When the programme ended in 1987, the water was clear enough for fish to return. What nobody had planned for was what would follow the fish.
3	The smooth-coated otter is a sociable, noisy animal about a metre long, which hunts in family groups and can eat several kilograms of fish in a day. It had all but disappeared from Singapore. Small populations survived in the mangroves across the Strait and along the northern coast, and by the 1990s individual animals were being reported again in the reservoirs and canals of the mainland.
4	They did not stay in the reservoirs. Singapore's drains and canals, built to move stormwater quickly to the sea, turned out to work equally well as otter highways. A family that fished at Bishan in the morning could be at Marina Bay by the evening, and the animals proved untroubled by traffic, joggers or cameras.
5	Their return has been popular, and it has not been simple. Otters eat what they find, and what they find sometimes includes ornamental carp in private ponds worth thousands of dollars. They cross roads. They occupy drains beneath housing blocks. A wild animal that has decided a city is a suitable place to live does not consult the residents first.
6	Singapore's response has been to manage rather than remove. A working group of government agencies, researchers and volunteers monitors the families, advises pond owners on fencing, and moves animals only where there is genuine danger — to the otters or to people. Members of the public are asked to keep their distance, and to resist feeding them.
7	Ecologists point out that the otters are useful as well as photogenic. As a predator at the top of the freshwater food chain, a thriving otter population is a reasonable indication that the water beneath it is healthy. Their presence is, in effect, a public report card on a clean-up that took a decade and cost hundreds of millions of dollars.
8	It is also a reminder of how quickly the calculation can change. The otters did not return because they were reintroduced or protected. They returned because the fish did. Clean the water, and the animals will make their own arrangements.

Worked questions — how each wrong option fails

Before you attempt the fifteen, watch three questions taken apart. Notice that in every case the wrong options are wrong for a nameable reason.

Worked question 1

Why had otters disappeared from Singapore’s rivers?

- | | |
|--|---|
| (A) The government had them removed from the waterways | (B) The rivers were too polluted to support the fish they eat |
| (C) They were hunted for their fur | (D) They preferred the mangroves across the Strait |

- (A) ✗ **Outside knowledge.** Nothing in the passage says animals were removed. It sounds plausible, which is exactly what makes it dangerous.
- (B) ✓ **Correct.** Paragraph 1 makes the chain explicit: waste → no fish → no animals that eat fish.
- (C) ✗ **Outside knowledge.** Otters have been hunted for fur elsewhere in the world, and a student who knows this will be tempted. The passage never mentions it.
- (D) ✗ **Right words, wrong link.** The mangroves are in paragraph 3 — but as the place survivors held on, not as a reason for leaving Singapore.

Worked question 2

According to paragraph 2, what was done during the clean-up?

- | | |
|---|--|
| (A) The ten-year target was missed by several years | (B) Polluting trades were moved, sewers were laid and the riverbeds were dredged |
| (C) Otters were reintroduced to the cleaned rivers | (D) The water was made clean enough for otters to return |

- (A) ✗ **Half true.** There was a ten-year target — but the passage says the project “was expected to take ten years, and did”. Half of this option is right, so all of it is wrong.
- (B) ✓ **Correct.** All three actions are listed in paragraph 2.
- (C) ✗ **Outside knowledge / contradicted.** Paragraph 8 states plainly that the otters were not reintroduced.
- (D) ✗ **Right words, wrong link.** The passage says the water became clean enough for *fish* to return. The otters followed the fish; that is a different sentence and a different idea.

Worked question 3

What is the writer’s view of the otters’ return?

- | | |
|---|--|
| (A) It is a nuisance that ought to be reversed | (B) It has been entirely trouble-free |
| (C) It is welcome, although it brings real problems | (D) It proves that wild animals should be reintroduced into cities |

- (A) ✗ **Too broad.** The writer records genuine problems but never argues for reversing anything — and paragraph 6 shows the opposite approach.
- (B) ✗ **Half true, then false.** Paragraph 5 says outright that the return “has not been simple”.
- (C) ✓ **Correct.** Paragraph 5 balances both halves in a single sentence: popular, and not simple.
- (D) ✗ **Too broad, and contradicted.** Paragraph 8 says the otters were *not* reintroduced. An option containing the word “proves” deserves suspicion on sight.

LESSON 3 · WORKSHEET

Exercises

Work in order; each one builds on the last

Exercise 3.1 — Name the distractor

Match each kind of wrong option to how it is built. Write the correct letter (A–E) beside the number.

#	Instruction / word	Letter
1	Too broad	
2	Half true	
3	True but not the answer	
4	Right words, wrong link	
5	Outside knowledge	

	What it means
A	The statement is correct according to the passage, but it does not answer the question that was asked.
B	It borrows vocabulary from the passage and attaches it to the wrong idea.
C	Part of the option is supported by the passage and part of it is not.
D	It claims more than the passage does — often with <i>always</i> , <i>never</i> , <i>all</i> or <i>proves</i> .
E	It is something you may know, or reasonably assume, but the passage never states it.

Exercise 3.2 — AEIS Part 2 comprehension: 15 questions

Answer all fifteen questions on “The Otters Came Back”. Work under exam conditions: 25 minutes, no discussion, no blanks.

- According to paragraph 1, why did people avoid the rivers running through central Singapore?

(A) They were too narrow for boats	(B) They were heavily polluted with waste
(C) They had been fenced off by the government	(D) They were reserved for industrial use
- “...and neither could the animals that ate fish.” This implies that the animals

(A) were hunted by people	(B) had never lived in the rivers
(C) left because their food supply had gone	(D) began to eat rubbish instead
- How long did the river clean-up take?

(A) Twenty years	(B) Seven years
(C) Ten years	(D) It is still continuing
- The phrase “was expected to take ten years, and did” suggests that the project

(A) finished on schedule	(B) ran badly over time
(C) was abandoned early	(D) proved easier than expected
- “What nobody had planned for was what would follow the fish.” This sentence prepares the reader for

(A) the failure of the clean-up	(B) a rise in commercial fishing
(C) new building work along the river	(D) the arrival of the otters

6. Which of the following is NOT given in paragraph 3 as a feature of the smooth-coated otter?

(A) It hunts in family groups	(B) It is about a metre long
(C) It lives alone	(D) It can eat several kilograms of fish a day
7. According to paragraph 3, where had the otters survived?

(A) In mangroves across the Strait and along the northern coast	(B) In Singapore's reservoirs
(C) In private ornamental ponds	(D) Only in zoos and wildlife parks
8. The writer calls the canals "otter highways" because

(A) the otters built them	(B) they are dangerous places for otters
(C) the otters use them to travel quickly across the island	(D) cars and otters share the same routes
9. The example of a family fishing "at Bishan in the morning" and reaching "Marina Bay by the evening" is given to show

(A) how far otters can travel in a single day	(B) how much fish an otter family eats
(C) how many otter families there are	(D) how tame the otters have become
10. "Their return has been popular, and it has not been simple." This means that

(A) the otters are unpopular with everyone	(B) the otters found the journey difficult
(C) the return was carefully arranged in advance	(D) people welcome the otters, but their presence causes problems
11. "A wild animal that has decided a city is a suitable place to live does not consult the residents first." The tone of this sentence is

(A) angry	(B) dryly humorous
(C) fearful	(D) admiring
12. Singapore's approach to the otters is best summed up as

(A) removing them from all urban areas	(B) leaving them entirely alone
(C) managing them where they are, and moving them only in emergencies	(D) feeding them so that they keep away from private ponds
13. Why are the otters described as "a public report card" on the clean-up?

(A) They were introduced to mark the project's success	(B) They are counted by the government each year
(C) They live in the places where the clean-up began	(D) Their survival shows that the water is healthy
14. In paragraph 8, "the animals will make their own arrangements" means that

(A) wildlife will return by itself once conditions allow	(B) the animals will need feeding stations
(C) otters organise themselves into family groups	(D) the government must plan carefully for wildlife
15. The writer's main purpose in this passage is to

(A) warn readers about dangerous wildlife in the city	(B) explain how a river clean-up led to the return of a wild animal, and what that has meant
(C) persuade readers to visit Marina Bay	(D) describe the life cycle of the smooth-coated otter

Exercise 3.3 — The same passage, in writing

Now answer in sentences. An MCQ can be guessed; a written answer cannot. This is the check on your reading.

1. Explain, in your own words, why fish could not live in the rivers before 1977. [2]

2. Give two things that were done during the clean-up. [2]

3. Why does the writer say the canals “turned out to work equally well as otter highways”? [2]

4. Give two problems that the otters’ return has created. [2]

5. Explain why the otters can be regarded as “a public report card” on the clean-up. [2]

6. Using your own words, explain the point the writer makes in the final sentence. [2]

7. The passage is written to inform, but the writer’s attitude is not neutral. Identify that attitude and give one piece of evidence for it. [2]

LESSON 3 · VOCABULARY

Vocabulary quiz

18 marks · attempt without a dictionary

Vocabulary Quiz 3 — Part A: words from the passage (12 marks)

Circle the option closest in meaning to the word as it is used in “The Otters Came Back”.

1. “unregulated” (paragraph 1)

(A) carefully controlled	(B) not controlled by rules
(C) against the law	(D) irregular in shape
2. “relocated” (paragraph 2)

(A) destroyed	(B) taxed heavily
(C) moved elsewhere	(D) rebuilt on the spot
3. “dredged” (paragraph 2)

(A) cleared of material from the bottom	(B) filled in
(C) widened	(D) covered over
4. “sociable” (paragraph 3)

(A) shy	(B) dangerous
(C) noisy at night	(D) living and interacting in groups
5. “all but disappeared” (paragraph 3)

(A) completely disappeared	(B) nearly disappeared
(C) disappeared except in zoos	(D) never disappeared
6. “untroubled by” (paragraph 4)

(A) frightened of	(B) curious about
(C) not bothered by	(D) strongly attracted to
7. “ornamental” (paragraph 5)

(A) edible	(B) imported
(C) endangered	(D) kept for decoration
8. “monitors” (paragraph 6)

(A) punishes	(B) keeps watch over
(C) removes	(D) feeds
9. “resist feeding them” (paragraph 6)

(A) refuse to feed them	(B) fight over feeding them
(C) feed them carefully	(D) forget to feed them
10. “thriving” (paragraph 7)

(A) struggling	(B) shrinking
(C) growing well	(D) newly arrived
11. “photogenic” (paragraph 7)

(A) useful to scientists	(B) easily frightened
(C) active in daylight	(D) attractive in photographs

12. “in effect” (paragraph 7)

(A) by accident

(B) in reality, though not officially

(C) with great force

(D) as a result of the law

Vocabulary Quiz 3 — Part B: word formation (6 marks)

Change the word in *CAPITALS* into the right form to fill the blank.

Change the word in <i>CAPITALS</i> to fit the sentence	Your word
1. The clean-up required close _____ between several government agencies. (COOPERATE)	
2. Otters are remarkably _____, adjusting quickly to life in a city. (ADAPT)	
3. Volunteers carry out regular _____ of the otter families along the canals. (OBSERVE)	
4. The _____ of the water improved steadily once the sewers were laid. (CLEAN)	
5. Feeding wild animals can make them _____ on people for food. (DEPEND)	
6. The project’s _____ surprised even the engineers who had planned it. (SUCCEED)	

LESSON 3 · HOMEWORK

Homework

The Teenage Clock

Homework passage — The Teenage Clock

Read the passage, then answer the questions that follow. Give yourself 25 minutes for the whole homework and work without stopping, as you would in the examination.

1	Parents have complained about teenagers who will not get up for as long as there have been parents and teenagers. For most of that time the explanation was thought to be obvious: laziness, late nights, poor discipline. Over the past thirty years, sleep researchers have offered a less convenient explanation.
2	Every human body runs on an internal clock, roughly twenty-four hours long, which governs when we feel alert and when we feel sleepy. It is set largely by light. At puberty this clock shifts. The evening rise in melatonin — the hormone that signals the body to prepare for sleep — begins later in adolescents than in either children or adults, often by one to two hours. A fifteen-year-old sent to bed at ten may be lying in the dark with a body that is not yet ready for sleep.
3	The requirement does not shrink to match. Adolescents need roughly eight to ten hours of sleep a night, rather more than most adults. If the clock says midnight and the alarm says six, the arithmetic does not work, and the shortfall accumulates across the week.
4	The consequences are not limited to yawning. Studies have linked short sleep in adolescents to poorer concentration and memory, to lower mood, and to worse performance on tests of exactly the kind schools set. Some school districts, particularly in the United States, have responded by pushing start times later; where this has been studied, attendance and grades have generally improved.
5	None of this makes bedtime irrelevant. Screens, caffeine and irregular weekends all push the clock later still, and they are within a student's control in a way that biology is not. But the research does suggest that a teenager who cannot fall asleep at ten is not necessarily being difficult.

Homework 3A — Comprehension MCQ (10 marks)

Circle the best answer. Leave no blanks.

- The explanation is called “less convenient” (paragraph 1) because it
 - is harder to prove
 - costs money to research
 - means the teenager is not simply to blame
 - is more recent
- According to paragraph 2, the body's internal clock is set mainly by
 - temperature
 - food
 - light
 - exercise
- Melatonin is described as a hormone that
 - signals the body to prepare for sleep
 - wakes the body up
 - controls physical growth
 - shortens the internal clock

4. At puberty, the evening rise in melatonin

(A) stops altogether	(B) happens earlier
(C) becomes irregular	(D) happens later, often by one to two hours
5. “The requirement does not shrink to match” means that

(A) teenagers need less sleep than children	(B) teenagers still need a great deal of sleep despite the later clock
(C) the internal clock adjusts itself to the alarm	(D) adults need more sleep than teenagers
6. “the shortfall accumulates across the week” suggests that

(A) lost sleep builds up night after night	(B) teenagers catch up fully at weekends
(C) the clock resets itself each night	(D) sleep debt disappears quickly
7. Which of these is NOT mentioned in paragraph 4 as linked to short sleep?

(A) poorer concentration	(B) lower mood
(C) weaker eyesight	(D) worse test performance
8. Where later school start times have been studied, the writer reports that

(A) nothing changed	(B) attendance and grades generally improved
(C) students slept even less	(D) parents objected strongly
9. In paragraph 5, the writer’s point about screens and caffeine is that they

(A) are the only cause of late sleep	(B) are entirely harmless
(C) make the problem worse and, unlike biology, can be controlled	(D) ought to be banned in schools
10. The writer’s attitude towards teenagers who cannot sleep early is best described as

(A) scornful	(B) indifferent
(C) alarmed	(D) sympathetic and well informed

Homework 3B — Vocabulary in context (10 marks)

Circle the option closest in meaning to the word as it is used in the passage.

1. “governs” (paragraph 2)

(A) controls	(B) ignores
(C) measures	(D) delays
2. “alert” (paragraph 2)

(A) sleepy	(B) fully awake and attentive
(C) anxious	(D) bored
3. “puberty” (paragraph 2)

(A) early childhood	(B) old age
(C) the stage of becoming physically adult	(D) the school year
4. “adolescents” (paragraph 2)

(A) infants	(B) elderly people
(C) parents	(D) young people between childhood and adulthood
5. “accumulates” (paragraph 3)

(A) disappears	(B) builds up
(C) is repaid	(D) is measured

6. “consequences” (paragraph 4)

(A) results

(C) warnings

(B) causes

(D) excuses

7. “linked” (paragraph 4)

(A) compared

(C) connected

(B) contrasted

(D) chained

8. “irregular” (paragraph 5)

(A) extremely long

(C) forbidden

(B) unhealthy

(D) not following a fixed pattern

9. “irrelevant” (paragraph 5)

(A) unimportant

(C) impossible

(B) still important

(D) fixed

10. “necessarily” (paragraph 5)

(A) certainly

(C) in every case

(B) willingly

(D) by choice