ORCHID PARK SECONDARY SCHOOL
Mid-Year Examination 2019

CANDIDATE NAME

CLASS

INDEX NUMBER

ENGLISH LANGUAGE 1128/01

Paper 1 Writing **2 May 2019**

Secondary 3 Express **1 hour 50 minutes**

INSERT

READ THESE INSTRUCTIONS FIRST

This insert contains **Section A**.

Write your answers in the spaces provided.

Fasten the completed **Section A** insert to your answer to **Section B**.

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

[Turn over

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Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about polar bears. The first and last lines are correct. For eight of the lines, there is <u>one</u> grammatical error in each line. There are **two** more 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 <u>must not change the original meaning</u> of the sentence.

Examples:

I arrived (to) my destination at 2pm. ____at____
My mother always wears sensible clothes. ____✓____

Polar bears roam the Arctic ice sheets and swim in that region's coastal

waters. Some have been seen swimming hundred of miles from land, **1** _____

because they probably cover most of that distance by floating on sheets **2** _____

of ice. They live in one of a planet's coldest environments and depend **3** _____

on a thick coat of insulated fur. Fur even grows on the bottom of their **4** _____

paws, which protects against cold surfaces but provides a good grip on **5** _____

ice. The bear's stark white coat provides camouflage in surrounding snow **6** _____

and ice. Under their fur, polar bears have black skin to better soak on the **7** _____

sun's warming rays. Polar bears were attractive and appealing, but they **8** _____

are powerful predators that do not typical fear humans, which can make **9** _____

them dangerous. Near human settlements, they often acquire a taste with **10** _____

garbage, bringing bears and humans into perilous proximity.

Adapted from https://www.nationalgeographic.com/animals/mammals/p/polar-bear/

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ORCHID PARK SECONDARY SCHOOL
Mid-Year Examination 2019

CANDIDATE NAME

CLASS | INDEX NUMBER

ENGLISH LANGUAGE 1128/01

Paper 1 Writing **2 May 2019**

Secondary 3 Express **1 hour 50 minutes**

Setter: Ms Gladdys Chan **70 marks**

Additional Materials: Writing Paper & Insert

READ THESE INSTRUCTIONS FIRST

Write your name, register number and class on all the work you hand in.
Write in dark blue or black ink on both sides of the paper.
Do not use paper clips, glue or correction fluid.

This paper consists of three sections.
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 Writing Paper provided.
At the end of the examination, fasten Section A and Section B together and hand in 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

[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 announced that there will be a day trip for all classes during the June holidays to help build better relationships among students in each class. Your teacher has asked for suggestions of outdoor activities that would provide students with opportunities to learn and have fun together in a natural environment. You have seen a webpage about outdoor activities and think it would be a good choice. Your teacher has asked you to give a speech to the class about the outdoor activities to convince them of your suggestions.

In your speech, you should:

- give a date and time for the day trip
- suggest any two activities your class might enjoy
- explain how these two activities will allow students to learn and have fun together in nature
- state why you think this trip will help to develop positive student relationships in your class.

Write your speech in clear, accurate English and in a persuasive, enthusiastic tone to convince your class that this would be a great day out.

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

You should use your own words as much as possible.

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http://www.outdooractivities.sg.com

Outdoor activities in Singapore to liven up your day!



Nature walk @ Coney Island

The place to be for picturesque views!

Stick to the main path, follow the signs to the beach, or carve your own path. The walk provides a breath of fresh air (literally).



Dragon boating @ Water Sports Centre

Don't be intimidated!

Pick the one of the oldest sports in the world as a hobby, or spend a few hours on the waters having mini races.



Kite flying @ Marina Barrage

Bring a dash of colour to Singapore's skies with this old school pastime!

Have a good afternoon making kites soar and then relax as the sun goes down. Enjoy the beauty of the open skies and a cool breeze.



Rock climbing @ Dairy Farm

Hang on and don't look down!

Perfect for adrenaline junkies to build their strength and boost their bravery. With on-site instructors, feel free to test your skills on the natural rock wall.

Click here for further information

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Section C [30 marks]

Begin your answer on a fresh page.

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

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

1 Write about an occasion when you were inspired by someone or something. How has it influenced you?

2 Describe a place which means a great deal to you. Why is it so important?

3 'Technology in the classroom helps learning.' Do you agree?

4 What are the advantages and disadvantages of teenagers getting a job?

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ORCHID PARK SECONDARY SCHOOL
Mid-Year Examination 2019
Secondary 3 Express

ENGLISH LANGUAGE **1128/02**

Paper 2 Comprehension **2 May 2019**

INSERT **1 hour 50 minutes**

READ THESE INSTRUCTIONS FIRST

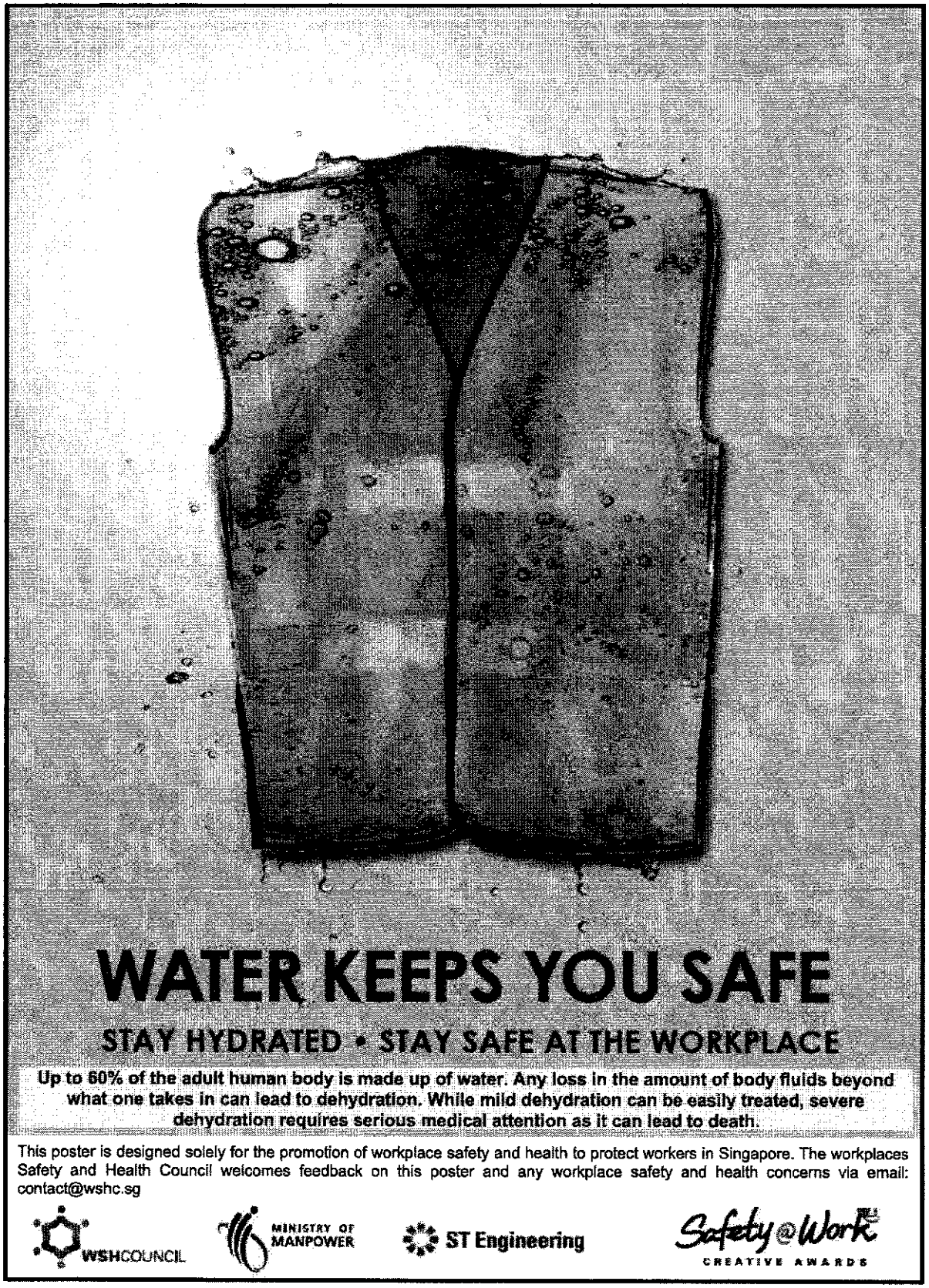
This insert contains Text 1, Text 2 and Text 3.

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Text 1

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



Adapted from: WSH Council (Singapore)

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Section B

Text 2

The following extract is about the experience of an Iranian doctor called Shirin who works in a village school in Thailand. Read it carefully and answer Questions 5-16 in the Question Paper Booklet.

1 On the morning she begins her job at the local school, a hot rain soaks the village and she glimpses her neighbours eating a wordless morning meal on the floor. Their window is barely three feet from hers, so that she can examine their food, hear some of their whispers, breathe in the sharp scent of their incense. The rain envelopes them in a clammy embrace, blurring the lines of their faces and bodies, and their movements become dreamlike.

2 She eats breakfast alone, black tea and purple sticky rice with mango and banana. She adds some coconut milk and mung beans, thinking, *How authentic it seems.* She has allotted too much time for breakfast, so she peels rambutan and mangosteen, not because she's hungry, but for the pleasure of peeling. She is enthralled by the strange, sensuous fruits of this country. They remind her of the persimmons of Iran, with their four watery petals tucked inside a bitter stinging jelly, the thin skin between them the difference between an exquisite flavor and a repellent one. Separating the two parts is an art, requiring a steady hand and a tiny spoon.

3 The schoolroom is stifling and ripe with a sour milk smell. Rows of eight-year-olds with greasy, bluish black hair giggle and stare at Shirin, overwhelmed by her foreignness. She has been told that the Thai people are suspicious of strangers and that it is important to answer all their questions, even if they seem nosey. Often as she bikes through rice fields, wearing her straw hat and wraparound fisherman pants to blend in, fellow bicyclists stop her and ask strange things. *What is your name? How old are you? What have you eaten today?* Though at first she thought she had misunderstood, now she presses her hands together as in prayer, greeting them with a *sawat-dee-kha* before answering simply, *I am Shirin. Forty-five. Much rice today. All is well.*

4 One child, Boonmee, always lingers by the wall. He has a sleepy expression, his eyes so small they are obstructed on both ends by fleshy cheeks and heavy eyelids. His thick rosebud lips seem ever swollen, as if he is constantly having an allergic reaction. He rarely smiles. He sits in a corner by himself, saying nothing. When he laughs, it is always in strange moments, as if at his own thoughts, his eyes opening suddenly just a crack like an oyster shell so that she can see the dark glimmer inside. Shirin comes to like him best.

5 Each morning she asks in English, "Boonmee, how are you?" He never answers, so to illustrate, she answers herself, "Fine, thank you."

6 One day, Shirin finally hears Boonmee's voice. When a new child points at Shirin, and shouts, "*Farang!*" the Thai word for foreigners, Boonmee looks up from his corner and speaks for the first time: "That is no *farang*. That is Dr. Rin!"

7 She imagines this is the beginning of a secret understanding between them. Somehow, this boy knows that foreignness is her burden.

8 "Thank you, Boonmee," she says in Thai. He shrugs and looks away.

9 In her fourth week of teaching, Boonmee is absent twice. Then, on the third day, he shows up hand-in-hand with the regular school teacher, Sawat, the only person in

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town who can speak decent English. He hangs his head, his chin tucked so that she can only see the black of his hair and the outline of his cheeks. He refuses to look up, his gaze fixed on his sandals. "What's wrong?" Shirin asks.

10 Sawat kneels beside Boonmee and says something in Thai. The boy doesn't look up from his feet. Then Sawat wipes her thick bangs from her forehead, smiles at Shirin in that deferential way, and—never taking her hands off Boonmee's shoulders—says, "All fine. Let's learning English?"

11 All through class Shirin can't keep from glancing in Boonmee's direction. He seems to be hiding something, slumped and folded over himself, his right side turned toward the wall. His breathing is strange, his stomach contracting and expanding in a sad tempo. When she can no longer tolerate the mystery, Shirin tells the class to practise copying letters from the board and goes over to him. She tries to turn his face, but his body goes rigid and he pulls away from the wall. A strange noise, like a chirp or a high-pitched howl, escapes his throat. Sawat gets up from her chair, whispers in Thai, "Let's go outside." She takes Boonmee's hand and leads him away from Shirin. This annoys her, angers her, like Sawat has just taken her own child from her arms.

12 She follows them into the half-covered walkway outside, then drops down onto her haunches on the concrete, cross-legged. She tries again to turn Boonmee's face toward her. She can see that whatever he is hiding is shameful to him, in front of the foreign *doctor*. "It's okay," she says. "Let me see." When he finally looks up, his rosebud mouth is quivering and a yellowish bruise covers half his right cheek and his upper neck.

13 Sawat whispers, "His father has a demon."

Adapted from: *A Ride Out of Phrao*

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Section C

Text 3

The article below is about plastic pollution. Read the text carefully and answer Questions 17-24 in the Question Paper Booklet.

1 Washed out on our coasts in obvious and clearly visible form, the plastic pollution spectacle blatantly unveiling on our beaches is only the prelude of the greater story that unfolded further away in the world's oceans, yet mostly originating from where we stand: the land.

2 For more than 50 years, global production and consumption of plastics have continued to rise. An estimated 299 million tons of plastics were produced in 2013, representing a 4 percent increase over 2012, and confirming an upward trend over the past years. According to a report by Global Industry Analysts, global plastic consumption worldwide reached 297.5 million tons by the end of 2015.

3 Plastic is versatile, lightweight, flexible, moisture resistant, strong, and relatively inexpensive. Those are the attractive qualities that lead us, around the world, to such a voracious appetite and over-consumption of plastic goods. However, durable and very slow to degrade, plastic materials that are used in the production of so many products all, ultimately, become waste with staying power. Our tremendous attraction to plastic, coupled with an undeniable behavioural propensity of increasingly over-consuming, discarding, littering and thus polluting, has become a combination of lethal nature.

4 A simple walk on any beach, anywhere, and the plastic waste spectacle is present. All over the world the statistics are ever growing, staggeringly. Tons of plastic debris is discarded every year, everywhere, polluting lands, rivers, coasts, beaches, and oceans.

5 Seemingly unimaginable, isolated areas in the world have not been spared from the impacts of this plastic nightmare too. The remote Midway Atoll has been severely hit by the great plastic tide, receiving massive quantities of plastic debris, shot out from the North Pacific circular motion of currents (gyre). Midways' beaches, covered with large debris and millions of plastic particles in place of the sand, are suffocating, envenomed by the slow plastic poison continuously washing ashore.

6 Then, on shore, the spectacle becomes even more poignant, as thousands of bird corpses rest on these beaches, piles of colourful plastic remaining where their stomachs had been. In some cases, the skeleton had entirely biodegraded; yet the stomach-size plastic piles are still present, intact. Witnesses have watched in horror seabirds choosing plastic pieces, red, pink, brown and blue, because of their similarity to their own food.

7 Plastic has been, and is, greatly affecting marine life on shore and off shore too. A 2006 report by Greenpeace stated that at least 267 different animal species are known to have suffered from entanglement and ingestion of plastic debris. According to the National Oceanographic and Atmospheric Administration, plastic debris kills an estimated 100,000 marine mammals annually, as well as millions of birds and fishes.

8 According to research by the United Nations, it is estimated that land-based sources account for up to 80 percent of the world's marine pollution, 60 to 95

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percent of the waste being plastics debris. Swirled by currents, plastic litter accumulates over time at the centre of major ocean vortices forming "garbage patches". The most well-known of these "garbage patches" is the Great North Pacific Garbage Patch.

9 The plastic waste tide we are faced with is not only obvious for us to clearly see washed up on shore or bobbing at sea. Most disconcertingly, the overwhelming amount and mass of marine plastic debris is beyond visual, made of microscopic range fragmented plastic debris that cannot be just scooped out of the ocean.

10 Slow, silent, omnipresent, ever increasing, more toxic than previously thought, the plastic pollution's reality bears sobering consequences. Environmentalists have long denounced plastic as a long-lasting pollutant that does not fully break down, in other terms, not biodegradable. In 2004, a study by The University of Plymouth reported finding great amount of plastic particles on beaches and waters in all continents of the world which had fragmented from small plastic pellets to particles thinner than the diameter of a human hair. But while some cannot be seen, those pieces are still there and are still plastic. They are not absorbed into the natural system, they just float around within it, and ultimately are ingested by marine animals and zooplankton. This plastic micro-pollution is—unsurprisingly— inherently toxic, has adverse consequences on the food chain, and will certainly give rise to new sources of global contaminations that will persist long into the future".

Adapted from: http://plastic-pollution.org/

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ORCHID PARK SECONDARY SCHOOL
Mid-Year Examination 2019

CANDIDATE NAME

CLASS | | | | INDEX NUMBER | |

ENGLISH LANGUAGE 1128/02

Paper 2 Comprehension **2 May 2019**

Secondary 3 Express **1 hour 50 minutes**

Setter: Miss Kng Hwee Mae **50 Marks**

Additional Materials: Answer Paper / Insert

READ THESE INSTRUCTIONS FIRST

Write your name, register number and class on all the work you hand in.
Write in dark blue or black ink on both sides of the paper.
Do not use paper clips, glue or correction fluid.

Answer **all** questions.
Write your answers in the spaces provided on the Question Booklet.
The Insert contains the texts for all the sections.
At the end of the examination, fasten all your work securely together.

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

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Section A	
Section B	
Section C	
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Section A [5 marks]

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

1. Who is the whole poster aimed at?

..... [1]

2. What is the purpose of the poster?

.....

..... [1]

3. What idea is the image trying to establish?

.....

..... [1]

4. In what way does the advertiser use language to involve the reader?

.....

.....

..... [2]

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Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5-16.

5. At the beginning of the text there is a description of the rain. Explain how the language used in paragraph 1 conveys the effects of the rain.

Support your ideas with **three** details from paragraph 1.

.....

.....

.....

.....

.....

..... [3]

6. In paragraph 2, the writer says that 'separating the two parts is an art' (line 14). Explain **in your own words** what the writer means.

.....

..... [1]

7. What does the word 'ripe' (line 15) tell us about the smell of the milk?

.....

..... [1]

8. In paragraph 4, what is (i) unusual and (ii) effective about the phrase 'dark glimmer'?

(i) it is unusual because.....

..... [1]

(ii) it is effective because.....

..... [1]

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9. Shirin tells us of a 'secret understanding' (line 37) between her and Boonmee. Explain **in your own words** what this means.

.....

..... [1]

10. In paragraph 8, Shirin thanks Boonmee. Explain what made her do so.

..... [1]

11. Which **one** word in paragraph 10 suggests that Shirin is treated with respect?

..... [1]

12. In paragraph 11, Shirin seems concerned about Boonmee. Pick out **two** expressions that indicate Shirin's concern.

(i) .....

..... [1]

(ii) .....

..... [1]

13. What is the 'mystery' in Paragraph 11?

..... [1]

14. In paragraph 11, Boonmee's 'body goes rigid and he pulls away from the wall' (line 54). What does this description suggest about Boonmee's reaction when Shirin tries to make him turn his face towards her?

Description	Reaction
'body goes rigid'	
'pulls away from the wall'	

[2]

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15. Identify a word in paragraph 12 which suggests that Boonmee is fearful.

..... [1]

16. The structure of the text reflects Shirin's feelings. Complete the flow chart below by choosing one phrase from the box to summarise Shirin's main feelings described in each part of the text. There are some extra phrases you do not need to use.

Main focus

feeling out of place	feeling a connection
feeling annoyed	feeling disturbed and worried
feeling a sense of responsibility	feeling curious
feeling at ease	

Flow chart

Paragraphs 1-2: (i) .....

↓

Paragraph 3: (ii) .....

↓

Paragraphs 4-8: (iii) .....

↓

Paragraphs 9-13: (iv) .....

[4]

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Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 17-24.

17. Explain what the writer means by 'the prelude of the greater story' (line 2).

.....

..... [1]

18. In Paragraph 3, the writer uses the phrase 'a voracious appetite and over-consumption'. What does this suggest about how the writer feels about people's consumption of plastic goods worldwide?

..... [1]

19. (i) What does the phrase 'waste with staying power' (line 14) tell us about the nature of plastic?

.....

..... [1]

(ii) Give a word in the same paragraph that conveys the same meaning.

..... [1]

20. Why does the writer refer to plastic pollution as a 'plastic nightmare' (line 23)?

.....

..... [1]

21. Explain **in your own words** why 'on shore, the spectacle becomes even more poignant' (line 29)?

.....

..... [1]

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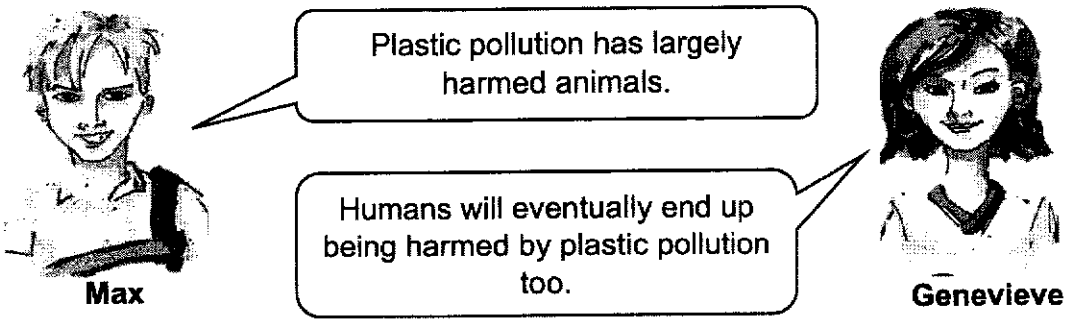
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22. Explain what the writer means by 'the overwhelming amount and mass of marine plastic debris is beyond visual' (lines 48-49).

.....

..... [1]

23. Here is a part of a conversation between two students, Max and Genevieve who have read the article.



(i) Identify one example from paragraph 7 that Max can give to support his view.

.....

..... [1]

(ii) How would Genevieve explain her position with reference to paragraph 10?

.....

..... [2]

24. Using your own words as far as possible, summarise the problems caused by plastic pollution.

Use only information from paragraphs 7 to 10.

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).

Plastic pollution has caused.....

.....

.....

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

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ORCHID PARK SECONDARY SCHOOL
Mid-Year Examination 2019

Marker 1	
Marker 2	
Marker 3	
Marker 4	

ENGLISH LANGUAGE **1128/01**

Paper 1 Writing **2 May 2019**

Secondary 3 Express **1 hour 50 minutes**

INSERT **70 marks**

Setter: Ms Gladdys Chan

Answer Cover Page

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Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about polar bears. The first and last lines are correct. For eight of the lines, there is <u>one</u> grammatical error in each line. There are **two** more 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 <u>must not change the original meaning</u> of the sentence.

Examples:

I arrived (to) my destination at 2pm. ____at____

My mother always wears sensible clothes. ____✓____

Polar bears roam the Arctic ice sheets and swim in that region's coastal	
waters. Some have been seen swimming (hundred) of miles from land,	**1** hundreds
(because) they probably cover most of that distance by floating on sheets	**2** although
of ice. They live in one of (a) planet's coldest environments and depend	**3** the
on a thick coat of insulated fur. Fur even grows on the bottom of their	**4** ✓
paws, which protects against cold surfaces (but) provides a good grip on	**5** and
ice. The bear's stark white coat provides camouflage in surrounding snow	**6** ✓
and ice. Under their fur, polar bears have black skin to better soak (on) the	**7** in
sun's warming rays. Polar bears (were) attractive and appealing, but they	**8** are
are powerful predators that do not (typical) fear humans, which can make	**9** typically
them dangerous. Near human settlements, they often acquire a taste (with)	**10** for
garbage, bringing bears and humans into perilous proximity.	

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ORCHID PARK SECONDARY SCHOOL
Mid-Year Examination 2019

Marker 1	
Marker 2	
Marker 3	
Marker 4	

ENGLISH LANGUAGE **1128 /02**

Paper 2 Comprehension **2 May 2019**

Secondary 3 Express **1 hour 50 minutes**

Setter: Miss Kng Hwee Mae **50 Marks**

Additional Materials: Answer Paper / Insert

Answer Cover Page

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ORCHID PARK SECONDARY SCHOOL
Mid-Year Examination 2019

CANDIDATE NAME

CLASS | | | | INDEX NUMBER | | |

ENGLISH LANGUAGE 1128/02

Paper 2 Comprehension **2 May 2019**

Secondary 3 Express **1 hour 50 minutes**

Setter: Miss Kng Hwee Mae **50 Marks**

Additional Materials: Answer Paper / Insert

READ THESE INSTRUCTIONS FIRST

Write your name, register number and class on all the work you hand in.
Write in dark blue or black ink on both sides of the paper.
Do not use paper clips, glue or correction fluid.

Answer **all** questions.
Write your answers in the spaces provided on the Question Booklet.
The Insert contains the texts for all the sections.
At the end of the examination, fasten all your work securely together.

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

For Examiner's Use	
Section A	
Section B	
Section C	
Total	

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NOTE:

- For 1-mark answer, accept only the 1st answer if student has given more than one answer.
- For quotation questions, do NOT award marks for lack of/inaccurate punctuation marks in answers, no quotation marks and spelling errors.
- For quotation questions, award marks even if students have not given capital letters when they are supposed to do so.
- For global question, do NOT award marks if there are spelling errors.
- Do not penalise students for spelling errors for all other questions.
- Penalise students for language errors if the errors have obscured meaning of the answers.
- Do not award marks if bolded word(s) in the answers are not present in students' responses.

Section A [5 marks]

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

1. Who is the whole poster aimed at? [1]

The poster is aimed at (construction) **workers** (in Singapore) who **are/may not be drinking enough water**. [1]

2. What is the purpose of the poster? [1]

The poster aims to **encourage** readers to **consume sufficient water so that they will be safe at work**. [1]

3. What idea is the image trying to establish? [1]

The image of **a safety vest that is made up of water emphasises/highlights/suggests that drinking sufficient water keeps one safe at work, just like how a safety vest protects one at work**. [1]

**No marks to be awarded if students do not provide a description of the image*

4. In what way does the advertiser use language to involve the reader? [2]

The advertiser used the **personal pronoun 'you'** [1]in the tagline "Water Keeps You Safe" which makes the reader **feel personally involved** and **therefore encouraged to drink enough water to stay safe at the workplace** [1].

OR

The advertiser uses **imperatives** [1] such as **'Stay Hydrated'/'Stay Safe at the Workplace'** to **strongly encourage readers to take immediate action and drink sufficient water to keep themselves safe at work** [1].

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Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5-16.

5. At the beginning of the text there is a description of the rain. Explain how the language used in paragraph 1 conveys the effects of the rain.

Support your ideas with **three** details from paragraph 1. [3]

The detail **'rain envelopes them in a clammy embrace'** suggests that the rain left an **unpleasantly damp/sticky feeling** on people which they **could not shake off.** [1]

The detail **'blurring the lines of their faces and bodies'** suggests that the rain **made it difficult/hard for to make out people's appearances.** [1]

The detail **'their movements became dreamlike'** suggests that the actions of the neighbours **did not seem real/seemed unreal/seemed slow.** [1]

6. In paragraph 2, the writer says that 'separating the two parts is an art' (line 14). Explain **in your own words** what the writer means. [1]

It requires **great skill/dexterity and meticulousness/precision** to split the edible segment of the fruit from the unpalatable one. [1]

7. What does the word 'ripe' (line 15) tell us about the smell of the milk? [1]

It suggests that the smell was **very pungent/strong/rank.** [1]

**The word 'very' is necessary to convey the intensity of the smell.*

8. In paragraph 4, what is (i) unusual and (ii) effective about the phrase 'dark glimmer'?

(i) it is unusual because **'glimmer' suggests the presence of light, yet 'dark' suggests the absence of it.** [1]

(ii) it is effective because it suggests that despite Boonmee's **seemingly cold/frosty/ unfriendly/hostile nature,** Shirin was able to identify **a hint of friendliness/positivity in him.** [1]

9. Shirin tells us of a 'secret understanding' (line 37) between her and Boonmee. Explain **in your own words** what this means. [1]

The 'secret understanding' is the **implicit/informal/unspoken agreement** between Shirin and Boonmee that there **are issues a foreigner has to deal with** for being different. [1]

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10. In paragraph 8, Shirin thanks Boonmee. Explain what made her do so. [1]

Shirin had thanked Boonmee for **standing up for her**. [1]

11. Which **one** word in paragraph 10 suggests that Shirin is treated with respect? [1]

The word is **'deferential'**.

12. In paragraph 11, Shirin seems concerned about Boonmee. Pick out **two** expressions that indicate Shirin's concern.

(i) The expression is **'All through class Shirin can't keep from glancing in Boonmee's direction'**. [1]

(ii) The expression is **'goes over to him'**. [1]

13. What is the 'mystery' in Paragraph 11? [1]

What had happened to Boonmee that resulted in his abnormal behaviour was the 'mystery'. [1]

14. In paragraph 11, Boonmee's 'body goes rigid and he pulls away from the wall' (line 54). What does this description suggest about Boonmee's reaction when Shirin tries to make him turn his face towards her?

Description	Reaction
'body goes rigid'	He froze in **fear**. [1]
'pulls away from the wall'	He was anxious and wanted to **escape**. [1]

[2]

15. Identify a word in paragraph 12 which suggests that Boonmee is fearful. [1]

The word is **'quivering'**. [1]

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16. The structure of the text reflects Shirin's feelings. Complete the flow chart below by choosing one phrase from the box to summarise Shirin's main feelings described in each part of the text. There are some extra phrases you do not need to use.

Main focus

feeling out of place	feeling a connection
feeling annoyed	feeling disturbed and worried
feeling a sense of responsibility	feeling curious
feeling at ease	

Flow chart

Paragraphs 1-2: (i) feeling at ease [1]

↓

Paragraph 3: (ii) feeling out of place [1]

↓

Paragraphs 4-8: (iii) feeling a connection [1]

↓

Paragraphs 9-13: (iv) feeling disturbed and worried [1]

[4]

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Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 17-24.

17. Explain what the writer means by 'the prelude of the greater story' (line 2). [1]

The writer means that the plastic pollution visible on shore merely scratches the surface of the issue and **does not show the full picture of the extent of pollution**. [1]

18. In Paragraph 3, the writer uses the phrase 'a voracious appetite and over-consumption' to describe people's behaviour. What does this suggest about how the writer feels about people's consumption of plastic goods worldwide? [1]

The writer's **disapproves/is critical** of the greedy nature of people's consumption of plastic goods. [1]

19. (i) What does the phrase 'waste with staying power' (line 14) tell us about the nature of plastic? [1]

It tells us that plastic **does not go away easily/exists for a very long time**. [1]

(ii) Give a word in the same paragraph that conveys the same meaning. [1]

The word is **'durable'** (line 13). [1]

20. Why does the writer refer to plastic pollution as a 'plastic nightmare' (line 23)? [1]

The writer refers to plastic pollution as a 'plastic nightmare' because **the situation is so horrifying/shocking/terrifying and unimaginable just like a bad dream**. [1]

21. Explain **in your own words** why 'on shore, the spectacle becomes even more poignant' (line 29)? [1]

It is because plastic pollution has **led to the deaths of many birds whose carcasses line the beaches**. [1]

or

It is because plastic pollution has **led to the deaths of numerous birds, leaving behind carcasses with plastic left behind in their stomachs**. [1]

22. Explain what the writer means by 'the overwhelming amount and mass of marine plastic debris is beyond visual' (lines 48-49). [1]

The writer means that a great amount of plastic pollution in the oceans **cannot be seen with the naked eye/are not (clearly) visible**. [1]

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23. Here is a part of a conversation between two students, Max and Genevieve who have read the article.



Max

Plastic pollution has largely harmed animals.

Humans will eventually end up being harmed by plastic pollution too.



Genevieve

(i) Identify one example from paragraph 7 that Max can give to support his view. [1]

At least **267 different animal species have suffered from the entanglement and ingestion of plastic debris**. [1]

OR

Plastic debris **kills an estimated 100,000 marine mammals annually, as well as millions of birds and fishes**. [1]

(ii) How would Genevieve explain her position with reference to paragraph 10? [2]

Humans will eventually be harmed **when they consume animals which have been negatively affected by their consumption of plastic/plastic pollution**. [2]

24. Using your own words as far as possible, summarise the problems caused by plastic pollution.

Use only information from paragraphs 7 to 10.

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).

Plastic pollution has caused........

.....[15]

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No.	Points from the passage	Paraphrased points
1	at least 267 different animal species are known to have suffered from entanglement	*Plastic pollution has caused…* many animals to be harmed through the snarling
2	and ingestion of plastic debris	and consumption of plastic waste.
3	plastic debris kills an estimated 100,000 marine mammals annually, as well as millions of birds and fishes.	Many animals die from plastic pollution too.
4	Swirled by currents, plastic litter accumulates over time at the centre of major ocean vortices forming "garbage patches".	The build-up of plastic trash in oceans causes the formation of enormous 'garbage patches'.
5	marine pollution	Plastic trash not only pollutes the marine environment
6	to clearly see washed up on shore	but also land as well.
7	the overwhelming amount and mass of marine plastic debris is beyond visual, made of microscopic range fragmented plastic debris that cannot be just scooped out of the ocean	Microplastics in the oceans cannot be easily removed.
8	inherently toxic	They are poisonous,
9	adverse consequences on the food chain	negatively affects the food chain,
10	will certainly give rise to new sources of global contaminations that will persist long into the future	and will also result in new sources of contamination worldwide that will continue long into the future.

Plastic pollution has caused many animals to be harmed through the snarling and consumption of plastic waste. Many animals die from plastic pollution too. The build-up of plastic trash in oceans causes the formation of enormous 'garbage patches'. Plastic trash not only pollutes the marine environment but also land as well. Microplastics in the oceans cannot be easily removed. They are also poisonous, negatively affect the food chain, and will result in new sources of contamination worldwide that will continue long into the future.

(80 words; 10 points)

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