



TEMASEK SECONDARY SCHOOL
 MID-YEAR EXAMINATION 2006
 ENGLISH LANGUAGE PAPER 2 *only*

TIME: 1h 40 min

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SECONDARY ONE EXPRESS

Name: _____ () Class: Sec. 1/

QUESTION PAPER

This paper consists of:

Passage 1	25 marks
Passage 2	25 marks
Total	50 marks

INSTRUCTIONS TO CANDIDATES:

1. Answer all questions in the Answer Sheet provided, and write your name, class and register number on it.
2. Hand in Passage 1 and Passage 2 separately.

INFORMATION FOR CANDIDATES:

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

This Question Paper consists of 3 printed pages
 (inclusive of cover page)

Additional materials provided
 A five page Answer Sheet

Passage 1 Managing Examination Stress

- 1 Stress, the common enemy of most people in today's society. Just like there are many ways of managing stress in general, there are also many types of stress. One of the most common types of stress is examination stress. Managing stress associated with examinations can occur at different levels.
- 2 Adequate and early preparation is the most important aspect of reducing excessive examination stress. There is no substitute for regular and systematic revision. Study techniques and habits may vary, but a routine should be established, which allows for concentration in a conducive environment. Knowing the subject requirements is essential and the syllabus should be covered in a planned and organised fashion. Reading intelligently and trying to understand principles and concepts is more important than rote memorization. Making notes consolidates knowledge and is useful for subsequent revisions. 5
- 3 Practising past-year questions and trying out mock-exams are good ways to anticipate what to expect during examinations. It also reduces the anxiety associated with having to perform under strict time-pressure. 10
- 4 Time management is also an important factor. Having a schedule ensures that time is apportioned well, according to the tasks at hand. Plan for breaks and recreation as well. Prioritise tasks but above all, be realistic in targets and goals set; otherwise it is easy to become disappointed and give up altogether. Schedules should be followed conscientiously but not too rigidly. 15
- 5 Ideally, the drive to study should be internally driven by a desire to achieve one's own personal goals. Instead, many are driven more by the fear of failure, which is more stress-provoking and leads easily to discouragement. Mounting stress can often lead to the erosion of self-confidence and a pessimistic attitude. In order to maintain confidence, it is important to have an accurate perception of yourself. Know your strengths and capitalize on them. 20
- 6 Competition with peers is for many, another major source of stress. It is inevitable to compare, and it serves to measure progress and gauge one's own standards. Taking examinations however, should not be taken as a race or battle against peers. Certainly, one should guard against becoming demoralized by under-rating yourself and over-rating others. 25
- 7 Attending school should not merely revolve around preparation for examinations. Interacting with teachers, socializing with friends, participating in sports or other co-curricular activities are all valuable aspects of a 'well-rounded' education. Rest and recreation are excellent stress relievers. Exercise coupled with a healthy diet and adequate sleep ensures that physical health is maintained - without which, concentration and mental well-being would also suffer. 30

Adapted from: <http://www.med.nus.edu.sg/pcm/stress>

From Paragraph 1 to 3

1. Based on the given information, summarise the 11 steps the author has recommended to help manage examination stress. *The first one has been done for you.* [5]

a.	Have adequate and early preparation.
b.	
c.	
d.	
e.	
f.	
g.	
h.	
i.	
j.	
k.	

2. How does attempting a simulated examination help a person? [2]

From Paragraph 4

3. Complete this sentence with your **own words**:

a. Time Management is also a(n) _____ factor. [1]

b. Having a schedule _____ that time is _____ well,
according to the _____ at hand. [3]

4. In what circumstances do people usually give up? [1]

5. Why do you think schedules should be flexible? [1]

From Paragraph 5

6. Identify all the by-products of the fear of failure. [2]

• _____

• _____

• _____

7. State one way to maintain confidence. [1]

From Paragraph 6

8. Why is competition beneficial? [2]

9. In your own words, explain ~~one~~ one should guard against becoming demoralized? [2]

[1m]

From Paragraph 7

10. Complete this paragraph with your own words / short phrase:

There are 3 aspects to a well-rounded education. Firstly, one has to _____

Teachers. Secondly, one has to _____

Lastly, one has to _____ sports or other co-curricular activities. [3]

11. How do we maintain a stress-free mental well-being? [2]

I _____

Passage 2 : Personal Hygiene

- 1 Personal hygiene is the first step to good grooming and good health. Elementary cleanliness is common knowledge. Neglect causes problems that you may not even be aware of. Many people with bad breath or body odour are **blissfully** unaware of it. Problems like these may not be your fault at all, but improving standards of hygiene will control these conditions. Every external part of the body demands a basic amount of attention on a regular basis. 5
- 2 You know how it is when the person sitting next to you in class or on the bus smells bad. It's disgusting, isn't it? Well, you should make every effort you aren't that person. The bad news is teenagers tend to be more active than any other social group. That means, you are a **prime** target for sweat and bacteria build up. The result is a very bad odour! As a teen, you need to keep your body as clean as possible. That means taking regular showers. A shower in the morning and when you get home is usually good enough. Make sure you soap all the areas of your body **liberally**. But what's so good in bathing if you're wearing the shirt you wore yesterday that you didn't wash? Learn to operate the washing machine; your friends would be grateful for that extra effort. 10 15
- 3 Your underarm region is the principal mischief-maker in the bad odour department. Don't ever leave home without a deodorant. Try a couple of brands and find which one smells best to you. Most teenagers use a clear deodorant stick as it leaves no residue. If you get a rash from your deodorant, try those for sensitive skin. If all else fails, try using an anti bacterial cream instead. Many people assume that using a good perfume solves the problems. The truth is it makes you smell worse. The use of perfume only **masks** the odour temporarily. Perfume is for giving your body a scent, not masking another one. Unlike perfumes, deodorant sprays, which do not interfere with sweat secretion, are more effective. 20
- 4 Bad breath is very common and is usually caused by simple things you can do something about. Bad breath varies from person to person and many factors affect how your breath smells. The number one cause of bad breath is gum disease and tooth decay, which is caused by the lack of good oral hygiene. Most people also have bad breath first thing in the morning because saliva is not made while you're asleep. Saliva helps to neutralise the acids produced by bacteria and also helps to prevent tooth decay. 25 30
- 5 Another main factor is what you eat. Some oily meats, garlic, fish, dairy products and spices like cumin, cause your breath to smell. However, you can still enjoy your favourite foods if you take some precautions. Mints are great as they help mask the offensive smell **lingering** in your mouth after such meals. At home, I recommend using an anti-bacterial mouthwash once a day. They do the trick for most people, and kill all those germs who love to spend time on your tongue. 35
- 6 Drinking water is also a great way to keep your breath fresh as it washes through your mouth. Another good thing to do would be to eat regularly. Prolonged periods of not eating will also give you stale breath. When eating, vegetables have a great way of keeping your mouth fresh. Besides, greens are good for you! 40

Adapted from: <http://www.teenpuberty.com>

Passage 2 [25m]

From Paragraph 1

1. How is grooming and health related? [1]

2. What can be achieved by improving standards of hygiene? [2]

Conditions [like bad breath and body odour] [can be controlled.]

From Paragraph 2

3. Why do you think teenagers are more active than any other social group? [1]

4. Give one example of another social group. [1]

5. Why would your friends be grateful that you learn to use the washing machine? [3]

From Paragraph 3

6. What are some of the recommended products to prevent body odour? [2]

7. Why do many people assume that using a good perfume can deter body odour? [1]

8. What are the advantages of using a deodorant spray? [2]

From Paragraph 4

9. What is the most basic step to prevent bad breath? [1]

.....
.....

10. Why do you think saliva is not made while you are asleep? [2]

.....
.....

From Paragraph 5

11. What types of meals is the passage referring to in lingering in your mouth after such meals?(line 35)? [1]

.....
.....

12. Other than killing germs, what else does an anti-bacterial mouthwash do? [1]

.....
.....

13. What are the other two ways of preventing bad breath? [2]

.....
.....

14. Give the meaning of the following words as they are used in the passage. [5]

(a) blissfully (line 3)

(b) prime (line 10)

(c) liberally (line 13)

(d) masks (line 22)

(e) lingering (line 35)

.....
.....
.....
.....
.....

From Paragraph 1 to 3

1. Based on the given information, summarise the 11 steps the author has recommended to help manage examination stress. *The first one has been done for you.* [5]

a.	Have adequate and early preparation.
b.	Do regular and systematic revision.
c.	Establish a routine.
d.	Study in a conducive environment to improve concentration.
e.	Know the subject requirements.
f.	Syllabus should be covered in a planned and organized fashion.
g.	Read intelligently.
h.	Try to understand principles and concepts.
i.	Make notes.
j.	Practise past-year questions.
k.	Try out mock-exams

2. How does attempting a simulated examination help a person? [2]

It helps to anticipate what to expect during examinations, - 1m
and also reduces the anxiety associated with having to perform
under strict time-pressure. - 1m

From Paragraph 4

3. Complete this sentence with your own words:

- a. Time Management is also a(n) critical factor. [1]
- b. Having a schedule guarantees that time is divided well,
according to the jobs / exercises /
homework at hand. [3]

4. In what circumstances do people usually give up? [1]
When they set unrealistic goals/targets and become disappointed -
1m

5. Why do you think schedules should be flexible? [1]

Targets and goals can change - 1m

From Paragraph 5

6. Identify all the by-products of the fear of failure. [2]

- Stress-provoking
- Erosion of self-confidence
- Leads easily to discouragement
- Pessimistic attitude

7. State one way to maintain confidence. [1]

Know your strengths and capitalize on them OR
have an accurate perception of yourself

From Paragraph 6

8. Why is competition beneficial? [2]

It serves to measure progress - 1m
and gauge one's own standards - 1m

9. In your own words, explain one should guard against becoming demoralized? [2]
A person should [protect/shield] himself from being [discouraged/disheartened].

[1m]

[1m]

From Paragraph 7

10. Complete this paragraph with your own words / short phrase:

There are 3 aspects to a well-rounded education. Firstly, one has to communicate
/talk to
Teachers. Secondly, one has to make friends / mix with others / form
close ties or bonds with others
Lastly, one has to be involved in sports or other co-curricular activities. [3]

11. How do we maintain a stress-free mental well-being? [2]

Rest and recreation, exercise, healthy diet and adequate sleep -
2 m

Passage 2 [25m]

From Paragraph 1

1. How is grooming and health related? [1]

Both are achieved by having good personal hygiene.

2. What two conditions can be achieved by improving standards of hygiene? [1]

Conditions like bad breath and body odour can be controlled.

3. Suggest one reason why bad breath or body odour may not be a person's fault. [1]

Acnes, medical disorder.

From Paragraph 2

4. What causes bad odour and identify two ways to get rid of it. [3]

Sweat and bacteria build-up causes it. - 1m

Two showers in a day and soaping all areas of your body liberally. - 2m

5. Why would your friends be grateful that you learn to use the washing machine? [1]

Able to wash own clothes and won't end up wearing unwashed clothes / yesterday's clothes

From Paragraph 3

6. What are some of the recommended products to prevent body odour? [2]

Deodorant sticks/spray - 1m

and anti-bacterial cream - 1m

7. What do many people use perfumes for? [1]

To mask their body odour.

8. What are the advantages of using a deodorant spray? [2]

It gives your body a scent - 1m

And it does not interfere with sweat secretion, thus more effective. - 1m

From Paragraph 4 to 6

9. What is the most basic step to prevent bad breath? [1]
Maintain good oral hygiene
10. What types of meals is the passage referring to in lingering in your mouth after such meals?(line 35)? [1]
Meals that contain some oily meats, garlic, fish, dairy products or spices like cumin.
11. Other than killing germs, what else does an anti-bacterial mouthwash do? [1]
Prevents bad breath OR
gives a person fresh breath
12. What are the other two ways of preventing bad breath? [2]
Drinking lots of water, eating regularly
Eat more vegetables /greens - 0m
13. Why do you think saliva is not made while you are asleep? [2]
Saliva is only made when there is movement in the mouth - 1m
and there is no activity in the mouth / the mouth is not moving when you are asleep. - 1m
14. Give the meaning of the following words as they are used in the passage. [5]
- | | | | |
|-----|------------|-----------|--|
| (a) | blissfully | (line 3) | <u>supremely / happily / delightfully</u> |
| (b) | prime | (line 10) | <u>main / major / key / chief / primary / most important</u> |
| (c) | liberally | (line 13) | <u>generously / in large quantity</u> |
| (d) | masks | (line 22) | <u>cover / cover up / hide / conceal</u> |
| (e) | lingering | (line 35) | <u>remaining / staying behind</u> |