Class	Index Number	Name

BUKIT MERAH SECONDARY SCHOOL

MID-YEAR EXAMINATION 2019
SECONDARY 3 EXPRESS

ENGLISH LANGUAGE **1128/01**

Paper 1 Writing

8 May 2019

INSERT **1 hour 50 minutes**

READ THESE INSTRUCTIONS FIRST

This insert contains **Section A**.

Write your answers in the spaces provided.

Hand in the completed **Section A** insert **separately**.

This document consists of **2** printed pages.

Setter: Ms. Park Han Na **[Turn over**

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Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about the importance of reading. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two lines with no errors.

If there is NO error in a line, put a tick (✓) 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 pm. ___at___

My mother always wears sensible clothes. ___✓___

Studies show that reading for pleasure makes a big difference to
students' academic performance, but those who read for enjoyment 1. _____
every day performs better in reading tests than those who do not. 2. _____
Readers also developed a broader vocabulary, increased general 3. _____
knowledge and the better understanding of other cultures. With so 4. _____
many choices out there, every readers can find a book to match 5. _____
his or her preferences. Yet, this abundant of opportunity can also be too 6. _____
much with a good thing. One way of narrowing your reading options is 7. _____
considering which genre appeals to you most. Another way to choose 8. _____
a book would be to visit a bookstore, your school library, or online 9. _____
bookshops, and browsed. Remember: if you find yourself not enjoying 10. _____
the book, you should not feel bad about selecting a different book.

Adapted from A Librarian's Guide to Choosing the Right Book!

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Class	Index Number	Name

BUKIT MERAH SECONDARY SCHOOL

MID-YEAR EXAMINATION 2019
SECONDARY 3 EXPRESS

ENGLISH LANGUAGE **1128/01**

Paper 1 Writing **8 May 2019**

1 hour 50 minutes

Additional materials: Writing Paper (4 sheets)
1 Insert

READ THESE INSTRUCTIONS FIRST

Write your name, class and register number in the spaces provided on the work you hand in.
Write in dark blue or black pen on both sides of the paper.
Do not use staples, paper clips, glue, correcting fluid or correction tape.

Answer **Section A**, **Section B** and one question from **Section C**.

Section A is an Insert.
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.
Start **Section C** on a fresh **sheet** of paper.

At the end of the examination, hand in **Section A**, **Section B** and **Section C** **separately.**

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

This document consists of **4** printed pages and 1 insert.

Setter: Ms. Park Han Na **[Turn over**

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Section B [30 marks]

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

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

Your school has decided to introduce a GoGreen Week to promote environmental awareness among its students. Three activities are available for students to participate in, and students are to submit a letter indicating their interest.

Write the letter to the teacher-in-charge to explain your views. In it you should explain:

- which workshop you would like to attend, and why
- how you would benefit from the workshop
- how you intend to apply the skills learnt after the course to encourage your peers to be more environmentally friendly

You may add any other details you think will be helpful.

Write your letter in clear, accurate English. Your tone should be polite and persuasive, showing your enthusiasm.

You should use your own words as much as possible.

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Get into the Green Scene

Learn and Apply!

1) LEARNING JOURNEY TO SEMAKAU LANDFILL

In land-scarce Singapore, proper waste management is not only crucial to the environment but also to the quality of life for the population. Semakau is the first and only offshore landfill in Singapore, and it is filling up quickly.

During the visit, you will:

- be taken on a tour of the facility by certified guides
- learn how waste is processed
- gain a better understanding of the challenges of managing waste in Singapore

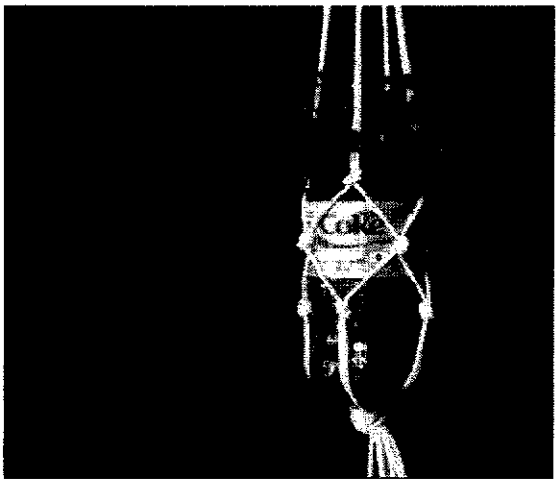


2) UPCYCLING WORKSHOP

Upcycling is the process of taking old or discarded materials, and making them into something useful and often beautiful. Instead of throwing away your old used materials, why not repurpose them?

During this workshop, you will learn:

- why it is important for us to repurpose items
- how to select and prepare old materials to be upcycled
- how to sell your upcycled pieces online

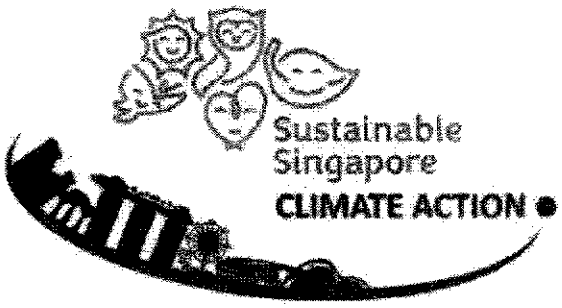


3) MAKE A PLEDGE!

Through our everyday actions, we make a direct impact on climate change. By taking simple steps, you can help reduce your carbon footprint. Pledge now to take Climate Action and fight climate change.

You can pledge to:

- switch off appliances after use
- not use a plastic straw
- recycle your e-waste at e-waste recycling bins



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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 Describe an incident when you solved a problem, and explain how you did so.

2 Write about a person you admire, and explain why you find this person inspirational.

3 Which subject do you enjoy the most in school, and why?

4 'Teenagers are too young to understand the value of travel.' What are your views?

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Class	Index Number	Name

BUKIT MERAH SECONDARY SCHOOL

MID-YEAR EXAMINATIONS 2019
SECONDARY 3 EXPRESS

ENGLISH LANGUAGE **1128/02**

Paper 2 Comprehension **10 May 2019**

1 hour 50 minutes

INSERT

READ THESE INSTRUCTIONS FIRST

This Insert contains Text 1, Text 2 and Text 3.

This document consists of **6** printed pages.

Setter: Miss Chong Oi Lin **[Turn over**

Section A

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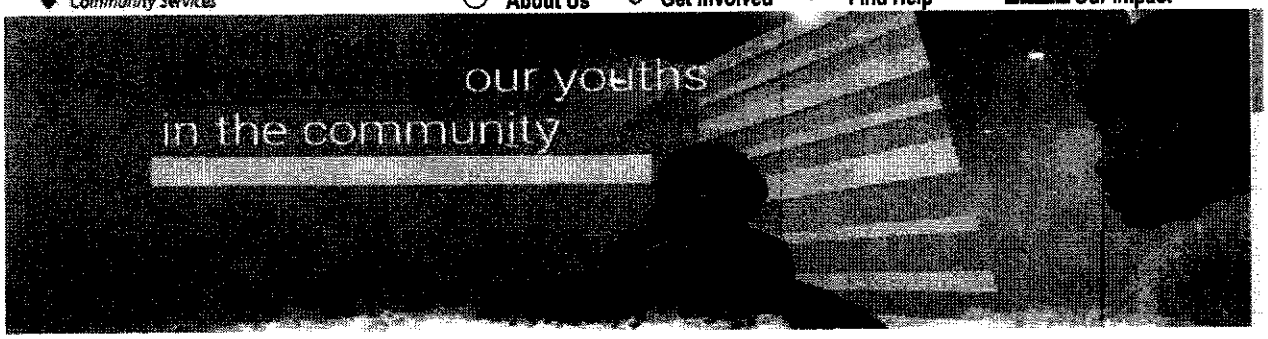
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Text 1

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

TOUCH Community Services

About Us | Get Involved | Find Help | Our Impact



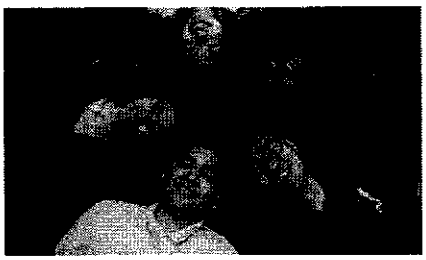
TOUCH Youth Intervention (TYI) aims to empower at-risk youths to reach their full potential and improve their emotional and social wellbeing in both individual and group settings. Programmes conducted by TYI include the LIT Programme, Upper Room and InterSACT.



The **LIT Programme** targets youths aged 13 to 17 and aims to reduce delinquent behaviours by improving their social skills and their ability to deal with emotional issues.

'LIT' is an acronym for *Leverage*, *Ideals* and *Tools*. The programme equips youths with knowledge and skills to deal with problems such as truancy, smoking, gang involvement and challenging home situations.

Upper Room is a support group for youths facing mental health issues. It aims to strengthen these youths by equipping them with positive coping strategies and habits. The Upper Room provides a safe environment for youths to openly talk about their mental health issues. Sessions are conducted by TYI staff and facilitated by volunteers.





interSACT is an unconventional 5-week intergenerational buddy programme for youths and adults aged 40 and above, to connect with one another and learn life lessons.

It aims to introduce at-risk youths to alternative positive adult figures whom they may model after, tapping on the rich life experiences of older adults, retirees and seniors.

TOUCH Youth Intervention
5 Stadium Walk , Leisure Park Kallang, #04-02, Singapore 397693
Tel: 6370 9520 **Fax**: 6271 5449
TOUCHline: 1800 377 2252 (Mon-Fri, 9-6pm)

Adapted from https://www.touch.org.sg/about-touch/our-services/touch-youth-intervention-homepage

Section B

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Text 2

The text below describes the author's difficult journey on a glacier in a snowstorm. Read the text carefully and answer Questions 5 - 13 in the Question Booklet.

1 We reached the edge of the outcrop of rock and the wind increased even more. It seemed impossible that it could, but it was now like a thing possessed, grabbing and buffeting at us. The air seemed to be almost solid and visible and it was as if we were straining into an endless barrage of rushing waves. We were all picked up and hurled ten or twenty metres several times, which on steep ice is not a pleasant experience. After being bowled over like wrestlers taking a fall, we struck out with the picks of our ice-axes and lay panting and terrified, waiting for the blast to diminish slightly before struggling to our feet once again. It was a tiring progress and all the time we were dragging the heavy kit bags behind us as we went.

2 With the route heavily [1]crevassed and in white-out conditions, it was impossible to see the way. Coming to one large crevasse, I paused for a lull to size up the situation. I leapt across, floundered on the brink and finally burrowed my way to safety on the far side. Eric who was carrying the tent, a huge frozen unmanageable load weighing almost 40 kilogrammes, strapped to a pack-frame, tried to leap the crevasse but failed. With horror, we watched him almost in slow motion, disappearing through the hole he had made. The rope tightened and as if in delight the wind enveloped us and shrieked with rage.

3 I crawled to the edge of the hole and saw Eric lying head down on a ledge about three metres below. It was amazing luck that he had landed on this, for he was perched precariously above a frightening chasm into which, if he made an awkward move, he would plunge. I had never heard Eric raise his voice at any time and he did not now. I just heard above the roaring of the wind his faint words. 'Er, I say,' he said, 'are you able to get me out?'

4 By hauling the rope on my side of the crevasse and by Peter steadying him with his rope on the other, he was able to right himself and struggle out of the pack frame holding the tent that had been pinning him down on the edge of the drop. Making sure that Peter was safely anchored and holding Eric, I untied my rope and lowered the end with two karabiners tied to it. Eric was able to clip them on the pack-frame with the tent and I was ready to haul the load up. All the time the wind had been lashing and throwing itself at us, and several times, I was in great danger of being blown into the crevasse myself, as I heaved and strained at the hefty bundle of the tent that kept getting wedged under the lip of the crevasse. It took a long time before it was landed, like a huge fish, on the surface of the glacier.

5 The suspense, fear and cold proved too much for Claudio and he sat and wept in the snow. Peter, pale and worried, kept muttering, 'We shall all die,' but fortunately it did not take much longer for Eric to be extracted, like a tooth from a jaw, to join us in the whirling snow. The whole ordeal had taken an excruciating hour.

6 It took some time to pull ourselves together and to reorganise the loads as the storm persisted relentlessly in all its fury. By now I had no feelings in my hands and feet – I had had to take my gloves off to tie knots and lower the rope to Eric in the crevasse. Eric said that his toes were frozen stiff too. It was no wonder for he, after all, had spent forty-five minutes deep in the heart of the glacier. When we set out again, the ice had steepened and it was obvious that we should have put on our crampons[2] which was an onerous task. The straps were frozen, our hands were numb and our fingers wooden. I remember fumbling and swearing and whimpering with rage, pain and irritation. When, at last, we were ready, I was shivering with cold because drift snow had blown up and under our anoraks, down our necks, up our sleeves and we were soaked to the skin. Enormous

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icicles hung and clattered on Eric's beard and mine.

[1]crevasse – a deep open crack, especially one in a glacier.
[2]crampons – a metal plate with spikes fixed to a boot for walking on ice or rock climbing.

Adapted from The Springs of Enchantment by John Earle; Published by Hodder & Stoughton; 1981

Section C

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Text 3

The text describes a hotel high in the Himalayan mountain range and some of the problems that may result from staying there. Read it carefully and answer Questions 14 – 19 in the Question Booklet.

1 Before they built it 10 years ago, the highest-placed hotel in the world must have seemed like a good idea. Situated on a ridge in the Himalayas, the Everest View is tastefully constructed in stone and natural wood. Those tourists who can afford to do so fly straight in, stroll uphill from the airstrip and gaze out from their rooms at a picture-postcard view of the world's highest peak. The hotel suffers, however, from some practical drawbacks. One of these is that it has no piped water, so that every drop has to be carried up by Sherpas. This would be almost justifiable if the place were a simple mountain lodge, but the hotel Everest View has baths and flush toilets.

2 A major problem is the hotel's location – 4,000 metres above sea level, a height at which people who have not adjusted are likely to suffer from altitude sickness. This is a strange condition in which a combination of low pressure and lack of oxygen causes fluid to accumulate in the lungs and tissues of the brain. In the mild form you develop a cough and headache and have difficulty sleeping, but in the worst cases you become rapidly and severely breathless, with mental confusion and loss of co-ordination. This condition can progress with frightening rapidity.

3 The risk of altitude sickness increases with the speed of ascent – which is why professional Everest-climbers spend time getting acclimatised at lower altitudes rather than flying directly and staying at the Everest View. The hotel management confess that about 30 per cent of their guests will become ill after 24 hours there, which is probably a conservative estimate. To be fair, they do make some provision for this: altitude sickness can, to a degree, be prevented and treated with oxygen. The Everest View is the only hotel in the world I have found which provides it, as a matter of course, via room service.

4 In the past, most high-altitude mountaineers carried oxygen in their rucksacks, but the fashion nowadays is fast, lightweight ascents. Such expeditions often leave the heavy oxygen cylinders behind, and a few seem to leave their common sense in the same rucksack. Of a total of 40 climbers who attempted Everest's summit in 1988, nine died, seven of them climbing without oxygen. The confusion and disorientation associated with altitude sickness probably contributed to this.

5 The standard drug treatment for altitude sickness includes the same powerful drugs used to relieve lung congestion in severe heart failure. However, the only definitive treatment is to get the sufferer back down the mountain as quickly as possible, into a normal atmosphere. An ingenious new treatment is the Gamow bag – a portable, pressurised tent, operated by a foot pump, which can create a sea-level atmosphere around the victim. After a few hours in the Gamow bag, the victim has usually recovered sufficiently to manage the arduous descent.

6 On the same principle, maybe the only solution to the problems of the Everest View is to install airtight doors and windows and then pressurise the whole place like an aeroplane. This would of course confine the wealthy guests to spending most of their stay indoors but, reading the hotel's brochure, it seems that this is what the management already expects.

7 Above an artist's impression of the hotel lounge, it says: 'There are no planned activities at Everest View, yet many facilities are available to make your stay interesting and

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rewarding. You can spend hours watching the ever-changing lighting and cloud formations on the mountains and watching great birds circling overhead. You can sit around the hotel's fireplace and discuss the day's happenings with other guests.' *45*

8 This particular quotation illuminates the hotel's central problem. The delight of being within sight of Everest is surely proportional to the time and effort spent in getting here. If you simply hop on a private plane in Kathmandu you will just have a superficial appreciation of the Everest region, and as a result, you will not have much to talk about.

Adapted from Travel Writing by John Collee; Oxford University Press; 1993.

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Class	Index Number	Name

BUKIT MERAH SECONDARY SCHOOL

MID-YEAR EXAMINATIONS 2019
SECONDARY 3 EXPRESS

ENGLISH LANGUAGE **1128/02**

Paper 2 Comprehension **10 May 2019**

1 hour 50 minutes

Candidates answer in the Question Booklet.
Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your name, class and register number in the spaces provided on all the work you hand in.
Write in dark blue or black pen.
Do not use staples, paper clips, glue, correction fluid or correction tape.

Answer **all** questions.
Write your answers in the spaces provided in the Question Booklet.
The Insert contains the texts for all the sections.

The number of marks is given in brackets [ ] at the end of each question or part question.

For Examiner's Use	
Section A	/5
Section B	/20
Section C	/10
Summary	/15
Total	**/50**

This document consists of **9** printed pages, **1** blank page and **1** Insert.

Setter: Miss Chong Oi Lin **[Turn over**

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Section A [5 marks]

Text 1

Refer to the webpage (Text 1) on page 2 of the Insert for Questions 1-4.

1 **TOUCH Youth Intervention (TYI)** aims to empower at-risk youths to reach their full potential and improve their emotional and social wellbeing in both individual and group settings.

Which word in the above sentence tells us that the youths are expected to take control of their own problems?

..... [1]

2 Write down the names of the programmes that enable youths to acquire the knowledge and skills given in the table below.

Name of Programme	Knowledge and Skills
	Managing mental problems
	Dealing with adverse family circumstances

[1]

3 (i) What does the word 'unconventional' tell us about the nature of the interSACT Programme?

..... [1]

(ii) How does the photograph next to the interSACT Programme support the idea that the programme is 'unconventional'?

.....

..... [1]

4 Besides youths and parents of youths, who else might be interested in this webpage?

..... [1]

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Section B [20 marks]

Text 2

Refer to Text 2 on pages 3-4 of the Insert for Questions 5-13.

5 At the beginning of the text, the author describes his team's encounter with a strong wind in the storm.

Explain how the language used in Paragraph 1 emphasises the strength of the wind. Support your ideas with three details from the paragraph.

.....

.....

.....

.....

.....

..... [3]

6 According to Paragraph 2, what **two** other factors, besides the wind, made the journey difficult for the author and his companions?

.....

..... [2]

7 Why did the author pause before he leapt over? Answer **in your own words**.

.....

..... [1]

[Turn over

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8 (i) In Paragraph 3, pick out **two** phrases that emphasise the danger Eric was facing.

.....

..... [1]

(ii) 'I had never heard Eric raise his voice at any time and he did not now.' (line 21) How do you think the author felt about Eric's reaction in the situation?

.....

..... [1]

9 Give **two** reasons for the difficulty in lifting the tent out of the crevasse.

.....

.....

..... [2]

10 (i) In Paragraph 5, the author says that Eric was 'extracted, like a tooth from a jaw" (line 36). Explain how this is effective in describing the way they got Eric out of the crevasse.

.....

..... [1]

(ii) Identify **two** separate words used in the same paragraph that convey a similar meaning.

.....

..... [1]

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11 **(i)** In Paragraph 6, how does the author give a human quality to the storm?

.....

..... [1]

(ii) What is the intended effect of describing the storm in this way?

.....

..... [1]

12 **(i)** Why was it was necessary for the author and his companions to put on their crampons?

.....

..... [1]

(ii) Why was it such an 'onerous' task for them?

.....

..... [1]

[Turn over

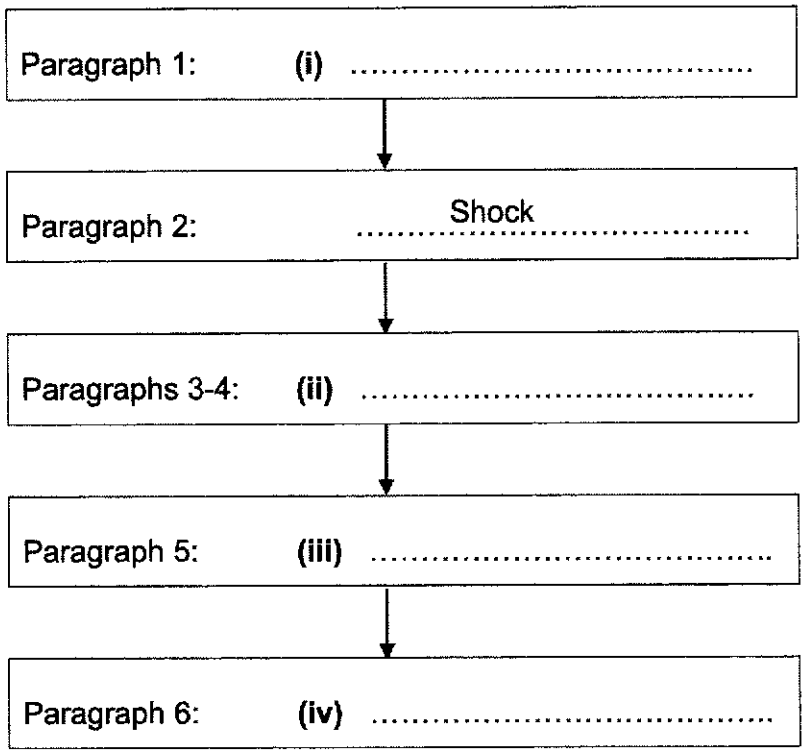
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13 The structure of the text reflects the thoughts and feelings of the author and his companions in the storm. Complete the flow chart by choosing one word from the box to summarise the main thoughts and feelings presented in each part of the text. There are some extra words in the box you do not need to use.

The author's and his companion's thoughts and feelings

Hopelessness	Calmness	Shock	Exhaustion	Relief	Frustration	Panic

The Flow Chart



[4]

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Section C [25 marks]

Text 3

Refer to Text 3 on pages 5-6 of the Insert for Questions 14-20.

14 According to the author, why did building Everest View seem 'like a good idea' initially?

.....

..... [1]

15 Explain **fully** why the author thinks that the hotel's lack of piped water is a serious drawback.

.....

.....

..... [2]

16 'The hotel management confess that 30 percent of the guests will become ill after 24 hours there...' (lines 18-19)

(i) What does the word 'confess' tells us about the hotel management's attitude towards the situation?

.....

..... [1]

(ii) What does the author mean when he says this is 'a conservative estimate'?

.....

..... [1]

[Turn over

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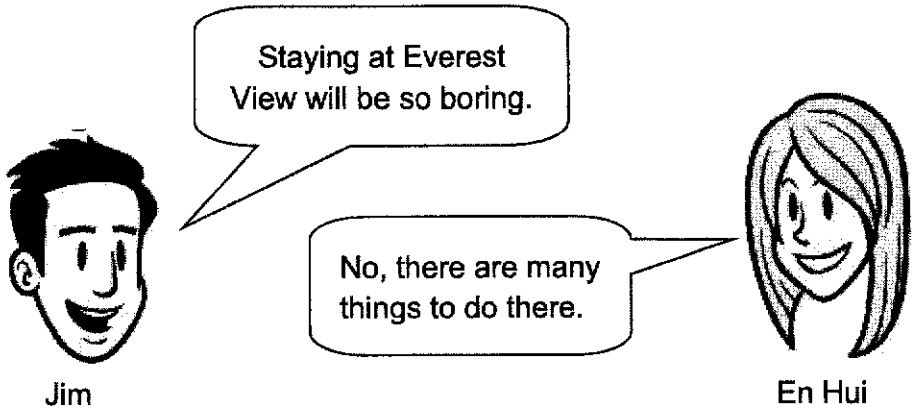
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17 '...a few seem to leave their common sense in the same rucksack.' (lines 25-26)
Why does the author disapprove of these climbers?

.....

..... [1]

18 Here is a part of a conversation between two students, Jim and En Hui, who have read the text.



(i) With reference to Paragraph 6, explain why Jim feels this way.

.....

..... [1]

(ii) Identify two examples from Paragraph 7 that En Hui can give to support her view.

.....

.....

..... [2]

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19 Pick out two phrases in Paragraph 8 to suggest that the author dislikes the attitude and behaviour of wealthy tourists who stay at the hotel.

.....

..... [1]

20 **Using your own words as far as possible**, summarise the effects of altitude sickness and how it can be treated.

Use only the information from Paragraphs 2 to 5.

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).

Due to the low pressure and reduction in oxygen levels, ...

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... No. of words: [15]

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Answer Key

Studies show that reading for pleasure makes a big difference to students' academic performance, **but** those who read for enjoyment every day **performs** better in reading tests than those who do not. Readers also **developed** a broader vocabulary, increased general knowledge and **the** better understanding of other cultures. With so many choices out there, every **readers** can find a book to match his or her preferences. Yet, this **abundant** of opportunity can also be too much **with** a good thing. One way of narrowing your reading options is considering which genre appeals to you most. Another way to choose a book would be to visit a bookstore, your school library, or online bookshops, and **browsed**. Remember: if you find yourself not enjoying the book, you should not feel bad about selecting a different book.

1. and (connector)
2. perform (SVA)
3. develop (verb form)
4. a (article)
5. reader (plurality)
6. abundance (WF)
7. of (preposition)
8. no error
9. no error
10. browse (tense)

Adapted from A Librarian's Guide to Choosing the Right Book!

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Bukit Merah Secondary School
Mid-Year Examinations 2019 (English Language 3Express Paper 2)
Answer Scheme

Section A [5 marks]

Text 1
Refer to the webpage (Text 1) on page 2 of the Insert for Questions 1-4.

1 **TOUCH Youth Intervention (TYI)** aims to empower at-risk youths to reach their full potential and improve their emotional and social wellbeing in both individual and group settings. **[Vocab-Quote]**

Which word in the above sentence tells us that the youths are expected to take control of their own problems.

"empower" [1]

2 Write down the names of the programmes that enable youths to acquire the knowledge and skills given in the table below. **[Literal]**

Name of Programme	Knowledge and Skills
Upper Room	Managing mental problems
LIT	Dealing with adverse family circumstances

[1]

3 (i) What does the word 'unconventional' tell us about the nature of the interSACT Programme? **[Vocab-Explain]**

It tells us that it is not the usual type of buddy system. [1]

(ii) How does the photograph next to the interSACT Programme support the idea that the programme is 'unconventional'?

It shows an older adult being the buddy of a youth. [1]

4 Besides youth and parents of youth, who else might be interested in this webpage? **[Inferential]**

Volunteers / Schools seeking help for their students [1]

Downloaded from SingaKids.com

Section B [20 marks]

Text 2
Refer to Text 2 on pages 3-4 of the Insert for Questions 5-13.

5 At the beginning of the text, the author describes his team's encounter with a strong wind in the storm.

Explain how the language used in Paragraph 1 emphasises the strength of the wind. Support your ideas with three details from the paragraph. **[Lang Impact]**

- **'buffeting at us' tells us about the violent impact of the wind on the travellers.**
- **'air seemed to be almost solid and visible' suggests that the wind felt like a hard object hitting at the travellers with great force.**
- **'barrage of rushing waves' suggests that the wind was bombarding the travellers with immense force.**
- **'bowled over like wrestlers taking a fall' tells us that the force of the wind was so huge that it knocked the travellers off their feet.**
  (can also use the phrase 'picked up and hurled ten or twenty metres' but only since the explanation is the same, only one mark is awarded if the two details are given)

[1 mark for each identified expression + a sensible explanation]

6 According to Paragraph 2, what **two** other factors, besides the wind, made the journey difficult for the author and his companions. **[Literal]**

The track was heavily crevassed. [1]
The whole area was in white-out conditions. [1]

7 Why did the author paused before he leapt over? Answer **in your own words**. **[Rephrasing]**

(from the text: 'paused for a lull to size up the situation.')
...so that he could assess the circumstances. [1]

[Turn over

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8 **(i)** In Paragraph 3, pick out **two** phrases that emphasise the danger Eric was facing? **[Vocab-Quote]**

'perched precariously' and 'frightening chasm' [2 correct answers for 1 mark]

(ii) 'I had never heard Eric raise his voice at any time and he did not now.' (line 21) How do you think the author felt about Eric's reaction in the situation? **[Inferential]**

Very surprised [1] [Need to indicate the intended intensity]

9 Give **two** reasons for the difficulty in lifting the tent out of the crevasse. **[Literal]**

The tent was heavy. / The wind was lashing and throwing itself at us.
The tent kept getting wedged under the lip of the crevasse.
[any two for 2 marks]

10 **(i)** In Paragraph 5, the author says that Eric was 'extracted, like a tooth from a jaw" (line 36). Explain how this is effective in describing the way they got Eric out of the crevasse. **[Lang Impact]**

It emphasises the difficulty of the task / the effort/ skilful manoeuvre required. [1] [Any 1 of the key idea for the full mark]

(ii) Identify **two** other separate words used in the same paragraph that convey a similar meaning. **[Vocab-Quote]**

'ordeal' and 'excruciating' [1] [2 words for 1 mark]

11 **(i)** In Paragraph 6, how does the author give a human quality to the storm? **[Lang Use/Impact]**

He describes the storm as being in a fury. [1]

(ii) What is its intended effect? **[Lang Impact]**

It emphasises the intensity / great strength or force of the storm. [1]

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12 **(i)** Why was it was necessary for the author and his companions to put on their crampons? **[Literal]**

The ice had steepened. [1]
[The answer must convey the idea that they were on slippery ice slopes.]

(ii) Why was it such an 'onerous' task for them? **[Literal]**

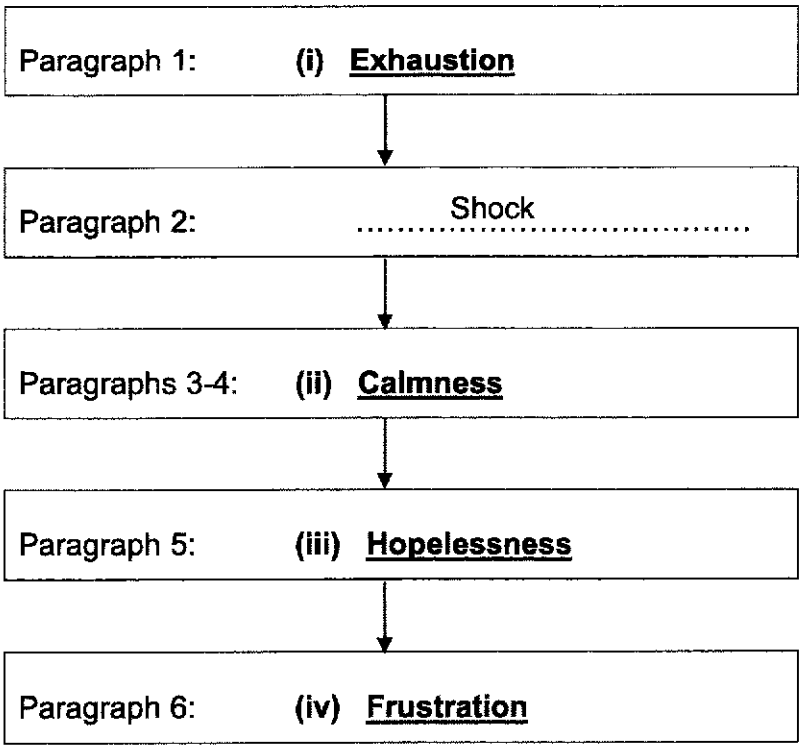
Their fingers (and toes) were numb and the straps of the crampons were frozen so they have difficulty putting them on.[1]

13 The structure of the text reflects the thoughts and feelings of the author and his companions in the storm. Complete the flow chart by choosing one word from the box to summarise the main thoughts and feelings presented in each part of the text. There are some extra words in the box you do not need to use. **[Text Structure]**

The author's and his companion's thoughts and feelings

Hopelessness	Calmness	Shock	Exhaustion	Relief	Frustration	Panic

The Flow Chart



[4]

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Section C [25 marks]

Text 3

Refer to Text 3 on pages 5-6 of the Insert for Questions 14-20.

14 According to the author, why did building Everest View seem 'like a good idea' initially? **[Literal]**

The guests can enjoy a beautiful view of Mount Everest from their rooms. [1]

15 Explain **fully** why the author thinks that the hotel's lack of piped water is a serious drawback. **[Literal + Inferential]**

A lot of water had to be carried manually [1] up the mountain by the Sherpas to provide for the baths and flush toilets [1].

16 'The hotel management confess that 30 percent of the guests will become ill after 24 hours there...' (lines 18-19)

(i) What does the word 'confess' tells us about the hotel management's attitude towards the situation? **[Inferential]**

They felt bad / are apologetic about the situation. [1]
[Student should show understanding of the word 'confess' to link it **admitting to a wrong action**.]

(ii) What does the author mean when he says this is 'a conservative estimate'? **[Inferential]**

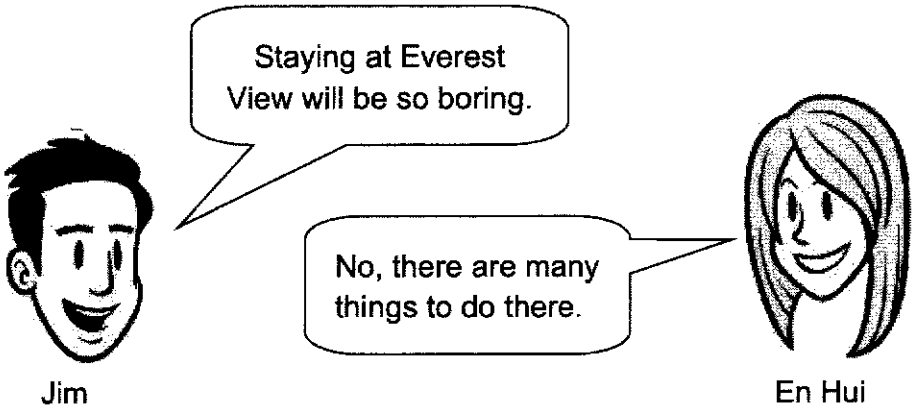
He suggests that the number of affected guests could be higher [1]

17 '...a few seem to leave their common sense in the same rucksack.' (lines 25-26)
Why does the author disapprove of these climbers? **[Inferential]**

He thinks that they are foolish to leave behind their oxygen cylinders because such an act could result in death. [1]

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18 Here is a part of a conversation between two students, Jim and En Hui, who have read the text.



(i) With reference to Paragraph 6, explain why Jim feels this way. **[Literal]**

With the problem of altitude sickness, visitors may have to be confined to their rooms. [1]

(ii) Identify two examples from Paragraph 7 that En Hui can give to support her view. **[Literal]**

Possible activities:

- **Watching the changing lighting and cloud formations on the mountains**
- **Watching great birds flying**
- **Sitting around the fireplace and chit-chatting with other guests**

[Any two for 2 marks]

19 Pick out two phrases in Paragraph 8 to suggest that the author dislike the attitudes and behaviour of wealthy tourists who stay at the hotel. **[Inferential + Vocab-Quote]**

'simply hop on a private plane' [show the flippant attitude of the wealthy tourist – the other tourists have to do the laborious climb]
'just have a superficial appreciation of the Everest region' [2 points for 1 mark]

['will not have much to talk about' – not complete with the earlier part]

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20 **Using your own words as far as possible**, summarise the effects of altitude sickness and how it can be treated.

Use only the information from Paragraphs 2 to 5.

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).

Due to the low pressure and reduction in oxygen levels, ...

	From text	Own words
	Effects	
1	**fluid to accumulate in the lungs** and tissues of the **brain**	...**liquid** can **get into the lungs and brains,**
2	In the mild form you develop a **cough and headache**...	leading to **coughs, headaches**
3	...and have **difficulty sleeping**	and **insomnia.**
4	in the worst cases you become rapidly and **severely breathless,**	Severely-ill patients have **difficulty breathing,**
5	with **mental confusion**	**becoming muddled**
6	and **loss of co-ordination**	and **losing control of their limbs.**
	Treatment	
7	altitude sickness can, to a degree, be prevented and **treated with oxygen**	The sickness can be cured by **giving the patient oxygen**
8	The standard drug treatment for altitude sickness includes the same **powerful drugs**	or **strong medication.**
9	...the only definitive treatment is to **get the sufferer back down the mountain** as quickly as possible, into a normal atmosphere.	The best way is to **get the person to lower levels** or
10	An ingenious new treatment is the **Gamow bag**... (must convey idea of temporary relief)	use the **Gamow bag for temporary relief** before they climb down

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