S4 Chinese Language Practice Paper (Set 1): narrative comprehension and characterisation, expository survey data analysis, classical passage reading and translation, vocabulary and rhetorical devices, proposal writing, comparative reading

Senior Secondary Chinese Language

S4 Chinese Language Set 1: 24 parts, 100 marks, 75 min with answers. Narrative comprehension, survey data analysis, classical passage reading, rhetoric and correction.

Question 1: Narrative Comprehension: Characterisation and Structure

Read the original passage below and answer the questions. “My grandfather’s herbal tea shop stood on the corner of an old district, its roller shutter rusted in layer upon layer like faded growth rings. Every morning at five he would first turn the stove down low, then slowly add firewood, saying that a fierce flame never brews good tea. Water beads slid down the glass bottles and dripped onto the wooden counter, a sound so faint that only those sitting there could hear it. Neighbours came for tea without having to ask; grandfather had already poured what they usually drank. That year the renewal authority posted a resumption notice, and the red paper flapped in the wind all afternoon. When I came home from school, grandfather was still holding the long-handled ladle, stirring the dark brown liquid stroke after stroke, as if the red paper were only a fallen leaf. The night before we moved, he polished the signboard bearing the two characters for herbal tea until it shone, then said to me: keep the fire low, keep yourself steady; nothing good is rushed.”

#	Question
1	What kind of character does “he would first turn the stove down low, then slowly add firewood” reveal? Support your answer with another detail from the passage.
2	What atmosphere does the writing of “rust on the shutter” and “water beads on the bottles” create respectively?
3	The last paragraph moves from description to feeling (“keep the fire low, keep yourself steady”). Explain the function of this turn.
4	Some readers say the signboard symbolises the survival of a traditional craft. Do you agree? Explain with reference to the whole passage.

Question 2: Expository Writing and Survey Data

Survey results from a school library reading-promotion group last year (teaching figures): 1,250 students in the school; 1,000 questionnaires issued; 950 valid returns. Daily reading time: under 30 minutes 380; 30 to 60 minutes 427; over 60 minutes 143. 9,500 books borrowed in the year, of which the “under 30 minutes” group borrowed 1,900.

#	Question
5	Find the return rate (%, 1 decimal place) and each group as a percentage of respondents (1 decimal place); check that the three groups sum to the respondents.
6	Using group midpoints (20, 45, 75 minutes), estimate the mean daily reading time of respondents (minutes, 1 decimal place).
7	Find the average books borrowed per respondent; also the average for the “under 30 minutes” group and that group’s share of annual borrowing (1 decimal place each).
8	Which finding should the expository essay emphasise most? Cite at least two figures in support.

Question 3: Classical Passage Reading and Translation

Read the classical passage below and answer the questions. A poor weaver borrows ten thousand coins from a wealthy neighbour who later refuses to press him; the weaver works for three years, saves thirty thousand and brings it to him. The neighbour laughs, says the loan was never for profit but to teach him trustworthiness, takes half and uses the rest to help him open a shop; the weaver grows prosperous.

#	Question
9	Explain the meaning of “yue qi er chang”, “ze” and “yi” as used in the passage.
10	Translate into modern Chinese: “Li laughed and said: I lent to you not for profit, but to make you know trustworthiness.”
11	What character does the weaver’s three years of day-and-night work reveal? Explain with details from the passage.
12	What is the main theme? Summarise it with one four-character idiom and explain.

Question 4: Vocabulary, Rhetoric and Sentence Patterns

This question tests word discrimination, rhetorical devices, error correction and sentence transformation. Answer concisely.

#	Question
13	Distinguish the connotations of “resolute” and “stubborn”, and write one sentence with each.
14	Name the rhetorical device in each: (1) the sunset burned the whole street gold-red; (2) time dozed under the eaves; (3) the young must read, must think, must ask; (4) his voice was so loud the far bank could hear it.
15	Correct the two faulty sentences and name the fault: (1) Through this activity, made students understand the importance of reading. (2) His writing standard and team spirit both rose.
16	Transform: (1) turn the rhetorical question “Can we possibly fail to cherish time?” into a statement, keeping the emphasis; (2) recast “He fell ill, because he stayed up three nights” into the “the reason … is that …” pattern.

Question 5: Practical Writing: A Proposal

Context: you chair the student union reading-promotion group and must submit a proposal to the teacher-librarian. The school grants 12,000 dollars, an average book costs 60 dollars, and activities are budgeted at 4,800 dollars.

#	Question
17	List five essential formatting elements of a proposal.
18	Find the maximum number of books affordable; if activities use 4,800 dollars, find how many books the balance buys and how far short of the maximum that is.
19	Write three proposals, each with one measurable success indicator.
20	Explain the tone and pronouns a proposal should use, with one example.

Question 6: Comparative Reading and Personal Response

Compare the narrative in Question 1 with the survey data in Question 2, then answer.

#	Question
21	Both texts concern continuity, one through narrative and one through data. How does each method persuade the reader?
22	If the character from Question 1 fronted a reading campaign, which group from Question 2 should it target? Explain.
23	Compare the two texts' attitudes to tradition and habit: give one similarity and one difference.
24	Drawing on both texts, propose one school reading campaign and state the expected outcome with figures.

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