



**BEATTY SECONDARY SCHOOL**  
**MID YEAR EXAMINATION 2016**

**SUBJECT : ENGLISH LANGUAGE                      LEVEL : SEC 2 EXPRESS**  
**PAPER : 1 (INSERT)                                      DURATION : 1 HOUR 50 MINUTES**  
**SETTER : MS GOH HONG YI                              DATE : 3 MAY 2016**

<b>CLASS :</b>	<b>NAME :</b>	<b>REG NO :</b>
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**READ THESE INSTRUCTIONS FIRST**

This insert contains Section A.

Write your answers in the spaces provided.

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This document consists of 2 printed pages.

[Turn over

**Section A [10 marks]**

Carefully read the text below, consisting of 12 lines about Pulau Ubin, an island in the northeastern part of Singapore. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is NO error in a line, put a (✓) in the space provided.

If the line is incorrect, circle the incorrect word and write the correct word in the space provided.

The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived to my destination at 2 p.m.

at

My mother always wears sensible clothes.

✓

Be transported back in time to 1960s Singapore as you embark on a trip to nearby Pulau Ubin. Home for Singapore's last village, the island still retains the rustic beauty and simplicity of a bygone era. With no access to a modern and efficient public utilities on mainland Singapore, the villagers rely on wells for water and noisy diesel generators for electricity, and depends on traditional farming and fishing for subsistence. In the early days, granite mining supports a few thousand settlers. Much of the original vegetation were cleared for the cultivation of rubber and crop like coffee, pineapple and coconut. Today, abandoned granite quarries remain as picturesque relics of the past while forests and grasslands have regenerate to cover up the ravages of human activities.

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....
- 9 .....
- 10.....





BEATTY SECONDARY SCHOOL

MID YEAR EXAMINATION 2016

SUBJECT : ENGLISH LANGUAGE      LEVEL : SEC 2 EXPRESS  
 PAPER : 1 (WRITING)              DURATION : 1 HOUR 50 MINUTES  
 SETTER : MS GOH HONG YI        DATE : 3 MAY 2016

<b>CLASS :</b>	<b>NAME :</b>	<b>REG NO :</b>
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**READ THESE INSTRUCTIONS FIRST**

Write your name, class and register number in the spaces provided above.  
 Write in dark blue or black pen.  
 Do not use correction tape or fluid.

Answer **Section A**, **Section B** and one question from **Section C**.  
 For Section A write your answers in the spaces provided on the Insert.  
 For Section B and Section C write your answers on the separate Answer Paper provided.

The number of marks is given in brackets [ ] at the head of each section.

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This document consists of 4 printed pages.

[Turn over

**Section B [30 marks]**

**You are advised to write between 250 and 350 words for this section.**

You should look at the printout on page 3, study the information carefully and plan your answer before beginning to write.

Your school library is currently undergoing renovation to make it a conducive place for students to learn. As the President of the Student Council, you have been asked to make some suggestions to make the library more attractive and useful for students. While researching online, you came across a website that features ideas for school libraries. Choose two of the ideas presented in the website and write a proposal to your Principal to explain why they will appeal to the students in your school.

You must include the following details:

- what students currently feel about the library
- which two ideas you have chosen and why
- one other way not from the website which can promote reading among the students.

Write your proposal in clear, accurate English and in a formal, polite tone to convince your Principal to accept your suggestions.

You may add any other details that might be of interest.

You should use your own words as much as possible.



# WE LOVE LIBRARIES!

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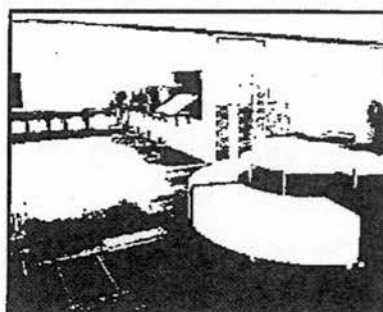
## *More than just books!*

The library is more than just shelves of books. Libraries in schools may serve many purposes and the design of the library has to reflect the needs of its users. Here are some ideas for your school library!



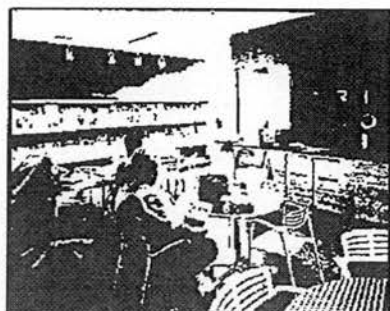
### Computer Corner

Students need computers for research or to record what they have learnt from books. Having a printer and photocopier nearby will be handy for the young scholars too!



### Discussion Rooms

Some like a quiet environment. Others use the library to discuss homework and projects. Why not create separate rooms for individual and group study so everyone will feel at home?



### Library Cafe

Food is banned in most libraries so hungry people have no choice but to leave. A cafe in the library is a convenience for those who can't study without snacks or drinks nearby!



### Read and Relax

To encourage people to read, make sure they are comfortable doing so! Sofas, cushions and beanbags create an inviting place for leisurely reading. Bookworms are sure to be hooked!

**Section C [30 marks]**

You are advised to write between 350 and 500 words on one of the following topics.

At the head of your composition, write the number of the topic you have chosen.

- 1 Write about a time when you lost something important and how you searched for it. What lesson did you learn from the incident?
- 2 Write about an occasion when something you learnt in school helped you out of a difficult situation. How did you feel about yourself afterwards?
- 3 Rivals.
- 4 Traditions.




Section A

Text 1

Study the poster below and answer Questions 1 – 4 in the Question Booklet.

# Do you know smoking can cause blindness?



Don't let your vision go up in smoke! 

Smoking is associated with a number of eye conditions such as cataract and Age-related Macular Degeneration (AMD). AMD causes loss of central vision leaving only the peripheral, or side vision intact. AMD is one of the leading causes of severe visual loss and blindness. Most cases of AMD are irreversible and are difficult to treat.

**Quit smoking now!**  
**Call 1800-438 2000**





## Section B

## Text 2

The text below is about a boy who was travelling to a new orphanage. Read it carefully and answer Questions 5 - 15 in the Question Booklet.

- 1 The train station at Pebbleton, dark and sooty though it was, glistened in the mist. Electric lamps above the platform cast their light upon a thousand reflecting surfaces: the puddles along the tracks, the streaked windows of the station house and the umbrellas hoisted over huddled indistinct figures on the platform. To a person of whimsical mind, the scene might resemble something from a magical story. 5
- 2 There was, in fact, such a person watching from the window of the approaching train, a boy of whimsical mind to be sure, and the fairy-tale qualities of the scene occurred to him at once. However, foremost in his mind was the awareness that Pebbleton station was his stop – the end of his train journey, the beginning of a new unknown. 10
- 3 He turned to his chaperone, a plump old woman who was peering out of the grimy window.
- 4 "Shall I tell you what I'm thinking, Mrs Ferrier?"
- 5 The old woman turned from the window, appraised him for a moment and exclaimed, "Heavens no, Nicholas! That would take hours, and we have only moments. There, we've stopped." 15
- 6 Mrs Ferrier and Nicholas were the only passengers to disembark. Several were boarding, however, and they crowded the aisles most inconveniently as they struggled to close their umbrellas. By the time the old woman and her charge managed to descend the steps, the platform was empty, save for one man in a sombre grey suit and hat, standing rigidly beneath his umbrella. At the sight of them, he strode forward to shield Mrs Ferrier with it. He was so tall that when he stood over Nicholas his face appeared mostly as a sharp, jutting chin and cavernous nostrils. He introduced himself as Mr Collum, the director of Pebbleton Orphanage. 20
- 7 Nicholas began to ask a question, but though he spoke politely, Mr Collum and Mrs Ferrier continued talking as if Nicholas had not uttered a word. 25
- 8 "May I just have a brief word with you, Mr Collum?" asked Mrs Ferrier. "A private word?" 30

- 9 "Of course," said Mr Collum, who had yet to look directly at Nicholas, but did seem aware of him, for he held up a finger to indicate that the boy should stay put. He drew Mrs Ferrier over to the ticket counter, where they stood with their backs to the room and spoke in hushed voices. 35
- 10 Nicholas strained his ears but could not make out a word of their conversation. Naturally he wanted to know what they were saying about him. However, the clamour of the departing train was so overwhelming that Nicholas could not have heard them even if they had shouted. The windows rattled; the plank floors trembled. Then, a ghostly reflection appeared in the window behind his own and Nicholas turned around to discover Mrs Ferrier looking down on him with grave finality. 40
- 11 For what would be the last time, the old woman and the young boy regarded each other. He had wondered what sort of expression Mrs Ferrier would put on for their parting, and now that the moment was at hand, he found it to be rather what he had expected: polite, businesslike and almost comically serious. She was serious for his sake, he knew, in case he was afraid or sad. She was not much attached to Nicholas, perhaps because of his habitual impertinence, but Mrs Ferrier believed there was a way of doing things and so she always made an effort. 45 50
- 12 She need not have bothered, at least not for Nicholas's sake. He was anything but sad. The last orphanage had been the worst yet, and he was glad to leave it. In fact, his time there had been so awful that before his departure he had clandestinely deposited sardines in many a tormentor's pillowcase and skipped out of the door in glee. No, he was far from sad and he was not afraid either. The new orphanage could hardly be worse than the last place, and there was always the chance it would be better. 55

*Adapted from "The Extraordinary Education of Nicholas Benedict",  
by Trenton Lee Stewart*

## Section C

## Text 3

*The text below is about the relationship between humans and nature. Read it carefully and answer Questions 16 - 21 in the Question Booklet.*

- 1 Humans cannot live without nature. Therefore, we should respect nature and treat it with consideration. The earth has enabled us to stay alive. It has given us air to breathe, food to eat, clothes to wear, places to live, the warmth of the daytime and the peace of night, and it has absorbed our waste. In a sense, the earth has been our provider, and yet, has been at the mercy of us – a strange irony. 5
- 2 Can we save this earth? What we must save first is not the earth; it is our hearts and minds that have forgotten how precious the natural environment really is. We are losing our beautiful natural environment because we failed to appreciate it, following only our desires for material comfort, blind to the negative consequences of our choices of lifestyles. 10
- 3 In our ignorance, the earth seemed to us that it could never be polluted. Today, we know better and have no further excuse for polluting it. We must realise how wrong we have been. We must admit that we have forgotten to respect and appreciate nature. 15
- 4 How can we appreciate nature? The answer is simple. We should begin by admiring nature. Pausing for a moment to let ourselves be impressed by the beauty of the trees and flowers is one way. Realising how delicious our food is and all the natural processes that went into making it is another. When we admire things, we feel refreshed. To retain this feeling, we must practise morality. 20
- 5 Morality includes respecting nature as it is. When we live conscious of our indebtedness to and dependence upon nature, our mode of living turns into an appreciation of nature. If we live in this way, we would never waste resources nor discard poisons into the natural environment. 25
- 6 The Japanese of old planted two saplings whenever they cut down one tree. They knew that giving nothing in return to nature was foolish and sinful. Fishermen and hunters limited what they took so that there would always be adequate fish and game in future seasons.
- 7 Our efforts to purify the polluted earth by higher levels of technology are certainly significant. However, it is even more important that we put our hearts in tune with nature. We should listen to the cries of the earth. Nature is greater than all mankind that has ever existed; it has lived in harmony with humans for 30

billions of years before human civilisations began. The beauty of nature, the complexities in the way each organism is created and the mysteries of the death and birth of life - we humans cannot help but feel humbled when we reflect upon the power and grandeur of any aspect of nature. 35

- 8 If we appreciate nature, we will naturally act on this appreciation. We shall no longer discard trash without thinking of its effects on the environment. We shall choose to consume less and be willing to spend more for products that protect nature rather than for those that ultimately injure it. We shall bear hotter or colder conditions, walk more and drive less, rise with the sun and avoid using electricity needlessly. We shall become aware that each time we hit an electric switch we are affecting the fate of the environment, and that each time we buy a commodity we are sending a message to manufacturers, packagers, and distributors about the kinds of materials we are willing to dump upon nature. In turn, nature will compensate our appreciation. Nature will respond to the decision of the human heart, as we act them out in our lives of consumption or conservation. 40 45
- 9 If the six billion people living on the earth can realise this, our lives of thoughtful appreciation for nature will surely restore the earth close to its former beautiful balance. 50

*Adapted from "Practical Ethics for Our Time" by Eiji Uehiro*





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**SETTER : MS GOH HONG YI      DATE : 3 MAY 2016**  
**MRS SHEILA STEPHEN**

<b>CLASS :</b>	<b>NAME :</b>	<b>REG NO :</b>
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**READ THESE INSTRUCTIONS FIRST**

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Answer all questions.  
 Write your answers in the spaces provided in the Question Booklet.  
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The number of marks is given in brackets [ ] at the end of each question or part question.

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This document consists of 8 printed pages.

[Turn over

**Section A [5 marks]**

**Refer to Text 1 on Page 2 of the Insert for Questions 1 - 4.**

**1** Who is the intended audience of this poster?

.....  
.....

[1]

**2** How does the image in the poster support the main message of the poster?

.....  
.....

[2]

**3** Explain the effect that the title "Do you know smoking can cause blindness?" is intended to have on the reader.

.....  
.....

[1]

**4** Identify the expression in the poster that shows that AMD is incurable most of the time.

.....  
.....

[1]

## Section B [20 marks]

Refer to Text 2 on Pages 3 – 4 of the Insert for Questions 5 - 15.

- 5 From paragraph 1, write down two expressions that make the scene resemble something from a magical story.
- .....
- ..... [2]
- 6 Why do you think reaching Pebbleton station was 'the beginning of a new unknown' (line 11) for Nicholas?
- .....
- ..... [1]
- 7 Identify a word in paragraph 6 that means the same as
- (i) dark and dull: .....
- (ii) huge: ..... [2]
- 8 (a) 'Nicholas began to ask a question, but though he spoke politely, Mr Collum and Mrs Ferrier continued talking as if Nicholas had not uttered a word.' (lines 28 – 30)
- What does this suggest about the adults' attitude towards Nicholas?
- ..... [1]
- (b) Pick out a phrase in paragraph 9 that conveys the same idea.
- ..... [1]

9 In paragraph 9, how did the adults ensure that Nicholas could not hear what they were saying?

..... [1]  
.....

10 Why would Nicholas not have been able to hear what the adults were saying even if they had shouted? **Explain in your own words.**

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

11 'He had wondered what sort of expression Mrs Ferrier would put on for their parting' (lines 45 – 46). What does this suggest about Nicholas's view of Mrs Ferrier?

..... [1]  
.....

12 The writer described Mrs Ferrier's expression to be "comically serious" (line 48). Explain why this is an effective description.

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

13 What does 'habitual impertinence' (line 50) suggest about Nicholas's behaviour towards Mrs Ferrier?

..... [1]  
.....





- 14 In paragraph 12, what made Nicholas happy to leave the last orphanage he was in? Provide evidence to support your answer.

.....

.....

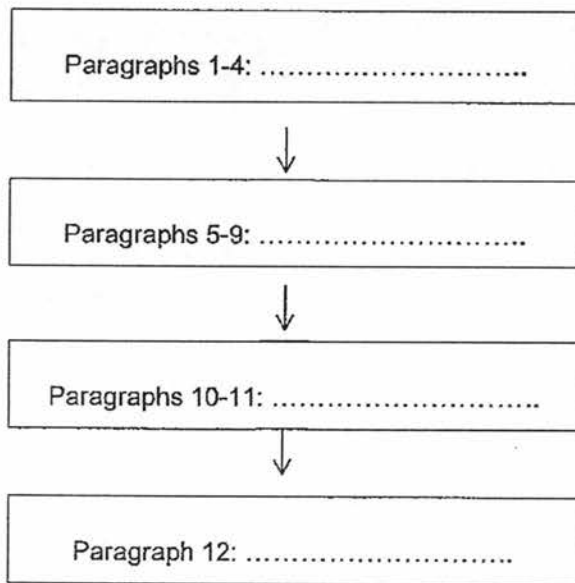
[2]

- 15 The structure of the text reflects the main feelings of Nicholas as he reacts to the events happening around him. Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text. There are some extra words in the box that you do not need to use.

**Feelings:**

Hopeful	Disappointed	Neglected	Curious
	Reflective	Anxious	Exhilarated

**Flow chart:**



[4]

Section C [25 marks]

Refer to Text 3 on Pages 5 - 6 of the Insert for Questions 16 - 21.

16 Why does the writer use the phrase 'a strange irony' (lines 5 - 6)?

.....  
.....

[2]

17 (a) From paragraph 2, 'our hearts and minds that have forgotten how precious the natural environment really is' (lines 7 - 8). What does this suggest about the writer's view of mankind?

.....  
.....

[1]

(b) What evidence can you find from paragraph 2 that supports your view of this attitude?

.....  
.....

[2]

18 'Nature is greater than all mankind that has ever existed; it has lived in harmony with humans for billions of years before human civilisations began.' (lines 32 - 34) Which word in paragraph 9 gives the same sense of 'harmony'?

.....

[1]

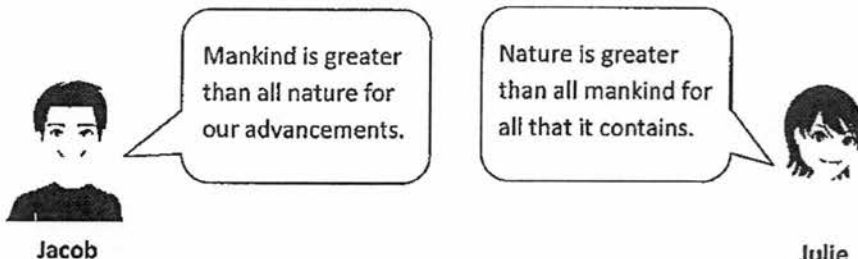
19 Pick out a phrase from paragraph 7 which means the same as 'one with the world.'

.....

[1]



20 Here is part of a conversation between two friends, who have read the article.



(a) From paragraph 7, provide an example of mankind's advancements to support Jacob's views.

.....  
 .....

[1]

(b) Explain how Julie could justify her position with respect to paragraph 7.

.....  
 .....

[2]

21 Using your own words as far as possible, summarise what humans would do if they care for nature. Use only information from paragraph 8.

Your summary must be in continuous writing (not note form). It must not be longer than **80 words** (not counting the words given to help you begin).

When we care for nature, we .....

.....  
 .....





Bentley SS AULS  
2

**Section A [10 marks]**

Carefully read the text below, consisting of 12 lines about Pulau Ubin, an island in the northeastern part of Singapore. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is **NO** error in a line, put a (✓) in the space provided.

If the line is incorrect, circle the incorrect word and write the correct word in the space provided.

The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived to my destination at 2 p.m.

at

My mother always wears sensible clothes.

✓

Be transported back in time to 1960s Singapore as you embark on a trip to nearby Pulau Ubin. Home <u>for</u> Singapore's last village, the island still retains the rustic beauty and <u>simply</u> of a bygone era. With no access to <u>a</u> modern and efficient public utilities on mainland Singapore, the villagers rely on wells for water and noisy diesel generators for electricity, and <u>depends</u> on traditional farming and fishing for subsistence. In the early days, granite mining <u>supports</u> a few thousand settlers. Much of the original vegetation <u>were</u> cleared for the cultivation of rubber and <u>crop</u> like coffee, pineapple and coconut. Today, abandoned granite quarries remain as picturesque relics of the past while forests and grasslands have <u>regenerate</u> to cover up the ravages of human activities.	1 to (pp) 2 simplicity (wf) 3 the (art) 4 ✓ 5 depend (sva) 6 supported (t) 7 was (sva) 8 crops (number) 9 ✓ 10 regenerated (t)
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ANS ✓



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Answer all questions.  
 Write your answers in the spaces provided in the Question Booklet.  
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The number of marks is given in brackets [ ] at the end of each question or part question.

---

This document consists of 5 printed pages and 1 blank page.

[Turn over

## Section A [5 marks]

Refer to Text 1 on Page 2 of the Insert for Questions 1 - 4.

- 1 Who is the intended audience of this poster? [Inference]

**Smokers / People who smoke.**

[1]

- 2 How does the image in the poster support the main message of the poster? [Inference]

**The image shows letters that are blurred / obscured by smoke. [1] This shows the loss of vision that smokers may experience if they continue to smoke. [1]**

[2]

**Other accepted answers for 1<sup>st</sup> part**

- Faded
- Distorted
- Unclear
- Not clear

**Other accepted answers for 2<sup>nd</sup> part**

- Becoming blind

- 3 Explain the effect that the title "Do you know smoking can cause blindness?" is intended to have on the reader. [Inferential + Evaluative]

**As smoking is not usually related to blindness, readers will feel surprised and be interested to read on OR it will arouse the reader's interest and they will want to read on.** [1]

The answer must show a feeling or a change in mindset

**Feeling**

- Surprise
- Arouse reader's interest

**Mindset**



3

- Realise
- Understand
- Become aware
- Question oneself
- Reflect

Connect to Outcome –

- of the consequences of smoking
- That smoking can lead to blindness

- 4 Identify the expression in the poster that shows that AMD is incurable most of the time.

**'Most cases of AMD are irreversible'.**

[1]

## Section B [20 marks]

Refer to Text 2 on Pages 3 – 4 of the Insert for Questions 5 - 15.

- 5 From paragraph 1, write down two expressions that make the scene resemble something from a magical story. [Quotation]

**'glistened in the mist' [1] and 'cast their light upon a thousand reflecting surfaces' / 'a thousand reflecting surfaces' [1].**

**'Pebbleton, dark and sooty though it was, glistened in the mist' – 0  
'Electric lamps above the platform cast their light upon a thousand reflecting surfaces' - 0** [2]

- 6 Why do you think reaching Pebbleton station was 'the beginning of a new unknown' (line 11) for Nicholas? [Inferential]

**He has never been to Pebbleton before so the area was unknown to him. OR  
He was starting life in a new orphanage / a new place and do not know how it would be like.**

**He is going to another orphanage – 0 [1]  
He does not know what the orphanage / Pebbleton will be like - 0  
He has just arrived - 0**

- 7 Identify a **word** in paragraph 6 that means the same as [Vocabulary]

(i) dark and dull: **sombre** [2]

(ii) huge: **cavernous**

- 8 (a) 'Nicholas began to ask a question, but though he spoke politely, Mr Collum and Mrs Ferrier continued talking as if Nicholas had not uttered a word.' (lines 28 – 30)

What does this suggest about the **adults' attitude** towards Nicholas? [Inferential]

They are dismissive of him / They do not think that he was important / They were disrespectful / They were not bothered about him. [1]

Not accepted: They disrespected him, they did not care about him, they were rude / inconsiderate – 0

(b) Pick out a phrase in paragraph 9 that conveys the same idea. [Quotation] [1]

'had yet to look directly at Nicholas'.

'had yet to look directly' - 0

- 9 In paragraph 9, how did the adults ensure that Nicholas could not hear what they were saying? [Literal]

[1]

They stood with their backs to the room and spoke in hushed voices. (must have both)

- 10 Why would Nicholas not have been able to hear what the adults were saying even if they had shouted? Explain in your own words. [Own words]

From line 39: the clamour of the departing train was so overwhelming

Overwhelming clamour → extremely noisy, overpowering noise / racket / commotion / din / a lot of noise / sound was so loud that ...

Departing → leaving, outgoing, moving away (moving not accepted)

[2]

**The noise from the train that was leaving was overpowering.**

- 11 'He had wondered what sort of expression Mrs Ferrier would **put on** for their parting' (lines 45 – 46). What does this suggest about Nicholas's view of Mrs Ferrier? [Inference]

[1]

**This suggests that Nicholas thought Mrs Ferrier was very fake / was a hypocrite / was not a sincere person.**

- 12 The writer described Mrs Ferrier's expression to be "comically serious" (line 48). Explain why this is an effective description. [Language for impact]

[2]

**'Comically serious' means that something appears solemn yet amusing / funny at the same time. [1]**

**It is effective as this shows that Mrs Ferrier's expression was too solemn in an occasion that does not require it, making it funny.**

**OR Nicholas found her solemn expression amusing as he knew she was only trying to appear solemn for the occasion. [1]**

- 13 What does 'habitual impertinence' (line 50) suggest about Nicholas's behaviour towards Mrs Ferrier? [Language for impact]

[1]

**He was constantly rude to her.**

- 14 Based on paragraph 12, what made Nicholas happy to leave the last orphanage he was in? Provide evidence to support your answer. [Literal]

He was bullied in the last orphanage / He had an awful experience there / It was awful / The last orphanage had been the worst / He was treated badly there. [1]

The evidence is that he 'deposited sardines in many a tormentor's pillowcase' OR he was tormented by the children at the last orphanage. [1]

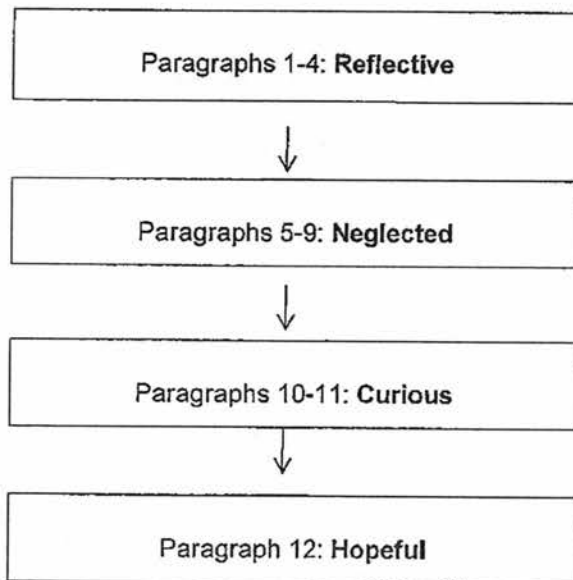
[2]

- 15 The structure of the text reflects the main feelings of Nicholas as he reacts to the events happening around him. Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text. There are some extra words in the box that you do not need to use. [Evaluative]

**Feelings:**

Hopeful	Disappointed	Neglected	Curious	Reflective	Anxious	Exhilarated
---------	--------------	-----------	---------	------------	---------	-------------

**Flow chart:**



[4]

**Section C [25 marks]**

Refer to Text 3 on Pages 5 - 6 of the Insert for Questions 16 - 21.

- 16 Why does the writer use the phrase 'a strange irony' (lines 5 - 6)?

On the one hand, we rely on the earth to provide us with what we need to live, [1] on the other hand, its very existence is being undermined by human activities OR we are putting the earth at risk with our activities. [1] [2]

- 17 (a) From paragraph 2, 'our hearts and minds that have forgotten how precious the natural environment really is' (lines 7-8). What does this suggest about the writer's view of mankind?

**Mankind has become indifferent / ungrateful /selfish.** [1]

(b) What evidence can you find from paragraph 2 that supports your view of this attitude?

**'Following only our desires for material comfort' [1] and 'blind to the long-range consequences of our choices of lifestyles.'** [1] [2]

- 18 'Nature is greater than all mankind that has ever existed; it has lived in harmony with humans for billions of years before human civilisations began.' (lines 32 – 34) Which word in paragraph 9 gives the same sense of 'harmony?'

**'balance'** [1]

- 19 Pick out a phrase from paragraph 7 which means the same as 'one with the world.'

**'in tune with nature'** [1]

- 20 Here is part of a conversation between two friends, who have read the article.

Jacob: Mankind is greater than all nature for our advancements.

Julie: Nature is greater than all mankind for all that it contains.

(a) From paragraph 7, provide an example of mankind's advancements to support Jacob's views.

**Mankind is able to use technology to purify the polluted earth.**

[1]

(b) Explain how Julie could justify her position with respect to paragraph 7.

**Nature is powerful as it involves the complex creation of organisms [1] and the mysteries of birth and death [1].**

[2]

- 21 Using your own words as far as possible, summarise what humans would do if they care for nature. Use only information from paragraph 8.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin).

Main Point from passage	Line	Rephrased point
1. Will act on the appreciation of nature	38	Will show our respect for nature through our deeds
2. We shall no <u>longer discard trash</u>	38-39	by being frugal about wastage,
3. <u>without thinking of its effects on the environment.</u>	39	mindful of the consequences on the world.
4. We shall <u>choose to consume less</u>	40	And will decide to use less while paying for items
5. and be <u>willing to spend more for products that protect nature than for</u>		

<u>those that ultimately injure it.</u>	40-41	that are environmentally-friendly.
6. shall bear hotter or colder conditions,	41-42	We will decide to endure higher or lower temperatures
7. walk more and drive less	42	Use our feet instead of vehicles
8. rise with the sun and avoid using electricity needlessly	42-43	and wake up early so as to use less electricity
9. shall become aware that each time we hit an electric switch we are affecting the fate of the environment	43-44	Realizing that every electric switch that is used Will impact negatively on nature.
10. that each time we buy a commodity	45	And with each purchase of a product,
we are sending a message to manufacturers, packagers, and distributors	45-46	we are creating more waste
about the kinds of materials we are willing to dump upon nature	46	to pollute the environment.

[15]

**Sample paragraph**

*When we care for nature, we will show our respect for nature through our deeds by being frugal about wastage, mindful of the consequences on the world. We will decide to use less while paying for items that are environmentally-friendly. We will decide to endure higher or lower temperatures, use our feet instead of vehicles and wake up early so as to use less electricity, realising that every electric switch that is used will impact*



negatively on nature [78 words, 9 points] and with each purchase of a product, we are creating more waste to pollute the environment.