

## READING - LONGER TEXT (READING AND USE OF ENGLISH)

You are going to read an article. For Questions 1 to 8, choose the correct answer (A, B, C or D).

- 1 Teachers play many roles in school. They not only impart knowledge, but also mentor and nurture students, set the tone of their classrooms, create a warm and conducive environment, and most importantly try to inculcate good values and social responsibility among students.
- 2 Through the Eco-Schools programme (ESP), teachers become Eco-champions to lead and encourage their students to be active and take up more advanced environmental projects. World Wildlife Fund (WWF) Malaysia education manager of ESP, Jessie Chew said, "The Eco-Schools programme is a fun and educational programme providing structure and flexibility through its methodology and eco-themes. 5
- 3 "The whole-school approach enables students and teachers to combine their knowledge with appropriate skills and attitude to be agents of change. The programme also cultivates a sustainable mindset which they can apply on a daily basis," she added. 10
- 4 Developing environmental responsibility and leadership in students begins in the classroom. Students can learn how to recognise, address and adopt the kinds of change that can positively affect their lives, communities and the rest of the world. The ESP challenges students to engage in tackling environmental problems at the school level where they can see results, encouraging them to realise that they can really make a difference. 15
- 5 Eco-Schools programme coordinator of Sekolah Sri Bestari (SSB), Kuala Lumpur Shamsul Mutaza said, "My interest on the ESP began in 2012 when I attended a camp. I brought the idea back to my school and how time flies - it has been five years since we adopted the initiative. I encourage students to be involved in the decision-making because when they experience a sense of achievement at being able to have a say in the environmental management policies of our school, they feel valued." 20
- 6 Under Shamsul's leadership, SSB has received the Green Flag award for many of its green practices. The school has been styrofoam-free since 2015, maintains an e-portal to reduce their paper usage, uses Forest Stewardship Council (FSC) certified paper for printing, and many more initiatives driven by the school's Eco team. 25
- 7 Headmistress of Sekolah Kebangsaan Lok Yuk, Inanam, Kota Kinabalu, Sabah, Elizabeth Lok Fei Ling said that her school has always been a **frontier** in environmental awareness. Unhappy with the condition of the school when she first joined, she launched an environmental club called Kelab Program Rakan Bumi. 30
- 8 "We took small steps when we began. I made sure the club held an environmental activity every month. I heard of ESP in 2012 and saw an opportunity for the school to embark on a meaningful path towards improving its environmental footprint," she shared. "We signed up in 2013 and I'm happy and proud that our school received the Green Flag award last year." 35
- 9 Elizabeth's school has implemented many green initiatives such as rainwater harvesting for washing and watering purposes, flower pots made from used plastic

bottles for hydroponic planting, river clean-up activity at a nearby village, and the list continues.

- 10 WWF Malaysia is the national operator of the Eco-Schools programme in Malaysia. For many years, the organisation has been an advocator to educate students and the public on sustainability and environmental conservation.

**Word Power**

- **impart** - share
- **methodology** - approach
- **Initiatives** - plan of action

1. In paragraph 2, what is the objective of the Eco-school programme?
  - A. To introduce new methodology in education
  - B. To introduce eco-themes in the school syllabus.
  - C. To allow students to lead environmental campaigns
  - d. To encourage students to participate in environmental projects
2. Paragraph 3 suggests that through the programme, students can do environmental related activities
  - A. every day
  - B. once a week
  - C. once a month
  - D. once a year
3. In paragraph 4, in what way would students feel motivated to make a difference?
  - A. They are given the change to improve their community.
  - B. They are given the responsibility to encourage other students.
  - C. They can learn to recognise environmental problems at the root level.
  - D. They can try to solve environmental problems at school and see positive results.
4. In paragraph 5, how did the Eco-school?
  - A. The teachers adopted the initiative
  - B. The students were part of the decision-making
  - C. The programme coordinator changed the school policy.
  - D. The programme coordinator was inspired by a camp he went to.

5. In paragraph 6, we know that through the ESP, Sekolah Sri Bestari
- A. has stopped using paper
  - B. has been using less paper
  - C. has reduced its Styrofoam usage
  - D. has used the e-portal to keep track of its paper usage
6. In paragraph 7, which of the following can best be replaced with the word frontier?
- A. Pioneer
  - B. Follower
  - C. Supporter
  - D. Enthusiast
7. In paragraph 7 and 8, what was the school's greatest achievement?
- A. Receiving the Green Flag award
  - B. Adopting the Eco-school programme
  - C. Organising an environmental activity
  - D. Setting up Kelab Program Rakan Bumi
8. In paragraph 9, the river clean-up activity can be categorised as a
- A. charity project
  - B. recycling project
  - C. community project
  - D. save the wildlife project