



**SEKTOR PENGURUSAN AKDEMIK,  
JABATAN PENDIDIKAN NEGERI PERAK**



**DENGAN KERJASAMA  
YAYASAN PERAK**

# **MODUL CEMERLANG BAHASA INGGERIS**

## **AMANJAYA GEMILANG SPM 2017**



TO:



PAR AVION

051411

# *Modul Cemerlang Amanjaya*

## English Language 1119



TO:

Passp

**Perak EXcellent**

# Acknowledgement

First and foremost, I would like to thank Yayasan Perak for providing us with this opportunity to build a module for the SPM targetted students. My deepest gratitude also goes to the team for their great effort and patience. Without them, this module would not have been realised.

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# *Teacher's Notes*

## *Information Transfer*

Answers may consist of a word or a phrase. Students do not have to write in full sentences. They may use their own words. Students can also copy out the required word or phrase direct from the text. Answers may consist of a word or a phrase.

## *Reading Comprehension*

It is suggested for students to read the passage carefully and try to understand it, as a whole as well as what individual paragraphs are about. Then, read through all the questions and underline the keywords.

## *Summary*

Students have to read the question carefully and understand it and be sure that they know exactly what points they are required to include in the summary. Make a draft of the summary in the box provided. Then, students have to write out the final version of the summary.

## *Poems*

The questions require short answers. On the other hand, for novel, students can give their personal response after reading the question carefully. They should include evidence from the novel.

## *Directed Writing*

Students need to carry out the instructions carefully. They need to present the basic points. Students should use a variety of sentence types and points should be well organized and presented clearly in paragraphs.

## *Continuous Writing*

Students should read and understand the question. There are usually five topics which include narrative, descriptive, factual, argumentative and reflective compositions. Students are required to write compositions of about 350 words and they have to plan, write and check their compositions, which are assessed by "general impression".



SECTION B (QUESTIONS 16 - 25)

# **INFORMATION TRANSFER**

- **ANSWERS SHOULD BE SHORT AND STRAIGHT TO THE POINT**
- **SPELL YOUR WORDS CORRECTLY**

GIVEN STIMULUS MAY BE IN THE  
FORM OF PAMPHLETS, LEAFLETS,  
BROCHURES, NEWSPAPER  
CUTTINGS, ADVERTISEMENTS, ETC.





SECTION C (QUESTIONS 26 - 31)



# READING COMPREHENSION & SUMMARY

5 OPEN ENDED QUESTIONS BASED  
ON THE PASSAGE. THIS WILL BE  
FOLLOWED BY THE SUMMARY  
QUESTION.





## SECTION D (LITERATURE)

# POEMS & NOVEL

- a) Structured questions for the Poems.
- b) For novels, you need to at least know:
  - the themes
  - the characters
  - the message / values
  - the background or setting
  - the plot

ONLY BRIEF ANSWERS WILL BE  
REQUIRED FOR POEMS. WRITE A  
SHORT COMPOSITION FOR NOVELS



PAPER 1 (SECTION A)

# DIRECTED WRITING

- Present basic points
- Grammatically accurate
- A variety of sentence types
- Effective vocabulary
- Style or tone

DUE TO TIME CONSTRAINTS, YOU WILL  
PROBABLY HAVE TO LIMIT YOUR  
COMPOSITION TO ABOUT 150 --200  
WORDS..



## PAPER 1 (SECTION B)

# CONTINUOUS WRITING

- a) Refers to what some may call "Free/Open Composition"
- b) Five essays to be chosen from: narrative, descriptive, factual, argumentative and reflective compositions.
- c) You are required to write a composition of about 350 words.

THE CONTINUOUS WRITING  
COMPOSITION IS ASSESSED BY  
"GENERAL IMPRESSION"



**Practice 1****SECTION B**

[10 marks]

[Time suggested: 25 minutes]

**Questions 16 – 25**

*Read the following text and answer the questions that follow.*

**GLOBAL WARMING – THE INCONVENIENT TRUTH**

Greenhouse gas emissions by mankind's activities have led to a phenomenon called global warming. It is the warming of the Earth's atmosphere by the greenhouse gases. The heat from the sun is reflected back to the Earth by the greenhouse gases thereby causing the temperature of the Earth's atmosphere to rise.

Carbon dioxide, methane, water vapour, oxides of nitrogen and ozone are naturally occurring gases in the atmosphere. They help to keep the Earth at the right temperature for living things to thrive. However, human activities are upsetting the balance of these gases in the atmosphere.

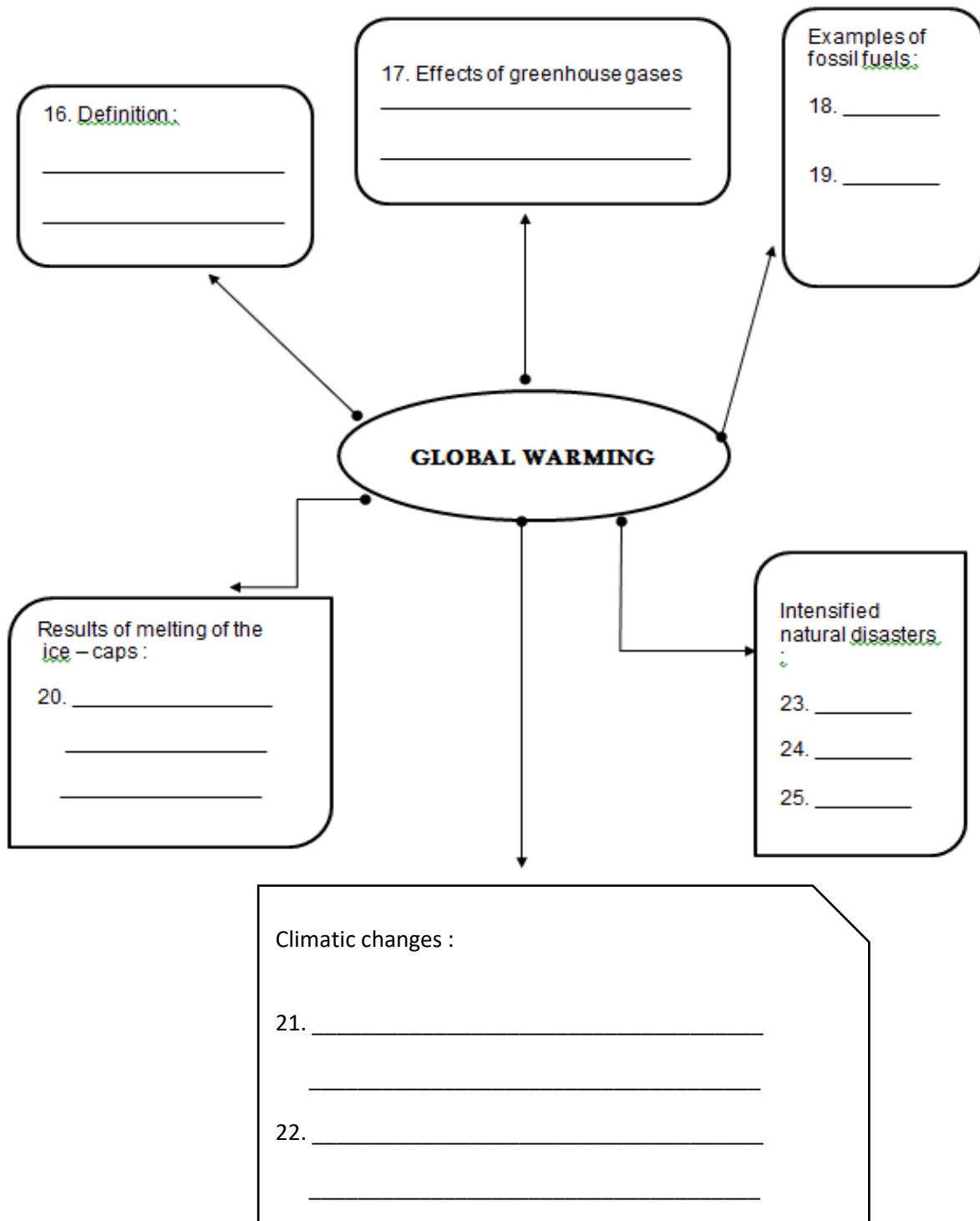
Human beings and all other animals breathe out carbon dioxide, the main greenhouse gas. It is also produced in large quantities when trees and fossil fuels such as coal, oil and gas are burnt. Green plants absorb carbon dioxide but not as fast as it is produced. So the amount of carbon dioxide in the atmosphere is slowly but steadily increasing.

Global warming does not mean that everywhere on Earth is getting warmer. Some places warm up while others get colder; some become drier while others have more rainfall. The undesirable effects of global warming in the form of drastic climatic changes are being felt all over the world now.

Global warming has led to increased melting of the ice-caps in the arctic and Antarctic poles. This will lead to an increase in sea-levels, ecological problems to underwater marine life and other related problems. The intensity of natural disasters such as typhoons, hurricanes and floods has increased. Climate scientists have predicted that uncontrolled global warming will eventually lead to drought, starvation and diseases such as Malaria.

**Source: Sunday Star**

Questions 16 – 25



**Practice 2****Section B**

[10 marks]

*[Time suggested: 25 minutes]***Question 16-25**

Read the following text and answer the questions that follow.

## WHAT IS ACID REFLUX?

Our stomach is a highly acidic place. Parietal cells in the stomach wall produce hydrochloric acid, a strong acid with a pH of 1.5 to 3, to break down the food we consume. This acid is so concentrated that if you were to place a drop on a piece of wood, it would eat right through it.

Then, there is a muscular ring, called the oesophageal sphincter muscle, which lies between the end of the oesophagus (the food pipe which transports food from our mouth down to our stomach) and the beginning of the stomach. It acts as a valve to keep stomach acid in the stomach. However, due to the effects of certain foods and lifestyle factors, this muscle may sometimes not function well enough to prevent gastric acid from flowing up into the oesophagus. When this happens, it causes burning pain as the acid erodes the oesophageal wall. This is known as acid reflux or heartburn.

A recent survey conducted by the National Heartburn Alliance in the US revealed that 92 percent of frequent heartburn sufferers point to food as the primary cause of digestive discomfort. The key to preventing acid reflux is to minimize or avoid ingestion of certain foods including

**Chocolate** – Bad news for chocolate lovers. Chocolate seems to cause more reflux than any other food due to its caffeine, cocoa and high fat content.

**Coffee and tea** – high levels of caffeine in coffee and tea lead to increased secretion of gastric acid in stomach which may cause acid reflux.

**Carbonated drinks** – Soft drink, energy drinks or carbonated water such as Perrier increase pressure levels in the stomach, which in turn increases the acidic response.

**Mint** – Peppermint relaxes the sphincter muscle allowing stomach acids to flow back into the oesophagus.

### Prevention Methods

Lose weight if you are obese – Obesity is the leading cause of acid reflux as extra stomach fat places pressure on your abdomen, pushing gastric juices up into your oesophagus.

Do not smoke – nicotine has a relaxing effect on the oesophagus sphincter muscle and interferes with the process of saliva effectively clearing acid out of the oesophagus.

Avoid tight clothing at abdominal area – Snug clothing puts pressure on the stomach and worsen the discomfort and pain.



**Questions 16 – 25**

Using the information from the text, complete the table below.

| <b>ACID REFLUX</b>          |  |
|-----------------------------|--|
| Acidic pH scale             | <b>16</b><br><hr/>   |
| Effect of acid on wood      | <b>17</b><br><hr/>   |
| Muscular ring               | Oesophageal sphincter muscle   |
| Causes                      | <b>18</b><br><hr/><br><b>19</b><br><hr/>   |
| Food that causes discomfort | <b>20</b><br><hr/><br><b>21</b><br><hr/><br><b>22</b><br><hr/><br><b>23</b><br><hr/> |
| Precautionary means         | <b>24</b><br><hr/><br><b>25</b><br><hr/>   |

**Practice 3****Section B**

[10 marks]

*[Time suggested: 25 minutes]***Questions 16-25**

Read the following article and answer the questions that follow.

# WHALES

Whales are large, intelligent, aquatic mammals that belong in the cetacean group. They breathe air through their blowholes into lungs, unlike fish which breathe using gills. Whales have sleek, streamlined bodies that move easily through the water. They are the only mammals, other than manatees, that live their entire lives in the water, and the only mammals that have adapted to life in the open oceans.

Like all mammals, whales are warm-blooded in which they maintain a high body temperature. They also have mammary glands with which they nourish their young. Whales have hair, although they have a lot less than land mammals and almost none as adults as it would cause drag while swimming. The biggest whale is blue whale, which grows to be approximately 29 metres long (equivalent to the height of a 9-storey building). These gigantic animals eat about 4 tons of tiny krill each day. The smallest whale is the dwarf sperm whale which only reaches 2.6 metres long as adults.

Whales give birth to their young which are nourished with milk from their mothers. They breed seasonally, usually in warm tropical waters, and females usually have one calf every 1-3 years. The gestation periods range from 9-18 months. Whale calves can swim soon after birth. Mother whales care for their young for an extended period of time, usually at least a year, feeding them milk and protecting them.

# WHALES

|                                 |  |
|---------------------------------|--|
| Differences than other mammals  | <b>16</b><br><hr/> <b>17</b><br><hr/>                    |
| Similarities with other mammals | <b>18</b><br><hr/> <b>19</b><br><hr/> <b>20</b><br><hr/> |
| Biggest whale                   | <b>21</b><br><hr/>                                       |
| Smallest whale                  | <b>22</b><br><hr/>                                       |
| Area of breeding                | <b>23</b><br><hr/>                                       |
| Gestation periods               | <b>24</b><br><hr/>                                       |
| Nursing period                  | <b>25</b><br><hr/>                                       |



**COMPREHENSION AND SUMMARY**

## READING COMPREHENSION

1. Read the passage and do not worry if you come across unfamiliar words. **Sometimes, it is not necessary to understand every word you read.**
2. **Read the questions carefully.** Use cue words, these can be the “*wh*” words (*what, when, where, why, who, whose, how*) and action verbs (*identify, find, list*).
3. Questions sometimes **contain words found in the passage.** Use these words to help you identify the part of the passage where the answer can be found.
4. You **do not have to answer questions in complete sentences**
5. **You can lift words, clauses or sentences** from the passage to answer questions. You do not have to use your own words unless you are told to do so. Be careful **not to over lift.**
6. For questions on vocabulary, **if you are asked for a word, then give only ONE word and nothing else.** Make sure you spell the word correctly. If you are asked for a phrase, then give the relevant phrase. Some questions **require you to use your own words** and you **must** do so.
7. Do **pay attention to pronoun** used in the questions when formulating your answers.

Change in Pronouns

| First/Second Person | Third Person   |
|---------------------|--|
| I, me               | The writer / he / she                                  |
| he                  | The writer / the man / the boy / specific reference    |
| she                 | The writer / the woman / the girl / specific reference |
| his                 | The writer's / the man's / the boy's / X's             |
| hers                | The writer's / the woman's / the girl's / X's          |
| mine                | The writer's   |
| We                  | They   |
| Us                  | Them   |
| Ours                | Theirs   |

## SUMMARY WRITING

1. **Read the question carefully.** Identify the **focus** of the question
2. **Mark the first and last lines** of the passage you are asked to refer to.
3. Then **select information** that is relevant to your answer. To do this, **underline** the relevant lines or ideas as you read the text.
4. Do not repeat ideas or take lengthy examples. You may **paraphrase ideas/sentences.** However, make sure that the meaning is not changed.
5. **Begin the summary with the 10 words given.**
6. **Organise the ideas/points** in the manner in which they are found in the text. Use suitable connectors (**Moreover, Besides this/that, Furthermore, In addition, Consequently, Then, Next, Later, After this/that** )
7. **Adhere to the word limit.** Anything **short** of the word limit means you **lack content.**
8. Pay attention to the tense and most importantly **pronoun** used .

**LANGUAGE DESCRIPTORS**

Marks for language: 5 marks

(Add marks for paraphrase and use of English and divide by two)

| MARK | PARAPHRASE   | MARK | USE OF ENGLISH   |
|------|--|------|--|
| 5    | <ul style="list-style-type: none"> <li>• Sustained rephrasing</li> <li>• allow phrases from text</li> <li>• which are difficult to substitute</li> <li>• expression is secure</li> </ul> | 5    | <ul style="list-style-type: none"> <li>• language is accurate occasional slips or minor errors</li> <li>• very well-organised and coherent throughout</li> <li>• marked ability to use original complex structures</li> </ul>  |
| 4    | <ul style="list-style-type: none"> <li>• noticeable rephrasing</li> <li>• free from stretches of concentrated lifting</li> <li>• expression is generally sound</li> </ul>                | 4    | <ul style="list-style-type: none"> <li>• language is largely accurate isolated serious errors</li> <li>• well-organised and coherent in most parts</li> <li>• some ability to use original and complex structures</li> </ul>   |
| 3    | <ul style="list-style-type: none"> <li>• limited rephrasing</li> <li>• intelligent and selective lifting</li> <li>• expression is not always secure</li> </ul>                           | 3    | <ul style="list-style-type: none"> <li>• language is sufficiently accurate</li> <li>• some serious errors</li> <li>• fairly well-organised and coherent in some parts</li> </ul>   |
| 2    | <ul style="list-style-type: none"> <li>• wholesale copying</li> <li>• attempts to substitute with own language limited to single word expression</li> </ul>                              | 2    | <ul style="list-style-type: none"> <li>• meaning is not in doubt</li> <li>• frequent serious errors</li> <li>• poorly organized and lacks coherence</li> <li>• meaning is not in doubt</li> <li>• frequent serious errors</li> <li>• poorly organized and lacks coherence</li> </ul> |
| 1    | <ul style="list-style-type: none"> <li>• more or less a complete transcript of text</li> <li>• originality barely noticeable mindless lifting</li> </ul>                                 | 1    | <ul style="list-style-type: none"> <li>• heavy frequency of serious errors</li> <li>• fractured syntax</li> <li>• incoherent</li> </ul>  |

**Practice 1****Section C****[25 marks]****[Time suggested : 50 minutes]**

- 1 In mid-October I got a real surprise. A lorry pulled up in front of my house and the driver announced that he had a 'sokomutu' for "sale cheap". In the Swahili language that means 'man of the market place', the name the chimpanzee earned because of his shrewd, sociable nature. In the back of the lorry was a full-grown male chimp, trussed up inside a heavy hunting net. He was too powerful an animal to turn loose in my garden, and I was about to refuse the offer when I noticed that he had an open, weeping wound on his right wrist. 5
- 2 "That wound is infected. It may kill him," I said to the driver.
- 3 "Why else do you think I'd sell a chimp for twenty dollars? If he dies, you won't lose much, but if he gets better you'll have made a smart deal." 10
- 4 It was clear that unless I intervened, the chimp would die a slow agonizing death while his owner was trying to sell him. I paid, and the driver and I unloaded the heavy bundle of netting and carried it to the garage. I picked up a sharp knife from the kitchen, went back to the garage and locked the door from the inside. 15
- 5 The chimp was smaller than I am, but much stronger. Even with a disabled hand, he was quite capable of breaking most of my bones. Yet, he was intelligent, taking in every move with his weary-looking brown eyes. I decided to put my trust in that intelligence and so I squatted down next to him, trying to explain with my gestures and tone of voice that my intentions were friendly. I talked to him for about ten minutes, calling him 'Joseph'. 20
- 6 Joseph listened attentively, looked at me with pleading eyes, and hooted with astonishment when I gave him a little pat on the head and a big kiss on the nose. I gently cut his right hand free. Joseph winced with pain as I then touched his swollen fingers, but showed neither anger nor alarm. I then slowly freed his legs, watching him carefully. He didn't make a move, even when I finally released him from the last folds of netting around his arms. That was where the danger lay : like most animals, chimpanzees will rarely bite before they catch hold of their prey. 25 30
- 7 Now he was completely free, but he remained motionless. Finally, pushing his big lips forward, he saluted me with a rising crescendo of hoots, climaxed by a broad, winning smile. I hooted back at him with a matching smile. Still squatting, he moved towards me slowly. He raised his hand and peered at the wound with a melancholic expression. I extended my own hand and he rested his swollen fingers on my palm. 35



- 8 I must have held the hand for five minutes, while I tried to determine the extent of the infection. Joseph hooted a running commentary – until I tried to leave the garage to get medical aid. As soon as I unlocked the door, he shrieked and shot out of the garage past me. When he was about sixty metres away, he sat down, screaming hysterically. I walked towards him slowly. To my surprise, he let me close the gap and take him by the left hand. I squeezed it tightly in my own, trying to reassure him and yet also trying to give him the illusion of my superior strength and authority. Gently, I persuaded him back to the garage. I sat down and waited quietly. After some moments, he sat down himself. 40
- 9 “Stay here!” I said, holding a finger in front of his nose; but as soon as I got up he tried to follow. We did *this* again... and again ... and again ... for more than an hour. Finally, he gave in and decided to stay there. I *left in a hurry*, locking the door from the outside. 50
- 10 I went to find the District Veterinary Surgeon. He was away until the next day, so I left an urgent message and returned to my house to gather some elementary medical supplies. 55
- 11 I opened the garage door and found Joseph sitting just inside. This time, he made no attempt to escape, but remained entirely submissive, even when I washed the wound. Only when I probed at the deepest part did he pull his hand away in pain. He inspected the wrist slowly and then put his hand back in mine. I covered the wrist with sulphur powder and wrapped it in about six metres of bandage, hoping that some of it would remain in place. 60

26 From paragraph 1,

- (a) what does the word ‘sokomutu’ mean?

.....(1 mark)

- (b) which word in this paragraph means “wise”?

.....(1 mark)

27 (a) From paragraph 5, how did the writer assure the chimp that he was a friend?

.....(1 mark)

- (b) From paragraph 7, why did the writer hoot and smile at the chimp?

.....(1 mark)

- 28 From paragraph 8, what happened when the writer unlocked the door?
- .....
- .....(2 marks)
- 29 From paragraph 9,
- (a) what does the word “**this**” in line 50 refer to?
- ..... (1 mark)
- (b) give a reason why the author “**left in a hurry**” (lines 51-52)
- .....(1 mark)
- 30 In your opinion, is it wise for the author to treat the chimpanzee on his own? Give a reason for your answer.
- .....
- .....
- .....(2 marks)
- 31 Based on the passage given, write a summary of what the writer had done to
- win the chimp’s trust

Your summary must

- be in continuous writing form (not in note form)
- use materials from **lines 20 – 48**
- not be longer than **130 words including the 10 words** given below

Begin your summary as follows:

*Squatting beside Joseph, the writer explained through tone and gestures....*

[15 marks]

|    |   |   |   |   |
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| 1  | 2 | 3 | 4 | 5 |
| 2  |   |   |   |   |
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| 25 |   |   |   |   |
| 26 |   |   |   |   |

**Practice 2****Section C**

[25 marks]

**Questions 26 to 31** are based on the following passage.

*The passage is about a boy who was trapped in a silo full of corn. Firefighters and other people helped to save him.*

- 1            Ever since I was a kid, Dad had warned me: "If you go down in the corn, you don't come out."
- 2            One morning, while Dad and another driver took turns hauling away truckloads of corn, I was trying to break up the chunks of rotten corn that were blocking the flow. I was asthmatic, so Dad had given me a battery-powered ventilation mask with a visor and a piece of cloth that I tied under my chin. The mask didn't make oxygen, but at least it filtered out all the dust kicked up while I worked ankle deep in the corn. 5
- 3            Suddenly, I felt the corn beneath my feet give way. I didn't know it then, but I had broken through a chunk of rotten corn that had solidified into a bridge with an air pocket beneath it. That pocket was now filling up fast, drawing in the corn – and I along with it, until it was up to my knees, then my waist. I had a rope wrapped around my right arm, and I held on as tightly as I could, but it was useless. The corn was like quicksand, dragging me down, and I could only watch helplessly as the cord slipped out of my gloved hands. "Dad!" I yelled once. I was stuck firm, my left arm pointed straight up, with just my fingertips poking out of the corn. The pressure on my body was enormous. It felt like being strangled by a thousand boa constrictors. I tried to move my leg a few centimetres, but the corn would rush back in to fill the void, packing me in even tighter. I was having difficulty in breathing. My mask seemed to be doing just enough. But how long could the batteries last? Three hours? Then what? 10  
15
- 4            Two hours later, Dad looked inside the silo and saw just a rope dangling from the top of the bin down into the corn. Worried, he stopped a passing state patrolman. It was 12.45 p.m. when the Iowa Falls Volunteer Fire Department reached the farm. Fifty- year old Tyler Prochaska and another firefighter, Jason Barrick, immediately lowered themselves into the grain bin. "If the kid's in here, he must be dead, because I don't see him or hear him." Then, from down in the corn directly beneath their feet, a yell: "I'm alive, I'm alive, I'm alive!" 20  
25
- 5            Prochaska and Barrick sunk to their knees and began digging like dogs. They could hear me down beneath them, counting out loud, and they followed the sound of my voice. Prochaska was elbow deep before he found my outstretched hand. 30
- 6            Knowing that I was still alive motivated the firefighters, who went into the bin to help. The digging, however, was slow, and my initial euphoria at being discovered began to fade. With my head peeking out of the corn, it was clear that I was at the centre of a funnel, the grain piled high and dangerously around me. The rescuers dug again, working to the sound of the intermittent beeping coming from my mask as the batteries died. 35



7

The firefighters brought in the grain-bin rescue tube – a metal cylinder with detachable panels designed to contain the victim and relieve some of the pressure. It was only recently purchased, and now they were putting it to the test. Prochaska and Barrick pushed sections of the tube down into the corn around me, forming a barrier, then climbed in with me, taking turns scooping out the grain with their hands, their helmets, whatever else they could use. Prochaska went into the tube, using his body like a jack to keep the barriers from collapsing. Even so, one of the barriers buckled, letting grain trickle in, so Prochaska jammed his back against the leak. Paramedics urged Barrick and Prochaska to take a break after working for two and a half hours in the boiling silo, but they refused to leave my side. “If we move, he’s gone”, Prochaska thought.

40

45

8

Meanwhile, more than 120 volunteer firefighters from across the county as well as local farmers gathered around the bin, ready to help. Using saws and torches, they cut holes into the base of the bin to try to empty the container, though the grain only trickled out. Volunteers took shifts, shovelling out the grain that pooled beneath the openings. It was slow going until Dad used a neighbour’s bulldozer to clear the debris. And then it happened. In one swift motion, rescuers freed my leg and pulled me up, out of the tube, alive, where I collapsed onto Prochaska.

50

9

A month later, my family held a dinner for the rescuers. Remarkably, I had recovered over two days in the hospital without lasting damage.

55

***Adapted from Reader’s Digest September 2014***

26. From paragraph 2, what was the writer doing when the accident happened?

.....[1 mark]

27. From paragraph 3

(a) the phrase ‘strangled by a thousand boa constrictors’ refers to

.....[1 mark]

(b) why did the writer consider himself in danger?

State two reasons.

(i).....[1 mark]

(ii).....[1 mark]

28. (a) From paragraph 4, what made Dad ask the state patrolman for help?  
 .....[1 mark]

(b) From paragraph 6, which word has the same meaning as 'happiness'?  
 .....[1 mark]

29. (a) From paragraph 7, what is the function of the grain-bin rescue tube ?  
 .....[1 mark]

(b) From paragraph 8, what sped up the rescue?  
 .....[1 mark]

30. Based on the passage, what kind of a person was the writer?  
 Give one quality and provide a reason to support your answer.

Quality: ..... [1 mark]

Reason: .....

.....

.....

[1 mark]

- 31 When the writer was trapped in the silo, many came to help release the writer. Based on the passage given, write a summary on **what the rescuers did to save the writer**.

Credit will be given for use of own words but care must be taken not to change the original meaning.

Your summary must:

- be in continuous writing form (not in note form)
- use materials from line 27 to 53
- not be longer than 130 words, including the 10 words given below

Begin your summary as follows:

***After hearing the shout beneath their feet, the firefighters started...***

[15 marks]

|    |   |   |   |   |
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| 26 |  |  |  |  |

**(15 marks)**



## Practice 3

## SECTION C

[25 marks]

Time suggested : 50 minutes

Question 26 – 31 are based on the following passage.

- 1 It was the year 1980, Puan Hasnah ended the previous decade sadly by burying her husband of twenty years. Encik Kamal had been struck down by cancer which was discovered too late. He passed away in just six months after he was diagnosed with the terminal illness. Their savings were completely depleted in a desperate attempt to lengthen his life by seeking the best treatments. In the end, he lost his valiant battle with the disease and life changed for the entire family. 5
- 2 Puan Hasnah was then forty-five years old, with four school-going children aged twelve, fifteen, nineteen and twenty. She was determined that her children should continue their studies despite the two older children wanting to temporarily stop their studies in order to find work and help support the family. She understood that they wanted to help the family financially. Yet, she could not bear to think of her children giving up something that they would not otherwise have had to if their father had still been alive. 10
- 3 Since the two older girls were away at universities, Puan Hasnah had to be independent. Puan Hasnah was indeed thankful that they had scholarships and study loans that covered their expenses. She decided to use the one asset she had which was the family car. She had a driver's licence but had seldom driven anywhere as her husband was always around to send her to any location she wanted to go. As her two daughters each learnt to drive, they were the ones who had driven her around. 15
- 4 After careful thought, Puan Hasnah decided to offer neighbourhood children transport to school and charge a small fee. After all, she sent her two younger sons to school anyway. Before long, she found that she was making two trips to send the schoolchildren and then three trips. She picked the children up after school too. The other parents were more than pleased with the service that she offered as they knew her situation and they also knew that she was a careful driver. 20 25
- 5 Then, Puan Hasnah remembered another asset that she could utilise. There was an old sewing machine that had long been tucked away into the storeroom and forgotten. She took it out and found that it was in good working condition. She had learnt to sew when she was a teenager but as her life got more and more secure financially, she had opted to buy clothes off the rack for her children and herself. Her husband had been generous by giving her a large amount of housekeeping money every month. Alas, she had not seen the need to save much of it when things were going well. 30
- 6 Puan Hasnah started to offer her services as a seamstress as she was adapt at sewing the traditional *baju kurung* and *baju kebaya*. Her friends had initially felt sorry for her when she unabashedly asked them to let her sew their clothes for them. However, they were soon pleasantly surprised when they found that she was very good at what she did. They began to tell others about her skills and gradually she had more and more customers. She would work steadily on her sewing in between her trips to send and fetch the schoolchildren. 35 40

- 7 One day, a representative of the Al-Ahmadi Foundation, a non-profit organisation that helped deserving entrepreneurs, came to see Puan Hasnah. One of her customers, a committee member of the foundation, had recommended her as a deserving candidate to receive free equipment in order to carry out her small enterprise. They interviewed Puan Hasnah, who gave a favourable impression as a talented, hard-working and determined entrepreneur. As a result, she received a hemming machine that could do edging for the clothes she produced, as well as a machine for embroidery. 45
- 8 That was the day that Puan Hasnah knew she could survive to see all her children complete their schooling and tertiary education. She realised that sewing was a skill that was invaluable. She did not need much starting capital, just the basic thread, needles, zippers and backing for collars and waistbands. People paid a lot for her skills and she was proud to say that she has been blessed with it. 50
- 9 Not everyone experiences what it is like to face the darkest hours before dawn. Now, Puan Hasnah could look forward to a bright future. Whenever there is a will, there is a way. 55

26. From paragraph 1,

(a) what had caused Puan Hasnah's family savings to be depleted?

.....[1m]

(b) when did this tragedy happen?

.....[1m]

27. From paragraph 3, why did Puan Hasnah seldom drive herself?

.....[1m]

28. (a) From paragraph 4, what did she do with the family car?

.....[1m]

(b) Which word in paragraph 6 has the same meaning as "skillful"?

.....[1m]

29. From paragraph 7,

(a) why did the Al-Ahmadi Foundation representative come to see Puan Hasnah?

.....[1m]

b) i. What was the equipment Puan Hasnah received?

.....[1m]

ii. Name the qualities Puan Hasnah possesses that had impressed the organisation?

.....[1m]

30. **“Whenever there is a will, there is a way.”**

Based on this statement, explain why is it important to apply this in your life?

.....  
 ..... [2m]

Question 31

Based on the passage given, write a summary of what Puan Hasnah did to make a new life for her family.

Your summary must:

- be in continuous writing form (not in note form)
- use material from lines 14 to 48
- not be longer than 130 words, including the 10 words given below.

Credit will be given for the use of own words but care must be taken not to change the original meaning.

Begin your summary as follows:

*She knew she had to be independent and decided to....*

[15marks]

|   |   |   |   |   |
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| 26 |  |  |  |  |

**(15 marks)**

### The Living Photograph

*My small grandmother is tall there,  
straight-back, white broderie anglaise shirt,  
pleated skirt, flat shoes, grey bun,  
a kind, old smile round her eyes.  
Her big hand holds mine,  
White hand in black hand.  
Her sharp blue eyes look her own death in the eye.  
It was true after all; that look.  
My tall grandmother became small.  
Her back round and hunched.  
Her soup forgot to boil.  
She went to the awful place grandmothers go.  
Somewhere unknown, unthinkable.  
But there she is still,  
in the photo with me at three,  
the crinkled smile is still living, breathing.  
Jackie Kay*

#### Practice 1

- a. How old was the poet when the photograph was taken?

.....

- b. The grandmother had become senile. How do you know this?

.....

- c. How does the poet want to remember her grandmother?

.....

- d. To whom do you think the title of the poem relates to?

.....

- e. What happened to her grandmother's physical appearance as she aged?

.....



## Practice 2

a. Who are in the photograph?

.....

b. How old was the persona when the photograph was taken?

.....

c. In stanza 1, which phrase mean “**open embroidery on white linen**”?

.....

d. Describe the grandmother’s skirt and shoes?

.....

e. Why do you think the grandmother forgot to boil the soup?

.....

f. What does the photograph represent?

.....

g. Which line in the poem tells us the grandmother has become forgetful?

.....

h. Why do you think the writer’s ‘small grandmother is tall’ in the photograph?

.....

### Practice 3

- a. Which line tells you that the writer and her grandmother are from different ethnic background?

.....

- b. How does the persona describe the other world? How does this reflect the persona's perception of life after death?

.....

.....

- c. Where was the persona when the grandmother passed away? Provide a reason for your answer.

.....

- d. Give one moral value that can be learnt from this poem?

.....

- e. In stanza 3, what is the grandmother's best feature? Give a reason for your answer.

.....

.....

- f. What does "her sharp blue eyes look her own death in the eye" (Stanza 1, Line 7) mean? Give a reason for your answer.

.....

.....

### The Charge of the Light Brigade

*Half a league, half a league  
Half a league onward,  
All the valley of Death  
Rode the six hundred.  
"Forward, the Light Brigade!  
Charge for the guns!" he said.  
Into the valley of Death  
Rode the six hundred.*

*"Forward, the Light Brigade!"  
Was there a man dismayed?  
Not though the soldier knew  
Someone had blundered.  
Theirs not to make a reply,  
Theirs not to reason why,  
Theirs but to do and die.  
Into the valley of Death  
Rode the six hundred.*

*Cannon to right of them,  
Cannon to left of them,  
Cannon in front of them  
Volleyed and thundered;  
Stormed at with shot and shell,  
Boldly they rode and well,  
Into the jaws of Death,  
Into the mouth of Hell  
Rode the six hundred.*

Alfred, Lord Tennyson

#### Practice 1

- a. Explain what the poem is mainly about.

.....

- b. What does the poem say about courage?

.....

- c. Describe the general tone of the poem *The Charge of the Light Brigade*.

.....

## Practice 2

a. How many soldiers were involved in the battle?

.....

b. From stanza 2, who do you think has made the mistake?

.....

c. How did the soldier know that someone had made a mistake?

.....

d. Whom does the pronoun “**he**” in Stanza 1 Line 6 refer to?

.....

e. What does the word “**dismayed**” mean?

.....

f. What effect does the repetition of “**half a league**” have on the rhythm of the poem?

.....

g. How would you feel if you were with the six hundred men in this situation?

.....

h. One of the consequences of war is loss of lives. State **two** others.

i .....  
.....

ii .....  
.....

i. If you were a soldier, would you obey your commander's wrong orders? Give a reason for your answer.

.....  
.....

### Practice 3

a. How far did they go to fight their enemies?

.....

b. Where is the battlefield?

.....

c. How did they go to the battlefield?

.....

d. What is the command given to the six hundred?

.....

e. Whose guns are referred to in Stanza 1 Line 6?

.....

f. Why was it a terrible mistake?

.....

g. What does the line “**Theirs but to do and die**” Stanza 2 Line 7 mean?

.....

h. Do you think the six hundred soldiers should be honoured? Give a reason for your answer.

.....



- i. What is the message conveyed in Stanza 2

.....

***What Has Happened to Lulu***

What has happened to Lulu, mother?  
What has happened to Lu?  
There's nothing in her bed but an old rag-doll  
And by its side a shoe.

I woke to voices late last night,  
I heard an engine roar.  
Why do you tell me the things I heard  
Were a dream and nothing more?

Why is her window wide, mother,  
The curtain flapping free,  
And only a circle on the dusty shelf  
Where her money-box used to be?

I heard somebody cry, mother,  
In anger or in pain,  
But now I ask you why, mother,  
You say it was a gust of rain.

Why do you turn your head, mother,  
And why do tear drops fall?  
And why do you crumple that note on the fire  
And say it is nothing at all?

Why do you wander about as though  
You don't know what to do?  
What has happened to Lulu, mother?  
What has happened to Lu?

**Charles Causley**

**Practice 1**

- a. Where is the setting of the poem?

.....

- b. In Stanza 1, what are the 2 items Lulu leaves behind?

i. ....

ii ....

- c. What happened to the money-box (Stanza 2, Line 4)?

.....

- d. Who is asking what has happened to Lulu?

.....

- e. In stanza 6, how does the persona's mother feel?

.....

- f. Lulu has left home. Give **two** reasons why Lulu decided to do so.

i ....

ii ....

## Practice 2

- a. From stanza 4,  
i. **“I woke to voices late last night”**  
Whose voices the persona may have heard that woke him up?
- .....
- ii. What can you infer from the line **“I heard an engine roar”**?
- .....
- b. In stanza 5, what does the phrase **“gust of rain”** being compared to?
- .....
- c. What is the persona’s mother doing in stanza 6 and why do you think she reacts that way? Give a reason for your answer.
- .....
- .....
- d. In stanza 1, what can be seen on Lulu’s bed?
- .....
- e. In stanza 3, why do you think the persona’s mother crumples the note?
- .....
- f. In your opinion, why do you think teenagers run away? Give two reasons.
- Reason 1:
- .....
- Reason 2:
- .....

### Practice 3

a. In stanza 2,

i. What does the line **“the curtain flapping free”** indicates?

.....

ii. What can you infer from the line **“the curtain flapping free”**?

.....

iii. What did Lulu take with her?

.....

b. In stanza 3, why do you think the mother says **“It is nothing at all?”**

.....

.....

c. In your opinion, what do you think had happened to Lulu?

.....

d. i. Which line in stanza 3, suggest the mother is crying?

.....

ii. Why was the mother crying?

.....

e. The number of teenagers running away from home is on the rise. What could be the factors that contribute to this?

Factor 1:

.....

Factor 2:

.....

***A Poison Tree***BY [WILLIAM BLAKE](#)

I was angry with my friend :  
 I told my wrath, my wrath did end.  
 I was angry with my foe:  
 I told it not, my wrath did grow.

And I watered it in fears,  
 Night & morning with my tears;  
 And I sunned *it* with smiles,  
 And with soft deceitful wiles.

And it grew both day and night,  
 Till it bore an apple bright ;  
 And my foe beheld it shine,  
 And he knew that it was mine,

And into my garden stole  
 When the night had veiled the pole:  
 In the morning glad I see;  
 My foe outstretched beneath the tree.

**Practice 1**

a. In stanza 1,

i) What emotion is expressed?

.....

ii) What happened to the persona when he did not express his anger?

.....

b. Which **word** in stanza 2 that has the same meaning as “dishonest”?

.....

c. What happened to the persona’s foe eventually and how did the persona react to this?

.....

d. What would you do if you had a misunderstanding with your enemy?

.....

e. In stanza 3, what does the apple refer to?

.....

**Practice 2**

a. In stanza 1,

i) Who is the persona angry with?

.....

ii) Which **phrase** in stanza 1 has the same meaning as “**kept his anger to himself**”

.....

iii) Which **word** in stanza 1 shows the persona is similar to an apple tree?

.....

b. In stanza 2,

i) How did the persona allow his anger to grow?

.....

ii) What does the word ‘**it**’ refer to?

.....

c. What did the persona do when he was angry with his friend?

.....

d. In this poem, the persona was angry with his foe. If you were the persona’s friend, what advice would you give to him?

Advice 1 :

.....

Advice 2 :

.....



### Practice 3

- a. What did the persona do when he was angry with his friend?

.....

- b. What did the persona do to ensure that the tree grew healthily?

.....

- c. If you were the persona, would you have been glad to see your **“foe outstretched beneath the tree”**? Give a reason to support your answer.

.....

- d. How would you feel if you had a misunderstanding with your friend? Explain.

Feelings :

.....

Explanation :

.....

e. In the morning glad I see **“My foe outstretched beneath the tree”**

i. In your opinion, how did the persona feel that morning?

.....

ii. Do you agree with the persona’s feeling? Give a reason for your answer.

.....

## Practice 1

**LITERATURE-NOVEL.**

*The following are the novels studied in the literature component in English Language.*

- Dear Mr.Kilmer by Anne Schraff
- Captain Nobody by Dean Pitchford
- Sing to the Dawn by Minfong Ho

Choose any **one** of the novels above and answer the question below.

“We should treat everyone fairly.”

With close reference to the text, how far is this true to the novel that you have read?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

---

[ 15 marks ]

## Practice 2

## LITERATURE-NOVEL

33. *The following are the novels studied in the literature component in English Language.*

- Dear Mr.Kilmer by Anne Schraff
- Captain Nobody by Dean Pitchford
- Sing to the Dawn by Minfong Ho

Choose any **one** of the novels above and answer the question below.

Write about an important event that you like in the novel. Give examples with close reference to the text.

[illegible]

[illegible]

[15 marks]



### Practice 3

## LITERATURE-NOVEL

33. *The following are the novels studied in the literature component in English Language.*

- Dear Mr.Kilmer by Anne Schraff
- Captain Nobody by Dean Pitchford
- Sing to the Dawn by Minfong Ho

Choose any **one** of the novels above and answer the question below.

Write about a moral value that you learn in the novel. Give examples with close reference to the text.

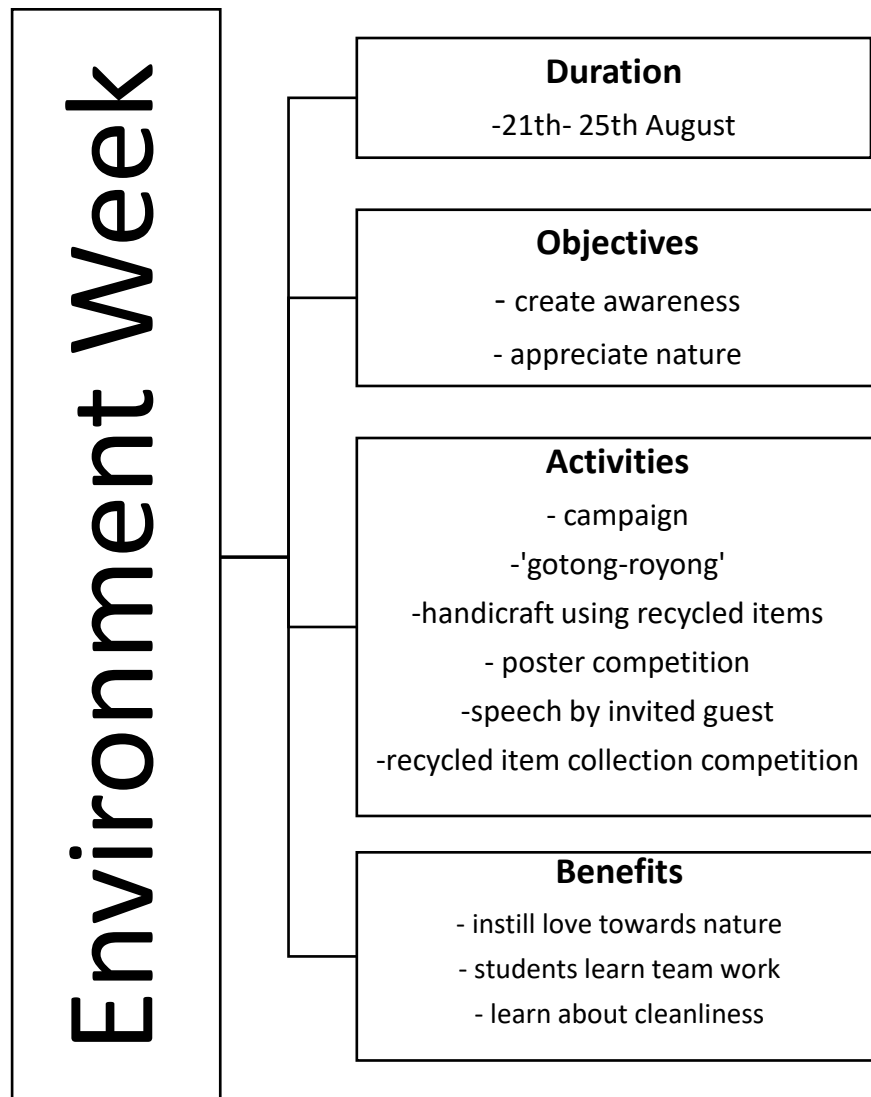
This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

This image shows a full page of blank white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings on the page.

[15 marks]

**REPORT**

You are the Secretary of the Environment Club in your school. Your club has successfully organized Environment Week in your school. Write a **report** to the principal about the event. Include the following information in your report.



When writing the report, you should remember to:

- Give the report a title
- Address the report accordingly
- Provide an appropriate ending
- Use all the information given
- Write in paragraphs

**FORMAL LETTER**

You live in a residential school which was clean until recently. Now it is mosquito-infested and filthy.

Write a letter of complaint to the school management on the issues, causes and recommendations to overcome the issue.

| Issues   | Causes   | Recommendations  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• mosquito infestation-dengue fever</li> <li>• attracting stray dogs and cat</li> <li>• unpleasant sight</li> </ul> | <ul style="list-style-type: none"> <li>• stagnant water</li> <li>• dumped garbages along corridors</li> <li>• clogged drainage</li> <li>• toilets are not being flushed</li> </ul> | <ul style="list-style-type: none"> <li>• clean drains regularly</li> <li>• collect garbages frequently</li> <li>• awareness campaign</li> <li>• gotong-royong</li> </ul> |

When writing the letter, you should remember to:

- Lay out the **letter** correctly (addresses, date, salutation, title, closing)
- Use **all** the notes given
- Suggest **two other ways** to improve the deteriorating situation

**ARTICLE**

You are the President of the counselling club of your school. Your teacher advisor has asked you to write an **article** for your club newsletter on bullying. Using the information below, write your article.

**Causes**

- Peer pressure
- Social media (television, movies, internet)
- Broken family
- Personal experience (being bullied before)
- To gain popularity and to be in power
- Imbalanced emotions

**Ways to overcome****➤ For bullies**

- Counselling session
- Campaigns
- Do public services

**➤ For victims**

- Talk to teachers or parents
- Avoid being alone
- Stand up for themselves

When writing the article, you should remember to:

- Give your article a title
- Include the name of the writer
- Use all the notes given

**TALK**

You are the Health Officer at your district. You have been asked to give a **talk** during assembly on smoking among students. Using the notes given below, write a talk, outlining the **reasons and effects of smoking**.

**Reasons for smoking**

- Smoking for fun
- Want to look cool and mature
- Peer pressure
- Stress
- Environment factors- father or uncle smoking

**Effects of smoking**

- Major cause of lung cancer
- Nicotine- nervous system
- Trigger many types of cancer
- Difficulties conceiving babies
- Bad breath, tooth decay, gum disease
- Smokers affects non-smoker's health
- Heart attack dues to high blood pressure

- **Greet** the audience and end your talk properly
- State the **purpose** of your talk
- Use **all** the notes given
- Give your own idea when necessary
- Remember that the talk is for **secondary school students**

**INFORMAL LETTER**

Your father wants to buy a house but he is not sure whether it is better to buy a terrace house or apartment. He asks for your opinion. After doing some research, you come up with some information on both houses.

Using the notes given below, write an informal letter to your father stating your choice and supporting it with reasons.

| Terraced house  | Apartment   |
|---|---|
| <ul style="list-style-type: none"> <li>- Wide compound</li> <li>- Children can play</li> <li>- Can do gardening</li> <li>- Ample space to park the car</li> <li>- Can dry clothes</li> <li>- No facilities</li> </ul> | <ul style="list-style-type: none"> <li>-small compound</li> <li>-children cannot play</li> <li>-cannot do gardening               <ul style="list-style-type: none"> <li>-no space to park the car</li> <li>-not enough space to dry clothes</li> </ul> </li> <li>-many facilities</li> </ul> |

- Lay out the letter correctly (address, greeting , closing)
- Use all the notes given
- Remember that your letter is to your father



**Practice 1**

**Section B: Continuous Writing**

(50 marks)

*You are advised to spend about one hour on this section.*

*Write a composition of about **350 words** on **one** of the following topics :*

1. How has modern technology benefited man?
2. Failure makes us more determined. Do you agree?
3. What would you do if you were the Principal of your school?
4. Write a story beginning with :  
*“I was excited when I saw him walking towards me.”*
5. 'A friend in need is a friend indeed.' Describe how a friend helped you in a difficult time.

**Practice 2**

**Section B: Continuous Writing**

(50 marks)

*You are advised to spend about one hour on this section.*

Write a composition of about **350 words** on **one** of the following topics:

- 1 Describe an ideal place as your holiday destination.
- 2 Consuming fast food causes obesity among teenagers. How far do you agree?
- 3 Why is pollution a problem to us?
- 4 Write a story about someone you know who is successful in his/her life ending with  
“... success cannot be achieved without hard work.”
- 5 “Rome was not built in a day”  
Describe an experience when this was true for you.

### Practice 3

#### Section B: Continuous Writing

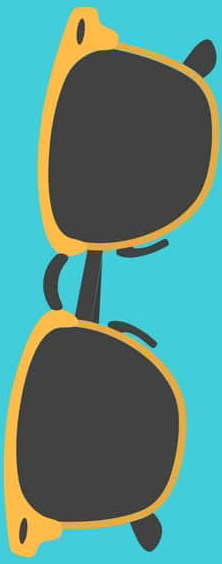
(50 marks)

*You are advised to spend about one hour on this section.*

*Write a composition of about **350 words** on **one** of the following topics :*

1. Describe an incident in which you showed kindness to someone in trouble and how you felt about it.
2. Keeping our surroundings clean is the duty of all citizens. How far do you agree?
3. How do the modern gadgets affect teenagers nowadays?
4. Write a story about a mother ending with:  
“... family members must always help each other.”
5. “Where there’s a will, there’s a way.”

Describe an experience when this was true for you.



# ANSWER SCHEME



## Information Transfer

### Practice 1

| NO | ANSWER  | MARK                       |
|----|---|----------------------------|
| 16 | It is the warming of the Earth's atmosphere by the greenhouse gases.  | 1 Mark                     |
| 17 | It causes the temperature of the Earth's atmosphere to rise.  | 1 Mark                     |
| 18 | <ul style="list-style-type: none"> <li>• Coal</li> <li>• Oil</li> <li>• Gas</li> </ul> <i>Accept any 2 - Interchangeable</i>                                | 1 Mark                     |
| 19 |   | 1Mark                      |
| 20 | <ul style="list-style-type: none"> <li>• an increase in sea –levels</li> <li>• ecological problems to underwater marine life</li> </ul> <i>accept any 1</i> | 1 Mark                     |
| 21 | Some places warm up while others get colder   | 1 Mark                     |
| 22 | Some become drier while others have more rainfall   | Interchangeable 1 Mark     |
| 23 | typhoons  | 1 Mark                     |
| 24 | Hurricanes  | Interchangeable (I) 1 Mark |
| 25 | floods  |                            |

### Practice 2

16. 1.5 to 3

17. eat right through it

18. ingestion of certain food

19. lifestyle

Interchangeable

20. chocolate

21. coffee and tea

Interchangeable

22. mint

23. carbonated drinks

24.    - lose weight  
        - do not smoke  
        - avoid tight clothing
25.    - lose weight  
        - do not smoke  
        - avoid tight clothing
- Accept any 2 - Interchangeable
- Accept any 2 - Interchangeable

### Practice 3

16. live entire lives in water  
 17. adapted to life in open oceans
18. warm-blooded  
 19. have mammary glands  
 20. have hair
21. blue whale  
 22. dwarf sperm whale  
 23. warm tropical waters  
 24. 9-18 months  
 25. at least a year
- Interchangeable
- Interchangeable

### Reading Comprehension and Summary

#### Practice 1

- 26    (a)    Man of the market place  
        (b)    Shrewd
- 27    (a)    He tried to explain with his gestures and tone of voice that his intentions were friendly.  
        (b)    To gain trust from the chimp
- 28    Joseph / the chimpanzee shrieked and shot out of the garage.
- 29    (a)    The practice of asking the chimpanzee to stay every time he tried to follow the author.  
        (b)    To avoid the chimpanzee from following him out of the garage.

30 Yes / No  
Accept any logical reason

31. **Content Points**

|            |   |
|------------|---|
| <b>C1</b>  | that his intentions were friendly   |
| <b>C2</b>  | talked to him / Joseph/ the chimpanzee for about 10 minutes                             |
| <b>C3</b>  | gave him / Joseph/ the chimpanzee a little pat on the head                              |
| <b>C4</b>  | And a big kiss on the nose  |
| <b>C5</b>  | Gently cut his/ Joseph's/ the chimpanzee's right hand free                              |
| <b>C6</b>  | Touched his / Joseph's/ the chimpanzee's swollen fingers                                |
| <b>C7</b>  | Slowly freed his / Joseph's/ the chimpanzee's legs and watched him carefully            |
| <b>C8</b>  | Released him /Joseph/ the chimpanzee from the netting around his arms                   |
| <b>C9</b>  | Hooted back at him /Joseph/ the chimpanzee and smiled                                   |
| <b>C10</b> | Extended his own hand and Joseph/ the chimpanzee rested his swollen fingers on his palm |
| <b>C11</b> | Held the hand for five minutes to determine the extent of the infection                 |
| <b>C12</b> | When Joseph became hysterical, he walked towards him slowly                             |
| <b>C13</b> | Joseph let him close the gap and take him by the left hand                              |
| <b>C14</b> | Squeezed it/ Joseph's/ the chimpanzee's hand tightly to reassure him                    |
| <b>C15</b> | Persuaded him/ Joseph/ the chimpanzee back to the garage                                |
| <b>C16</b> | Sat down and waited quietly   |



## Practice 2

- 26 (a) breaking up the chunks of rotten corn (that were blocking the flow)
- 27 (a) the pressure on his / the body  
(b) (i) he felt like being strangled by a thousand boa constrictors  
(ii) he was having difficulty in breathing  
(iii) batteries running out  
(accept any two answers)
- 28 (a) when he saw just a rope dangling limply (from the top of the bin to the corn)  
(b) euphoria
- 29 (a) It was designed to contain the victim and relieve some of the pressure  
(b) The use of a (neighbour's) bulldozer to clear the debris /  
Dad used a (neighbour's) bulldozer to clear the debris
- 30 Quality : Optimistic / Resilient/  
( accept any suitable quality )  
Reason: he never gave up hope of being rescued. / He recovered in two days  
without lasting damage .  
Note: 1. award mark for acceptable answer.  
2. reason should support the **quality** mentioned in (i)  
3. if **quality** is considered wrong, do not award mark for  
reason although it seems correct and error free.

## 31. Content Points

|           |  |
|-----------|--|
| <b>C1</b> | digging (like dogs)  |
| <b>C2</b> | they followed the sound of the writers 's voice  |
| <b>C3</b> | found his outstretched hand  |
| <b>C4</b> | they dug <b>again</b> ( <b>again is mandatory</b> )  |
| <b>C5</b> | The firefighters (brought in the grain-bin rescue tube) and pushed sections of the tube down |
| <b>C6</b> | formed a barrier   |
| <b>C7</b> | took turns to scoop out the grain with their hands and helmets                               |

|            |   |
|------------|---|
| <b>C8</b>  | Prochaska went into the tube and used his body (like a jack) to keep the barriers from collapsing |
| <b>C9</b>  | jammed his back against a leak  |
| <b>C10</b> | others used saw and torches to cut holes into the base of the bin                                 |
| <b>C11</b> | shovelled out the grain that pooled beneath the opening   |
| <b>C12</b> | used a bulldozer to clear the debris  |
| <b>C13</b> | freed his leg   |
| <b>C14</b> | pulled him out of the tube  |

### Practice 3

26 a) She used the savings to seek for the best cancer treatments for her husband.

Allow lifting - The family savings ***“were completely depleted in a desperate attempt to lengthen Encik Kamal’s life by seeking the best treatment”*** for his cancer.

Mark can only be awarded if the pronoun ‘his’ is changed to Encik Kamal / her husband

b) In 1979 / In the year 1979

27. Her husband and two (elder) daughters were the ones who had driven her around.

28 a) She used the family car to offer neighbourhood children transport to school to earn money.

Allow lifting – ***“Puan Hasnah decided to offer neighbourhood children transport to school and charge a small fee”***. “Charge a small fee” is mandatory to show the use of car as a means to earn money.

b) Adapt

29 a) To interview Puan Hasnah as a deserving candidate to receive free equipment to run her small enterprise.

b) i. A hemming machine and a machine for embroidery.

ii. Her talent, hard work and determination. /

Puan Hasnah was seen as a talented, hard-working and determined entrepreneur.

Allow lifting – The organisation was impressed with ***“Puan Hasnah who gave a favourable impression as a talented, hard-working and determined entrepreneur”***.

30 **Accept any reasonable / logical response.**

***“Whenever there is a will, there is a way”***

Students must explain the importance of using the proverb given in their life.

Sample answers:

1. It is important to be determined to find ways or solutions in order to get what I really want even if it is very difficult. If I am not determined enough, I would not be able to achieve what I want.

2. As a student, it is important for me to keep on trying and finding ways to be successful in my studies. If I practice setting my mind and heart to it, I will be able to improve myself hence securing for a brighter future.

3. This proverb is important to show me how to be successful. If I put a strong will into something, I must work hard for it and keep on trying to find ways to get what I want. Therefore, this proverb would also hinder me from quitting and giving up so easily in life.

### **31. Content Points**

|            |   |
|------------|---|
| <b>C1</b>  | use the one asset she had which was the family car  |
| <b>C2</b>  | offered the neighbourhood children transport to school  |
| <b>C3</b>  | charge a small fee  |
| <b>C4</b>  | picked the children up after school too   |
| <b>C5</b>  | remembered another asset which was an old sewing machine                                      |
| <b>C6</b>  | took it out and found that it was in good working condition                                   |
| <b>C7</b>  | had learnt to sew when was a teenager   |
| <b>C8</b>  | started to offer her services as a seamstress   |
| <b>C9</b>  | asked her friends to let her sew their clothes for them                                       |
| <b>C10</b> | (her friends) began to tell others about her skills   |
| <b>C11</b> | (gradually) had more customers  |
| <b>C12</b> | a representative from the Al-Ahmadi organisation came to see her                              |
| <b>C13</b> | was recommended as a deserving candidate to receive free equipment (for her small enterprise) |
| <b>C14</b> | they interviewed her and was impressed by her talent, hard-work and determination             |
| <b>C15</b> | received a hemming machine and a machine for embroidery                                       |

## **Poems**

### **The Living Photograph**

#### **Practice 1**

- a. three / 3 / three years old
- b. allow lifting: Her soup forgot to boil / She forgot to boil her soup
- c. smiling / living / breathing
- d. The persona and her grandmother
- e. She became small and short with her back round and hunched.

#### **Practice 2**

- a. The persona and her grandmother
- b. three / 3 / three years old
- c. Broderie anglaise
- d. Her skirt was pleated and the shoes were flat.
- e. I think she was getting old and forgetful.
- f. The photograph represents the memories the persona has of her late grandmother
- g. Stanza 2, Line 4 - Her soup forgot to boil.
- h. I think it is probably because the photo was taken when the persona's grandmother was younger.

#### **Practice 3**

- a. Stanza 1, Line 6 'White hand in black hand'.
- b. I think she feels the other world is a terrible unknown place and she cannot understand the living condition there.
- c. Where: By the grandmother's side  
Reason: The persona mentions 'her big hands hold mine'
- d. We must treasure our loved ones when they are alive.  
It is difficult to lose a family member.
- e. Her smile. It makes her look alive.
- f. She has accepted death./She knows that everyone has to die.

## The Charge Of The Light Brigade

### Practice 1

- a. The poem is mainly about a battle where six hundred soldiers rode into a trap and were attacked by the enemy on three sides.
- b. It shows the courage of these men who obeyed a command to charge even though they knew it was a mistake.
- c. The general tone of the poem is that of praise and amazement at the courageous action of the soldiers.

### Practice 2

- a. 600/ 600 soldiers/ six hundred/ six hundred soldiers
- b. The-officer-in-charge/ The Head/ The leader/ The Captain
- c. They must have seen that the valley was surrounded by the enemy and that charging forward would mean certain death.
- d. The-officer-in-charge/ The Head/ The leader/ The Captain
- e. Sad / discouraged.
- f. It creates a strong beat that reflects the galloping horses or marching soldiers.
- g. I would feel terrified being surrounded by the enemy and being shot at from three directions.
- h. loss of money/ loss of property/ loss of home/ loss of pet/ loss of income/ loss of livelihood/ loss of jobs
- i. Yes, it is my duty to take any orders given to me without questioning.

### Practice 3

- a. Half a league
- b. In a valley.
- c. They rode on horses.
- d. To charge forward and attack.
- e. The enemies.
- f. The soldiers would be killed.
- g. It was their duty to fight till the end no matter what happened.
- h. Yes, they are brave.
- i. We must be patriotic towards our country.

## What Has Happened to Lulu

### Practice 1

- a. In Lulu's room
- b.
  - i. an old rag-doll / a doll
  - ii. a shoe } Interchangeable

- c. Lulu took it with her.
- d. Lulu's younger brother / the persona
- e. Confused / Worried / Sad
- f.
  - i. She had an argument with her mother.
  - ii. She had a fight with her mother.
  - iii. She wanted to have more freedom.
  - iv. She was being influenced by her friends.
 (Accept any possible answers)

## Practice 2

- a.
  - i. The persona's mother and Lulu
  - ii. Lulu has gone away in a car/Lulu has run away in a car/Lulu is being driven away in a car
- b. Somebody's cry / Someone's cry
- c. She is wandering / walking aimlessly. Reason she is confused
- d. an old rag-doll / a doll
- e. She does not want her son to see the note.
- f. Accept any two reasonable / relevant answers:
  - i. They are influenced by the wrong company of friends
  - ii. They want to get away from overprotective parents
  - iii. They want to be free
  - iv. Peer pressure
  - v. Parental neglect
  - vi. Personal problems
  - vii. Teen pregnancy
  - viii. Drug addiction
  - ix. Abused by parents / siblings

## Practice 3

- a.
  - i. It was windy and the window was opened
  - ii. Lulu has found her freedom.
  - iii. her money-box
- b. She is upset / angry / sad / frustrated / emotional / stressed / in disbelief (with what was written in the note)
- c. Lulu ran away from home
- d.
  - i. Line 10 – And why do the tear-drops fall
  - ii. She was sad because Lulu had run away.
- e. Factor 1: Argument with parents / family problem(s)  
Factor 2: Peer influence / Any other acceptable answer

## A Poison Tree

### Practice 1

- a. i) Anger  
ii) His anger intensified / grew.
- b. Deceitful
- c. The persona's foe eventually died. He was glad to see his foe outstretched beneath the tree
- d. i. Talk to my enemy and solve the problem  
ii. Ignore my enemy
- e. The persona's anger / wrath.

### Practice 2

- a. i) His foe/ enemy.  
ii) I told it not  
iii) "grow"
- b. i) He watered it in fears / tears and sunned it with smiles and deceitful wiles  
ii) the wrath
- c. i) watered it with tears  
ii) sunned it with smiles } Interchangeable
- d. i) I would advise my friend to speak honestly to his foe so they could clear the misunderstanding between them  
ii) I would advise my friend to forgive his foe because being angry would only hurt him and his foe (*Accept any two logical answers*)

### Practice 3

- a. He talked to his friend. / He wanted to settle their differences.
- b. He watered it.
- c. i) Yes / No  
ii) Accept any logical answers
- d. i. Sad.  
ii. We will not be close. / We will not share anything.
- e. i) Happy  
ii) Yes / No (accept any logical answers)

## **Novel**

### **Practice 1**

In the novel, 'Sing to the Dawn' by Minfong Ho, in my opinion we should treat everyone fairly. This is true as in her story Dawan was mistreated by her father and other people just because she is a girl. Dawan won the first place in the exam and the scholarship to go to a better school in the city but just because she is a girl, she was not allowed to accept the scholarship and was forced to surrender it to Kwai, his brother. Dawan really wanted to go to the city for the sake of her family and her beloved village, so when she won the scholarship she immediately realized what she must do. But being a girl, she had to go against all the challenges to fulfill her ambition. Even the head monk mistreated her as he did not believe that girls would need more education and should only stay in the village to become wives and mothers. Being unfair is a bad gesture as you are obstructing other people's growth and taking away their chances to be successful.

### **Practice 2**

In the novel, 'Sing to the Dawn' by Minfong Ho, the important event that I like is when finally Dawan is allowed by her father to continue her study in the city. After all that she had done to earn her father's approval, she woke up to her last morning at her village feeling nostalgic and sad. She interpreted how she felt about the sweet morning breeze, the dampness from the early dew, the soothing silence of nature and the glimpse of warmth from the rising sun. She walked to the wooden bridge to find Kwai there. They talked, about Kwai's true feeling and Dawan's determination to go to the city. At last when she boarded the bus, Kwai sent her off with open arms and they sung together the song that they both cherished as a gift of farewell. Those are really heartfelt moments in a story about a girl's determination to change for the better and a boy's sacrifice for the future of his sister.

### **Practice 3**

In the novel, 'Sing to the Dawn' by Minfong Ho, one of the moral value that I learned in the story is love your family. In the story, we can see the love between two siblings, Kwai and Dawan. Kwai is kind to his sister as he did not take the opportunity of studying at city from Dawan even though he could. He insisted on not going to study at the city to give his sister the scholarship even when their father forced him. Other than that, he also stayed with her sister so that Dawan would not meet their father alone. As for Dawan, she also cared about her brother as when she saw Kwai sitting alone under the rain she gave the umbrella to him and went home even though her foot was hurt at that time. She kept on asking whether Kwai was going to see her off when the bus was waiting for her to board. At last the two siblings waved to each other goodbye and the lotus started to open its petals.



**BONUS  
CONTENT**



# **GERAK GEMPUR**

ENGLISH LANGUAGE 1119

**PAPER 1  
&  
PAPER 2**



### **Section A: Directed Writing**

[35 marks]

[Time suggested: 45 minutes]

Recently, the school management conducted a 'Youth Leadership Development' camp at a campsite. As the Head Prefect of the school, write a report to your school magazine about the camp.

In your report, include the following:

#### **Organiser**

- Counselling club of school

#### **Aims**

- Leadership training and motivation
- Instill patriotism
- Learn team building

#### **Dates**

- 5– 7 May 2017

#### **Venue**

- Ulu Kenas, Kuala Kangsar

#### **Participants**

- All the form 4 and form 5 students

#### **Benefits**

- Social integration
- Respect for culture and tradition
- Increased awareness on leadership

**When writing the report, remember to:**

- address it to the principal
- provide your report a title
- write your name

- include **all** the points given
- add **2** suitable activities carried out during the camp

**Note:** For your report, you will receive up to **15 marks** for the format and content points, and up to 20 marks for the quality of your writing.

## Section B : Continuous Writing

[50 marks ]

[Time suggested: One hour]

*Write a composition of **about 350 words** on **one** of the following topics.*

1. Describe a day when you had to deal with your father who was angry with you.
2. Money is the root of all evil. How far do you agree?
3. Ways to reduce air pollution.
4. "A bird in the hand is worth more than two in the bush". Describe a situation or situations where the saying illustrates its true meaning.
5. Write a story about a taxi-ride.  
Begin your story with: *It was an old taxi but the driver seemed friendly enough.*



## Section A

[15 marks]

### Questions 1 – 8

For each of the questions, read the question first and then study the information given to find the best answer. Then circle the answer **A**, **B**, **C** or **D** on the answer sheet provided.

#### Question 1

Read the extract below and answer the question that follows.

#### **Southern Lions Fall At Last**

Selangor ended Johore's *flying start* to the Malaysian Premier League Soccer Season on Monday when a goal by Ahmad Rizal was enough to sink the Southern Lions 1 – 0.

1. The phrase *flying start* refers to
- A. Selangor's great game on that day.
  - B. Ahmad Rizal's winning goal for Johore.
  - C. Johore's success at the beginning of the season.
  - D. the action-packed games of the Malaysian Premier League.

#### Question 2

Read the sign below and answer the question that follows.

**ONE-OFF OFFER**

2. What does the sign mean?
- A. The offer is for this time only.
  - B. The offer is for those who present it once.
  - C. The person who gets this chance has only one offer.
  - D. The person who wins this offer has only one chance.

### Question 3

Read the advertisement below and answer the question that follows.

**Would you like a pet?**  
**You will be spoilt for choice in our Metro Classifieds**  
*Star Metro Classified*

3. The advertisement means
- A. you will like the pets in Star Metro Classified.
  - B. it would be difficult to find pets from the Star Metro Classified.
  - C. there are so many pets to choose from in the Star Metro Classified.
  - D. you will be spoilt when choosing pets from the Star Metro Classified.

### Question 4

Read the news item below and answer the question that follows.

#### **Biometric Way to Monitor Workers**

It costs RM37mil to set up and operate the biometric and monitoring system for foreign workers. It is now fully operational at all immigration depots nation-wide. Prior to the introduction of the biometric system, entry was based on passport data which can be manipulated or forged.

4. Which of the statements below is **not true** about the biometric system?
- A. It can be manipulated and falsified.
  - B. It is expensive to set up the system.
  - C. The system is set up to monitor foreign workers.
  - D. It is now used at immigration depots all over the country.

### Question 5

Read the cartoon strip below and answer the question that follows.



5. This cartoon strip tells us that
- A. most motorcyclists do not have driving licenses.
  - B. there will be a price to pay if you do not abide by traffic rules.
  - C. speeding is an exciting feeling even though it may be risky.
  - D. friends usually tease you when you are suffering at the hospital.

### Question 6

Study the weather forecast below and answer the question that follows.

| Weather Forecast (Valid from 7 a.m. – 7 p.m.) |   |  |
|---|---|--|
|   | A.M.  | P.M.   |
| <b>Peninsular Malaysia</b>                    | Rain over Penang, Kedah, Perlis and Northern Perak. Cloudy with occasional rain over coastal Kelantan and Terengganu. Elsewhere, clear. | Thunderstorms and rain over Perlis, Kedah, Penang, Kelantan, and Terengganu. Elsewhere, clear. |
| <b>Sabah</b>                                  | Clear, over all residencies   | Clear, over all residencies  |
| <b>Sarawak</b>                                | Clear, over all divisions   | Clear, over all divisions  |

6. Which of the following statements is **correct** about the weather forecast above?
- A. Rain is expected in Sabah and Sarawak.
  - B. Kedah will experience thunderstorms in the afternoon.
  - C. Northern Perak will experience thunderstorms in the morning.
  - D. Kelantan and Terengganu will be sunny throughout the whole day.

### Questions 7 and 8

Read the news report below and answer the questions that follow.

#### **10 % co-curricular involvement besides meritocracy – new varsity entry requirement 2015**

In a move to improve the standard of university graduates, the Education Ministry has decided to include 10 % of pre-university students' co-curricular involvement as part of the new entry requirement to local universities. Besides, meritocracy remains the major requisite.

Students who stay away from getting involved in sports, clubs, societies and uniformed bodies will find themselves left behind in the selection for a place in local universities.

Reports from university lecturers and school teachers show that students who seriously participated in co-curricular activities have been found to have contributed to nation-building while those who did not were found to be unpatriotic and unable to mingle with other factions of the society.

7. According to the report, the new entry requirement to local universities is the students'
- A. nation-building skills.
  - B. involvement in sports and societies.
  - C. participation in co-curricular activities.
  - D. participation in co-academic activities.



8. The report found that students who were not involved in co-curricular activities

- A. later became bad apples of society.
- B. did not contribute to nation-building.
- C. could not foster good relationship with others.
- D. were not interested in studies.

**Questions 9 -15**

*Read the following passage and choose the best answer. Then circle A, B, C or D on the answer sheet.*

ACHEH : Yesterday, *tsunami* waves hit bustling Aceh after an unexpected shocking turn of events. A total of 960 people from 190 families were swept away by some 10-metre high waves 9 at more than 50 knots. The catastrophe lasted 10 about three hours and the tremors were felt in almost all of the Pacific 11.

According to a social welfare 12 unit, international volunteer organisations have come to the 13 of these unfortunate people. They were given all basic necessities such as food items, bedding, warm clothing and fresh water. Millions, all 14 the world, have heard of their plight and are contributing to the World Tsunami Fund. Their plight has become worse with an 15 of contagious diseases as a result of decaying bodies strewn all over the city.

9.      A travel  
          B travelled  
          C travelling  
          D travels

13.      A help  
          B rescue  
          C distress  
          D assistance

10.      A to  
          B for  
          C until  
          D since

14.      A of  
          B over  
          C round  
          D inside

11.      A area  
          B seas  
          C region  
          D ocean

15.      A outbreak  
          B epidemic  
          C explosion  
          D widespread

12.      A volunteer  
          B volunteered  
          C volunteering  
          D volunteers

**Section B**  
[10 marks]

*Read the information on these bestsellers and then complete the tasks given.*

|   |  |
|---|--|
| <p><b>Mysteries of the Deep</b><br/>Mashusita Akato<br/><i>Longman's London</i><br/>RM 31.99</p> <p>The author has wide experience in deep sea fishing and diving Akato has recorded nearly 1500 species of aquamarine life. The book features colourful descriptions of such species.</p>  | <p><b>The Ultimate Health Guide</b><br/>Jane Fonda<br/><i>Hollywood Publications</i><br/>RM 37.99</p> <p>A guide for those seeking not only a beautiful body but a functioning one. Jane Fonda leads health-conscious people into a new step towards external and internal beauty. She has listed as many as 1000 recipes to good health.</p>  |
| <p><b>Careers for a Million Dollar</b><br/>Robert Beckham<br/><i>Goldwyn Myers Publications</i><br/>RM 75.99</p> <p>A millionaire in his own right. He reveals some secrets which complete a businessman's quest for the easy way out to riches. His ideas incorporate the current E-trade business circle.</p>   | <p><b>CSI : A New Insight</b><br/>John E. Taylor<br/><i>Preston Universal Unlimited</i><br/>RM 21.99</p> <p>Criminal investigation has never been complete without this pack of tricks of the trade in scientific criminal investigation. Unlike the series by the same name, this book reveals some practical ways to crack crime mysteries. Every policeman should not be without it as a reference.</p> |
| <p style="text-align: center;"><b>Computer Wizards' Guide</b><br/>David Gates<br/><i>Microsoft Limited Publications</i><br/>RM 65.99</p> <p>Experience the virtual world of paradise as you venture into the procedural steps to becoming a computer wizard. Virtual reality has never been explored through a book. The publication takes you into the making of virtual reality with the intricacies of computer programming.</p> |  |

### Questions 16 – 20

*Using the information on the bestsellers, give short answers to the questions below.*

16. Candida has always been fascinated by marine life. Which book would you buy for her?  
..... [ 1 mark]
17. Your sister is health-conscious. Which book would be of interest to her?  
..... [ 1 mark]
18. You would like to buy a book but you are on a tight budget. Which book would you choose?  
..... [ 1 mark]
19. Your uncle is a business man and you would like to buy a book for him. Which book do you think he would be interested in?  
..... [ 1 mark]
20. Your cousin has just discovered the world of virtual reality. You want to encourage him by giving him a book. Which book would you give?  
..... [ 1 mark]

### Questions 21 – 25

*Using the information on the bestsellers, write short answers to complete the statements below.*

21. 'Mysteries of the Deep' features the experiences of the author when he went  
..... [ 1 mark]
22. 'CSI : A New Insight' can be used by the police force to help solve  
..... [ 1 mark]
23. En. Kamarudin, a successful businessman, has decided to expand his business by including current ideas of .....[ 1 mark]
24. Health guide books encourage people to be .....[ 1 mark]
25. Microsoft Ltd. Publications has launched an excellent book where virtual reality programming can be .....[ 1 mark]

**Section C**  
[25 marks]

*Read the passage below and answer the questions that follow.*

- 1 Just like any other modern device, the mobile phone has become an indispensable part of our lives. These days, we trade our phones for newer units, with sharper colour screens, digicams, as well as more polyphonic ringtones. We seem to be getting new phones faster than we get new clothes. However, not all old mobile phones go back to the market to be resold when the owner decides to get a new unit. Some are left at home to rot in the drawer while others are sent to the garbage bin, a practice which, at the end of the day, adds to the growing volume of toxic waste in our country's landfills. The fear by environmentalists is that as millions of mobile phones are disposed of with other trash, the possibility exists for their toxins to be released into the air and even ground water. 5 10
- 2 Mobile phones are full of pollutants such as lead (primarily from soldering), arsenic, antimony, beryllium, copper, nickel, mercury and brominated flame retardants. Older phones use nickel-cadmium batteries which contain cadmium, a toxin and suspected carcinogen. Therefore, the fear of the environmentalists is genuine and reason enough to worry. 15
- 3 Even if Malaysians want to do the 'right thing', most are just too engrossed to figure out the right way to get rid of their phones. A private college student, who likes to follow the latest trends when it comes to mobile phones, disclosed that when she buys a new one, the old one goes to her favourite charity. 20
- 4 The managing director of the Petaling Jaya Community Centre's Environment Centre, said that unfortunately it is not often that his office gets unused or old mobile phones from the public. The few times that it does receive mobile phones, the units are totally unusable and irreparable and there's nothing that can be done apart from tossing them into the centre's 'scrap metal' bin to be sold for their weight. If there are any that can be used, they are sent to the shop to be repaired. 25
- 5 Nokia Malaysia offers a wide range of electronic waste management services including recycling, processing and refining. According to Nokia, a typical mobile phone recycling process involves the material being shredded into scrap. Metal and plastic parts are then separated. The metals are sold to metal refineries, where they are melted and purified for reuse. However, the recycling rate of plastics is low, partly because recovered plastics often contain impurities. Fortunately, most recycled plastics are suitable as a fuel replacement for oil. In addition, the plastic scraps can also be turned into plastic benches and fences. 30 35
- 6 Nokia encourages its mobile phone users to send mobile phones which are beyond repair to them for proper disposal. If not stored in the correct conditions, old and unused phone batteries may leak and toxic chemicals 40

will be released into homes. Even if stored in the best conditions, what happens to these phones eventually? One day, they will probably be discarded with the trash and end up in landfills.

- 7 Mobile phone sales continue to climb, making it unlikely that the number of used phones will decline. All too often the one you used to love and take everywhere with you, is now left at home, in a drawer, unwanted and abandoned. However, attitudes are beginning to change as awareness and education grow. Ongoing campaigns by various governments as well as by companies and organizations within the telecommunications industry can and will help prevent old mobile phones from making their way to landfills. Hence, it is our social responsibility as users to help protect the environment for future generations. Remember: reclaim, reuse and recycle for a greener earth.

(Adapted from *The Star*, 8 July 2004)

### Questions 26 – 30

Answer all questions. You are advised to answer them in the order set.

26. (a) In paragraph 1, why do people trade in their mobile phones for newer units?

..... [1 mark]

- (b) Not all mobile phones are traded for newer units. What happens to most of them when owners get a new one?

..... [1 mark]

27. (a) Give **two** reasons why mobile phones are considered dangerous.

(i) ..... [1 mark]

(ii) ..... [1 mark]

- (b) From paragraph 3, find a word which has the same meaning as *preoccupied*.

..... [1 mark]

- 28.** In paragraph 4, what happens when people donate their handphones to the Petaling Jaya Community Centre's Environment Centre?
- (i) ..... [1 mark]
- (ii) ..... [1 mark]
- 29.** From paragraph 5, state one use of recycled plastics.
- ..... [1 mark]
- 30.** In your own words, state how we can educate the public to recycle their mobile phones.
- .....
- .....
- ..... [2 marks]

### Question 31

*This article describes the threats posed by mobile phones to the environment and the solutions to the problems.*

Based on the text, write a summary of:

- the dangers posed by improper disposal of mobile phones
- how they are recycled

Your summary must

- be in continuous writing (not in note form)
- not be longer than 130 words, including the 10 words given below
- draw material from lines 6 to 43

Begin your summary as follows:

*Unused mobile phones pose a threat to the environment by ...*

[illegible]

[illegible]

**15 marks]**



**Section D**

[20 marks]

[Time suggested : 35 minutes]

32. Read the poem below and answer the questions that follow.

**A Poison Tree**

I was angry with my friend:  
I told my wrath, my wrath did end.  
I was angry with my foe:  
I told it not, my wrath did grow.

And I watered it in fears,  
Night and morning with my tears;  
And I sunned it with smiles,  
And with soft deceitful wiles.

And it grew both day and night,  
Till it bore an apple bright;  
And my foe beheld it shine,  
And he knew that it was mine,

And into my garden stole  
When the night had veiled the pole:  
In the morning glad I see  
My foe outstretched beneath the tree.

*William Blake*

- a) How does the persona feel towards his enemy?

---

(1 mark)

- b) Why does the enemy sneak into the garden at night?

---

(1 mark)

- c) What does the tree symbolize?

---

(1 mark)

- d) The persona had allowed the anger to fester and grow within him. If a friend is in such a situation, how would you advise him or her? Provide two suggestions.

Advice 1 :

---

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(1 mark)

---

(1 mark)

33. *The following are the novels studied in the literature component in English Language.*

Captain Nobody - Dean Pitchford  
Dear Mr Kilmer - Anne Schraff  
Sing to the Dawn - MinfongHo

Choose any **one** of the novels above and answer the question below.

“Education is for all irrespective of gender.”

How is this shown in the novel you have read? Support your answer with close reference to the text.

[illegible]

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(15 marks)

KERTAS SOALAN TAMAT

FOR SECTION A

Blacken only one space for each question. If you wish to change your answer, erase the blackened mark that you have made. Then blacken the space for the new answer.

EXAMPLE:

=A= =B= =C= =D=

- |    |     |     |     |     |     |     |     |     |     |
|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1. | =A= | =B= | =C= | =D= | 9.  | =A= | =B= | =C= | =D= |
| 2. | =A= | =B= | =C= | =D= | 10. | =A= | =B= | =C= | =D= |
| 3. | =A= | =B= | =C= | =D= | 11. | =A= | =B= | =C= | =D= |
| 4. | =A= | =B= | =C= | =D= | 12. | =A= | =B= | =C= | =D= |
| 5. | =A= | =B= | =C= | =D= | 13. | =A= | =B= | =C= | =D= |
| 6. | =A= | =B= | =C= | =D= | 14. | =A= | =B= | =C= | =D= |
| 7. | =A= | =B= | =C= | =D= | 15. | =A= | =B= | =C= | =D= |
| 8. | =A= | =B= | =C= | =D= |     |     |     |     |     |

| <i>For examiner's use</i> |       |  |
|---------------------------|-------|--|
| Examiner's Code           |       |  |
| Section                   | Marks |  |
| A                         | 15    |  |
| B                         | 10    |  |
| C                         | 25    |  |
| D                         | 20    |  |
| Total                     | 70    |  |

**SECTION A : DIRECTED WRITING**

This question is assessed as follows :

|                 |                   |
|-----------------|-------------------|
| <b>FORMAT</b>   | <b>: 3 marks</b>  |
| <b>CONTENT</b>  | <b>: 12 marks</b> |
| <b>LANGUAGE</b> | <b>: 20 marks</b> |
| <b>-----</b>    |                   |
| <b>TOTAL</b>    | <b>35 marks</b>   |
| <b>=====</b>    |                   |

**2) FORMAT & CONTENT MARKS :**

| <b>FORMAT</b>  |   | <b>MARKS</b> |
|--|---|--------------|
| <b>F1</b> = For whom is the report   |   | 1            |
| <b>F2</b> = title  |   | 1            |
| <b>F3</b> = signature and position   |   | 1            |
| Sub-total  |   | 3            |
| (All <b>keywords</b> must be mentioned or paraphrased before any content point can be awarded. If any idea is incomplete, content point cannot be awarded) |   |              |
| C1   | Organizer- counselling club of the school           | 1            |
| C2   | Aim- Leadership training and motivation             | 1            |
| C3   | Aim- Instil patriotism                              | 1            |
| C4   | Aim- Learn team building                            | 1            |
| C5   | The date  | 1            |
| C6   | Venue   | 1            |
| C7   | Participants  | 1            |
| C8   | Benefits- Social integration                        | 1            |
| C9   | Benefits- Respect for culture and traditions        | 1            |
| C10  | Benefits- Increased awareness on leadership         | 1            |
| C11  | <i>an activity carried out during the camp</i>      | 1            |
| C12  | <i>another activity carried out during the camp</i> | 1            |
| Sub-total  |   | 12           |

|                    |           |
|--------------------|-----------|
|                    |           |
| <b>Grand Total</b> | <b>15</b> |

### DIRECTED WRITING BAND DESCRIPTORS

| MARK RANGE                 | DESCRIPTION OF CRITERIA   |
|----------------------------|---|
| <b>A</b><br><b>19 – 20</b> | <ul style="list-style-type: none"> <li>The <b>language</b> is entirely accurate apart from very occasional first draft slips.</li> <li><b>Sentence structure</b> is varied and shows that the candidate is able to use various types of sentences to achieve a particular effect.</li> <li><b>Vocabulary</b> is wide and is used with precision.</li> <li><b>Punctuation</b> is accurate and helpful to the reader.</li> <li><b>Spelling</b> is accurate across the full range of vocabulary used.</li> <li><b>Paragraphs</b> are well-planned, have unity and are linked.</li> <li>The <b>topic</b> is addressed with consistent relevance.</li> <li>The <b>interest</b> of the reader is aroused and sustained throughout the writing.</li> <li>The <b>tone</b> is appropriate for a report</li> </ul>  |
| <b>B</b><br><b>16 - 18</b> | <ul style="list-style-type: none"> <li>The <b>language</b> is accurate; occasional errors are either minor or first draft slips.</li> <li><b>Vocabulary</b> is wide enough to convey intended shades of meaning with some precision.</li> <li><b>Sentences</b> show some variation of length and type, including some complex sentences.</li> <li><b>Punctuation</b> is almost always accurate and generally helpful.</li> <li><b>Spelling</b> is nearly always accurate.</li> <li><b>Paragraphs</b> show some evidence of planning, have unity and are usually appropriately linked.</li> <li>The piece of writing is relevant to the <b>topic</b> and the <b>interest</b> of the reader is aroused and sustained throughout most of the composition.</li> <li>The composition is written in <b>paragraphs</b> which show some unity and are usually linked appropriately.</li> <li>The <b>tone</b> is appropriate for a report</li> </ul> |
| <b>C</b><br><b>13 - 15</b> | <ul style="list-style-type: none"> <li>The <b>language</b> is largely accurate.</li> <li>Simple structures are used without error; mistakes may occur when more sophisticated structures are attempted.</li> <li><b>Vocabulary</b> is wide enough to convey intended meaning but may lack precision.</li> <li><b>Sentences</b> may show some variety of structure and length but there is a tendency to use one type of structure, giving it a monotonous effect.</li> <li><b>Punctuation</b> of simple structures is accurate on the whole but errors may occur in more complex uses.</li> <li>Simple words may be <b>spelt</b> correctly but errors may occur when more</li> </ul>  |

|  |  |
|--|--|
|  | <p>sophisticated words are used.</p> <ul style="list-style-type: none"> <li>• The composition is written in <b>paragraphs</b> which may show some unity, although links may be absent or inappropriate.</li> <li>• The writing is relevant but may lack originality and planning. Some <b>interest</b> is aroused but not sustained.</li> <li>• The composition is written in <b>paragraphs</b> which show some unity, although links may be absent or inappropriate.</li> <li>• The <b>tone</b> is mostly appropriate.</li> </ul> |
|--|--|

| MARK RANGE                      | DESCRIPTION OF CRITERIA   |
|---------------------------------|---|
| <b>D</b><br><br><b>10 - 12</b>  | <ul style="list-style-type: none"> <li>• The <b>language</b> is sufficiently accurate to communicate meaning clearly to the reader.</li> <li>• There will be patches of clear <b>language</b>, particularly when simple vocabulary and structures are used.</li> <li>• There is some variety of <b>sentence</b> type and length but the purpose is not clearly seen.</li> <li>• <b>Punctuation</b> is generally correct but does not clarify meaning.</li> <li>• <b>Vocabulary</b> is usually adequate to show intended meaning but this is not developed to show precision.</li> <li>• Simple words will be <b>spelt</b> correctly but more spelling errors will occur.</li> <li>• <b>Paragraphs</b> are used but show lack of planning and unity.</li> <li>• The <b>topic</b> is addressed with some relevance but the reader may find composition at this level lacking in liveliness and <b>interest value</b>.</li> <li>• The article is written in <b>paragraphs</b> which may show some unity in topic.</li> <li>• Lapses in <b>tone</b> may be a feature.</li> </ul>                |
| <b>E</b><br><br><b>7 - 9</b>    | <ul style="list-style-type: none"> <li>• <b>Meaning</b> is never in doubt, but single word errors are sufficiently frequent and serious to hamper reading.</li> <li>• Some simple <b>structures</b> may be accurate, but a script at this level is unlikely to sustain accuracy for long.</li> <li>• <b>Vocabulary</b> is limited—either too simple to convey precise meaning or more ambitious but imperfectly understood.</li> <li>• Simple words will be <b>spelt</b> correctly but frequent mistakes in spelling and <b>punctuation</b> make reading the script difficult.</li> <li>• <b>Paragraphs</b> lack unity or are haphazardly arranged.</li> <li>• The high incidence of linguistic errors is likely to distract the reader from any merits of content that the composition may have.</li> <li>• The article will have <b>paragraphs</b> but these lack unity and links are incorrectly used or the article may not be paragraphed at all. There may be errors of sentence separation and punctuation.</li> <li>• The <b>tone</b> may be inappropriate for a report.</li> </ul> |
| <b>U (i)</b><br><br><b>4- 6</b> | <ul style="list-style-type: none"> <li>• <b>Meaning</b> is fairly clear but high incidence of throughout the writing will definitely impede the reading.</li> <li>• There will be many serious errors of various kinds throughout the</li> </ul>  |

|   |  |
|---|--|
|   | <p>script but they are mainly of the single word type, i.e. they could be corrected without rewriting the whole sentence.</p> <ul style="list-style-type: none"> <li>• A script at this level will have very few accurate sentences.</li> <li>• Although communication is established, the frequent errors may cause blurring.</li> <li>• <b>Sentences</b> will be simple and very often repetitive.</li> <li>• <b>Punctuation</b> will sometimes be used correctly but sentence separation errors may occur.</li> <li>• <b>Paragraphs</b> lack unity or there may not be any paragraphs at all.</li> <li>• There may be frequent <b>spelling</b> errors.</li> <li>• The <b>tone</b> may not be appropriate for a talk or, if it is, may not show understanding of the detailed requirements of the task.</li> </ul> |
| <p><b>U (ii)</b></p> <p><b>2 - 3</b></p>  | <ul style="list-style-type: none"> <li>• The reader is able to get some <b>sense</b> out of the script but errors are multiple in nature, requiring the reader to read and re-read before being able to understand.</li> <li>• At this level, there may be only a few accurate but simple <b>sentences</b>.</li> <li>• The <b>content</b> may be comprehensible, but the incidence of linguistic error is so high as to make meaning blur.</li> <li>• This type of script may also be far short of the required number of words.</li> <li>• Whole sections of the article may make little or no sense. There are unlikely to be more than one or two accurate sentences.</li> <li>• The content is comprehensible, but its <b>tone</b> is hidden by the density of errors.</li> </ul>                                |
| <p><b>U (iii)</b></p> <p><b>0 - 1</b></p> | <ul style="list-style-type: none"> <li>• Scripts in this category are almost entirely <b>impossible</b> to read.</li> <li>• Whole sections of the article may make little or no <b>sense</b> at all or are copied from the task.</li> <li>• Where occasional patches of clarity occur, marks should be awarded.</li> <li>• Award '1' mark if some sense can be obtained.</li> <li>• The mark '0' should only be awarded if the report makes no sense at all from beginning to end.</li> </ul>  |

### **SECTION B : MARKING SCHEME FOR CONTINUOUS WRITING**

- 1) The candidate's response will be assessed **based on impression**.
- 2) The examiner shall **read and re-read** the response carefully and at the same time **underline for gross or minor errors** or put in insertion marks (^) where such errors occur.
- 3) The examiner should also **mark for good vocabulary or expressions** by putting **a merit tick at the end of such merits**.
- 4) The examiner shall **fit** the candidate's response **against the most appropriate**



**band** having **most of the criteria** as found in the band. The examiner may have to refer to upper or lower bands to the band already chosen to **BEST FIT the student's response to the most appropriate band**. The marks from the band decided on for the script also depend on the number of criteria that are found in the script.

- 5) **Justify the band and marks given, if necessary**, by commenting on the strengths and weaknesses of the candidate's response, using the criteria found in the band.

#### CATEGORY DESCRIPTIONS FOR THE ASSESSMENT OF CONTINUOUS WRITING

| MARK RANGE                 | DESCRIPTION OF CRITERIA  |
|----------------------------|--|
| <b>A</b><br><b>44 - 50</b> | <ul style="list-style-type: none"> <li>The <b>language</b> is <b>entirely accurate</b> apart from very occasional first draft slips.</li> <li><b>Sentence structure</b> is varied and shows that the candidate is able to use various types of sentences to achieve a particular effect.</li> <li><b>Vocabulary</b> is wide and is used with precision.</li> <li><b>Punctuation</b> is accurate and helpful to the reader.</li> <li><b>Spelling</b> is accurate across the full range of vocabulary used.</li> <li><b>Paragraphs</b> are well-planned, have unity and are linked.</li> <li>The <b>topic</b> is addressed with consistent relevance.</li> <li>The <b>interest</b> of the reader is aroused and sustained throughout the writing.</li> </ul>     |
| <b>B</b><br><b>38 – 43</b> | <ul style="list-style-type: none"> <li>The <b>language</b> is <b>accurate</b>; occasional errors are either minor or first draft slips.</li> <li><b>Vocabulary</b> is wide enough to convey intended shades of meaning with some precision.</li> <li><b>Sentences</b> show some variation of length and type, including some complex sentences.</li> <li><b>Punctuation</b> is almost always accurate and generally helpful.</li> <li><b>Spelling</b> is nearly always accurate.</li> <li><b>Paragraphs</b> show some evidence of planning, have unity and are usually appropriately linked.</li> <li>The piece of writing is relevant to the <b>topic</b> and the interest of the reader is aroused and sustained through most of the composition.</li> </ul> |
| <b>C</b><br><b>32 - 37</b> | <ul style="list-style-type: none"> <li>The <b>language</b> is largely accurate.</li> <li><b>Simple structures</b> are used without error; mistakes may occur when more sophisticated structures are attempted.</li> <li><b>Vocabulary</b> is wide enough to convey intended meaning but may lack precision.</li> <li><b>Sentences</b> may show some variety of structure and length but there is a tendency to use one type of structure, giving it a monotonous effect.</li> <li><b>Punctuation</b> of simple structures is accurate on the whole but errors may occur in more complex uses.</li> </ul>   |

|                                       |   |
|---------------------------------------|---|
|                                       | <ul style="list-style-type: none"> <li>• <b>Simple words</b> may be spelt correctly but errors may occur when more sophisticated words are used.</li> <li>• The composition is written in <b>paragraphs</b> which may show some unity, although links may be absent or inappropriate. The writing is relevant but may lack originality and planning.</li> <li>• Some interest is aroused but not sustained.</li> </ul>  |
| <p><b>D</b></p> <p><b>26 - 31</b></p> | <ul style="list-style-type: none"> <li>• The <b>language</b> is sufficiently accurate to communicate meaning clearly to the reader.</li> <li>• There will be patches of clear, accurate language, particularly when <b>simple vocabulary</b> and <b>structures</b> are used.</li> <li>• There is some variety of <b>sentence</b> type and length but the purpose is not clearly seen. Punctuation is generally correct but does not clarify meaning.</li> <li>• <b>Vocabulary</b> is usually adequate to show intended meaning but this is not developed to show precision.</li> <li>• <b>Simple words</b> will be <b>spelt</b> correctly but more spelling errors will occur.</li> <li>• <b>Paragraphs</b> are used but show lack of planning or unity.</li> <li>• The <b>topic</b> is addressed with some relevance but the reader may find composition at this level lacking in liveliness and interest value</li> </ul>     |
| <p><b>E</b></p> <p><b>20 - 25</b></p> | <ul style="list-style-type: none"> <li>• <b>Meaning</b> is never in doubt, but single word errors are sufficiently frequent and serious to hamper reading.</li> <li>• Some <b>simple structures</b> may be accurate, but a script at this level is unlikely to sustain accuracy for long.</li> <li>• <b>Vocabulary</b> is limited - either too simple to convey precise meaning or more ambitious but imperfectly understood.</li> <li>• <b>Simple words</b> may be <b>spelt</b> correctly but frequent mistakes in spelling and <b>punctuation</b> make reading the script difficult.</li> <li>• <b>Paragraphs</b> lack unity or are haphazardly arranged.</li> <li>• The subject matter will show some relevance to the topic but only a partial treatment is given.</li> <li>• The high incidence of linguistic errors is likely to distract the reader from any merits of content that the composition may have.</li> </ul> |

|   |   |
|---|---|
| <p><b>U (i)</b></p> <p><b>14 - 19</b></p> | <ul style="list-style-type: none"> <li>• <b>Meaning</b> is fairly clear but the high incidence of errors throughout the writing will definitely impede the reading.</li> <li>• There will be many serious errors of various kinds throughout the script but they are mainly of the single word type, i.e. they could be corrected without rewriting the whole sentence.</li> <li>• A script at this level will have very few accurate <b>sentences</b>.</li> <li>• Although communication is established, the frequent errors may cause blurring.</li> <li>• <b>Sentences</b> will be simple and very often repetitive.</li> <li>• <b>Punctuation</b> will sometimes be used correctly but sentence separation errors may occur.</li> <li>• Paragraphs lack unity or there may not be any paragraphs at all.</li> </ul> |
|---|---|

| <b>MARK RANGE</b>                         | <b>DESCRIPTION OF CRITERIA</b>   |
|---|--|
| <p><b>U (ii)</b></p> <p><b>8 - 13</b></p> | <ul style="list-style-type: none"> <li>• The reader is able to get some <b>sense</b> out of the script but errors are multiple requiring the reader to read and re-read before being able to understand.</li> <li>• At this level, there may be only a few accurate but simple <b>sentences</b>.</li> <li>• The <b>content</b> may be comprehensible, but the incidence of linguistic error is so high as to make meaning blur.</li> <li>• This type of script may also be far short of the required number of words.</li> </ul> |
| <p><b>U (iii)</b></p> <p><b>0 - 7</b></p> | <ul style="list-style-type: none"> <li>• Scripts in this category are almost entirely <b>impossible</b> to read.</li> <li>• Whole sections may make little or no sense at all.</li> <li>• Where occasional patches of clarity occur, marks should be awarded</li> <li>• The mark '0' should only be given if the script makes no sense at all from the beginning to end</li> </ul>   |

**English Language 1119/2  
(Project Amanjaya 2017)**

**SECTION A**

|      |       |       |
|------|-------|-------|
| 1. C | 6. B  | 11. C |
| 2. A | 7. C  | 12. A |
| 3. C | 8. C  | 13. B |
| 4. A | 9. C  | 14. B |
| 5. B | 10. B | 15. A |

**SECTION B**

|    |                              |
|----|------------------------------|
| 16 | Mysteries of the Deep        |
| 17 | The Ultimate Health Guide    |
| 18 | CSI : A New Insight          |
| 19 | Careers for a Million Dollar |
| 20 | Computer Wizards' Guide      |
| 21 | deep sea fishing and diving  |
| 22 | crime mysteries / crime      |
| 23 | the E-trade (business)       |
| 24 | health conscious             |
| 25 | explored                     |

**\*\* Correct spelling and punctuation is mandatory.**

**SECTION C: Reading Comprehension**

|                            |  |                                      |
|----------------------------|--|--------------------------------------|
| <b>26 (a)</b>              | They want sharper colour screens, digicams, and more polyphonic ringtones. <i>(Allow lifting of lines 2 – 4)</i>   | <i>1 mark</i>                        |
| <b>26 (b)</b>              | They are left in drawers or sent to garbage bins. <i>(Allow lifting of lines 6 – 7)</i>  | <i>1 mark</i>                        |
| <b>27 (a) (i) and (ii)</b> | <p>- adds to the growing volume of toxic waste in our country's landfills. <i>(Allow lifting of lines 8 – 9) = At the end of the day ..... landfills.</i></p> <p>- possibility for toxins to be released into the air and ground water. <i>(Allow lifting of lines 9 – 11)</i></p> <p>- full of (various) pollutants. <i>(Allow lifting of lines 12 – 14)</i></p> <p>- old phones use nickel-cadmium batteries which contain a toxin and a suspected carcinogen.</p> | <i>Any TWO reasons (1 mark each)</i> |
| <b>27 (b)</b>              | engrossed  | <i>1 mark</i>                        |
| <b>28 (i)</b>              | tossed into the centre's scrap metal bin. <i>(Allow lifting of lines 26 – 27) = Tossing them ..... weight.</i>   | <i>1 mark</i>                        |
| <b>(ii)</b>                | sent to a shop to be repaired if they can be used. <i>(Allow lifting of lines 27 – 28)</i>   | <i>1 mark</i>                        |
| <b>29</b>                  | fuel replacement for oil / plastic benches / plastic fences  | <i>Any ONE answer (1 mark)</i>       |
| <b>30</b>                  | <p><i>Accept any TWO relevant answers,</i></p> <p>e.g. running campaigns / advertisements / locate collection centres at Malls or public places / Rewards for sending in old mobile phones, etc.</p>   | <i>Marks awarded = 2 or 0</i>        |

**SECTION C : Summary**

Annotate as follows :

|          |      |
|----------|------|
| CONTENT  | - 10 |
| LANGUAGE | - 5  |
| <hr/>    |      |
| TOTAL    | 15   |
| <hr/>    |      |

Awarding Content Marks :

| POINTS   |  |
|--|--|
| <b>Dangers posed by improper disposal of mobile phones</b> |  |
| 1.   | growing volume of toxic waste (in our country's landfills)                     |
| 2.   | possibility exists for toxins to be released into the air                      |
| 3.   | and ground water   |
| 4.   | full of pollutants   |
| 5.   | nickel-cadmium batteries contain cadmium, a toxin (and a suspected carcinogen) |
| 6.   | (buys a new one), the old one goes to charity                                  |
| 7.   | if not stored in correct conditions, (old and unused phone) batteries may leak |
| 8.   | and toxic chemicals will be released into homes                                |
| <b>How they are recycled</b>                               |  |
| 9.   | the material is shredded into scrap  |
| 10.  | metal and plastics parts are then separated                                    |
| 11.  | the metals are sold to metal refineries  |
| 12.  | where they are melted  |
| 13.  | and purified for reuse   |
| 14.  | recycled plastics are suitable as fuel replacement for oil                     |
| 15.  | plastic scraps can be turned into plastic benches and fences                   |

**Question 31****Summary**

Marks for **Style and Presentation** are awarded based on the average sum total (to the nearest rounded fraction/decimal) of **Paraphrase** and **Use of English**. Annotate as follows :

**Paraphrase** = 5

**Use of English** = 4

$$\frac{9}{2} = 4.5 = \underline{\underline{5 \text{ marks}}}$$

| STYLE AND PRESENTATION DESCRIPTORS SUMMARY |  |                                   |  |
|--|--|-----------------------------------|--|
| MARKS                                      | <i>PARAPHRASE</i>  | MARKS                             | <i>USE OF ENGLISH</i>  |
| <b>5</b><br><b>Excellent</b>               | <ul style="list-style-type: none"> <li>- a sustained attempt to rephrase the text</li> <li>- expression is secure</li> <li>- difficult phrases from text may be substituted</li> </ul>                           | <b>5</b><br><b>Excellent</b>      | <ul style="list-style-type: none"> <li>- language is accurate</li> <li>- occasional errors</li> <li>- sentence structure varied</li> <li>- marked ability to use original complex syntax</li> <li>- punctuation accurate</li> <li>- spelling correct throughout</li> </ul> |
| <b>4</b><br><b>Good</b>                    | <ul style="list-style-type: none"> <li>- noticeable attempt to rephrase the text</li> <li>- free from stretches of lifting</li> <li>- expression is generally secure</li> </ul>                                  | <b>4</b><br><b>Good</b>           | <ul style="list-style-type: none"> <li>- language is almost always accurate</li> <li>- serious errors will be isolated</li> <li>- some variation of sentences</li> <li>- punctuation accurate</li> <li>- spelling largely accurate</li> </ul>                              |
| <b>3</b><br><b>Fair</b>                    | <ul style="list-style-type: none"> <li>- intelligent and selective lifting but limited attempts to rephrase</li> <li>- expression may not always be secure</li> </ul>  | <b>3</b><br><b>Fair</b>           | <ul style="list-style-type: none"> <li>- language largely accurate</li> <li>- simple structures dominate</li> <li>- serious errors not frequent but noticeable</li> <li>- spelling nearly always accurate</li> </ul>   |
| <b>2</b><br><b>Unsatisfactory</b>          | <ul style="list-style-type: none"> <li>- total lifting of text but not a complete transcript</li> <li>- attempts to substitute but only for single words</li> <li>- irrelevant sections more frequent</li> </ul> | <b>2</b><br><b>Unsatisfactory</b> | <ul style="list-style-type: none"> <li>- meaning is not in doubt</li> <li>- serious errors more frequent</li> <li>- simple structures accurate but not maintained</li> <li>- spelling accurate</li> <li>- some irrelevant parts</li> </ul>                                 |
| <b>0-1</b><br><b>Poor</b>                  | <ul style="list-style-type: none"> <li>- more or less a transcript of the text</li> <li>- no originality</li> <li>- irrelevant sections copied</li> </ul>  | <b>0-1</b><br><b>Poor</b>         | <ul style="list-style-type: none"> <li>- heavy frequency of errors – hampers reading</li> <li>- fractured syntax / fragmented</li> </ul>   |

**SECTION D : Literature**

**Section D: Poem (A Poison Tree)**

- a) How does the persona feel towards his enemy?

He is angry with his enemy.

---

(1 mark)

- b) Why does the enemy sneak into the garden at night?

The enemy wants to steal the apple.

---

(1 mark)

- c) What does the tree symbolize?

The tree symbolizes the persona's anger.

---

(1 mark)

- d) The persona had allowed the anger to fester and grow within himself. If a friend is in such a situation, how would you advise him or her? Provide two suggestions.

Advice 1 :

He/She should not harbour anger and should discuss with the person involved.

---

Life is more meaningful when we can go about our daily activities with a heart free of resentment.

---

(1 mark)

Advice 2:

He/She should learn to forgive and forget.

---

(1 mark)



## Question 34

**AWARDING CONTENT MARKS :**

Please refer to the band descriptors below before deciding which band **BEST FITS** the mark for **CONTENT**.

| <b>SCORE</b>  | <b>BAND DESCRIPTORS</b>  |
|---------------|--|
| <b>9 – 10</b> | <p>The response contains a majority of the following :</p> <ul style="list-style-type: none"> <li>• Response, relevant to specified task</li> <li>• Theme, well supported and linked with evidence / knowledge from text</li> <li>• Main and supporting ideas, relevant to specified task</li> <li>• Ideas, clearly presented, well-organised and easily understood</li> </ul>               |
| <b>7 – 8</b>  | <p>The response contains a majority of the following :</p> <ul style="list-style-type: none"> <li>• Response, relevant to the task</li> <li>• Theme, usually supported and linked with knowledge / evidence from text</li> <li>• Mains and supporting ideas, mostly relevant to specified task</li> <li>• Ideas, clear and can be understood</li> </ul>                                      |
| <b>5 – 6</b>  | <p>The response contains a majority of the following :</p> <ul style="list-style-type: none"> <li>• Response, intermittently relevant to specified task</li> <li>• Theme, supported and linked with some knowledge or evidence to specified task</li> <li>• Some ideas, relevant to the specified task</li> <li>• Ideas, generally clear, can be understood but lack organisation</li> </ul> |
| <b>3 – 4</b>  | <p>The response contains a majority of the following :</p> <ul style="list-style-type: none"> <li>• Response, barely relevant to specified task</li> <li>• Theme, unlikely identified or even when identified, not likely to be linked to the text</li> <li>• Ideas, hardly relevant to specified task</li> <li>• Ideas, difficult to understand</li> </ul>                                  |
| <b>1 – 2</b>  | <ul style="list-style-type: none"> <li>• No understanding of task requirement</li> <li>• Disorganised writing – incoherent; ideas, irrelevant to the specified task</li> </ul>   |
| <b>0</b>      | <ul style="list-style-type: none"> <li>• Response in other than English</li> <li>• No response</li> <li>• Response, not related to the novel</li> </ul>  |

**AWARDING LANGUAGE MARKS :**

Please refer to the band descriptors below before deciding which band **BEST FITS** the mark for **LANGUAGE**.

| MARK  | USE OF LANGUAGE   |
|-------|---|
| 5     | <ul style="list-style-type: none"> <li>• Language, accurate, with very occasional slips</li> <li>• Occasional minor errors, first draft slips</li> <li>• Sentence structure, varied</li> <li>• Punctuation, accurate and helpful</li> <li>• Spelling, secure throughout response</li> </ul>   |
| 4     | <ul style="list-style-type: none"> <li>• Language, almost always accurate</li> <li>• Sentences, some variation</li> <li>• Punctuation, accurate and generally helpful</li> <li>• Spelling, nearly always secure</li> </ul>  |
| 3     | <ul style="list-style-type: none"> <li>• Language, largely accurate</li> <li>• Simple structures dominate</li> <li>• Serious errors, not frequent although noticeable</li> <li>• Serious errors with sophisticated structures</li> <li>• Punctuation, largely accurate</li> <li>• Spelling, mostly secure</li> </ul>                                |
| 2     | <ul style="list-style-type: none"> <li>• Meaning, not in doubt</li> <li>• Serious errors, becoming more frequent</li> <li>• Simple structures, accurate but not sustained</li> <li>• Simple punctuation, usually correct, with occasional separation errors</li> <li>• Spelling, largely accurate but mistakes with more difficult words</li> </ul> |
| 0 – 1 | <ul style="list-style-type: none"> <li>• Serious errors, heavy frequency, impeding reading</li> <li>• Fractured syntax, more pronounced, with punctuation faltering</li> <li>• Sentence separation errors, frequent</li> </ul>  |