



# SUGGESTED ANSWERS

## THE VALUE OF HERITAGE ISSUE

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## SUGGESTED ANSWERS

### Visual Comprehension: Information Overload

Here are suggested answers to our visual comprehension exercise:

1. Look at Text 1. Tick the most suitable label for blank (1)

- Excite
- Connect
- Amuse

2. How does having an image collage in Text 1 support the overall message of the poster?

The image collage pulls together many of Singaporean icons and landmarks and reflects the message that "there is so much that we share".

3. Identify the sentence or phrase from Text 2 which supports the message of Text 1.

The phrase is "history comes to life".

4. Look at Texts 1 and 2 and statements (a) and (b) below.  
Tick (✓) the correct answer for each statement.

(a) One purpose of both texts is . . .

- To present an opposing point of view
- To present an opportunity
- To offer a practical solution

(b) The most likely context for Text 1 is . . .

- Material from a History text book
- An advertisement for a heritage festival
- A campaign against conservation



# SUGGESTED ANSWERS

Listening Comprehension: Restoring Language, Rebuilding Home

Here are answers for our listening comprehension exercise:

In this listening exercise, you will hear a teacher give a presentation about the Northern Sámi language. As you listen, complete the notes. You do not need to write in full sentences.

## PRESENTATION ON THE SÁMI LANGUAGES

### Why languages are important

Languages . . .

- are tools for (i) communication.
- are gateways into entire livelihoods, worldviews, cultural heritage and knowledge.
- connect individuals to their heritage, giving them a better understanding of their present.

### The Sámi culture and language

Sámis can be found in different countries. The language is spoken across Sweden, Norway, and Russia.

Most popular version of Sámi: (ii) Northern Sámi

Approximate number of speakers today: 26,000

### Background of Sámi culture and language loss

In the 17th century, Sámis were being (iii) integrated OR assimilated into larger communities. People were encouraged to adopt Norwegian customs and traditions, rather than their own.

The Sámis were even prevented from studying or speaking the Sámi language at one point.

### Efforts to restore the Sámi language and culture

Thanks to the European Charter for Regional Minority Languages, Sámi gained legal protection and recognition as a language.

Strategies to promote the language:

- use of language in (iv) everyday life
- government-supported music festival
- teaching of language in special schools
- representation in popular culture, such as in the movie Frozen II

Grammar Editing: Left Behind

## SUGGESTED ANSWERS

Here are suggested answers to our grammar exercise:

<p>As part of a Penn Global Engagement Fund project grant, archaeologist Lynn Meskell examined public sentiment towards cultural heritage sites around the world. They covered a unprecedented number of sites in their analysis — every UNESCO World Heritage site inscribed since 1990, encompassing 80 languages. Findings, Meskell say are often at odds with how these sites are represented. In short, people lived among the heritage sites are often shut out of the planning process and even relocated as the sites are reshape as tourism staples. They distrust the governments that nominate the sites for inscription and the multinational business that step up once the sites achieve the designation. For example, in India, Egypt and Jordan, tourism industries have been created at the expense of locals who no longer feel attach to those spaces. The protection of material and physical landmark for tourism often neglects other important markers such as farming practices, music, religious centres and systems for navigating social disagreements. In fact, these are equally vital aspects of culture to preserve.</p>	<ol style="list-style-type: none"> <li>1. an</li> <li>2. ✓</li> <li>3. says</li> <li>4. living</li> <li>5. reshaped</li> <li>6. businesses</li> <li>7. in</li> <li>8. attached</li> <li>9. landmarks</li> <li>10. ✓</li> </ol>
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### Nature of errors:

1. a > an ("an" since the following word "unprecedented" starts with a vowel)
2. ✓
3. say > says (SVA, singular subject "Meskell")
4. lived > living (present continuous tense)
5. reshape > reshaped (past tense)
6. business > businesses (plural, as there is no specific business referred to)
7. up > in (the phrasal verb "step in" means to become involved, especially an outsider. The phrasal verb "step up" means to increase or advance which does not fit the given sentence.)
8. attach > attached (past tense)
9. landmark > landmarks (plural, referring to material and physical landmarks in general)
10. ✓



## SUGGESTED ANSWERS

Narrative Text Comprehension: The World Away From Home

*Here are suggested answers to our text comprehension exercise:*

1. In Paragraph 1, why do you think Sanshirō is so startled by everything?

Sanshirō is startled because he is from the country and is not used to the amount of activity happening in Tokyo. [1]

2. (i) In Paragraph 2, the writer says that "If this was what they called the real world, then Sanshirō's life up to now had been nowhere in touch with it." (Lines 12-13) What does this suggest about how Sanshirō's life had been?

It suggests that his life had been untouched / unaffected by these developments in the city area / Tokyo. [1]

2. (ii) Which other phrase in the paragraph supports the your answer in (i)?

The phrase is "fallen asleep". [1]

3. In Paragraph 2, the writer uses the metaphor "straddling the fence" (Line 13) to describe Sanshirō's life until now.

(i) What does 'the fence' refer to?

It refers to the difference between the modernised / developed Japan and the old Japan prior to Meiji 15. [1]

(ii) What does this metaphor tell us about Sanshirō's life?

It tells us that Sanshiro is caught between modernised Japan and traditional Japan and its old-fashioned ways.



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4. In Paragraph 2, why did Sanshirō say “he could not join [the fast-moving world]” (Line 18)?

This is because while the world had rapidly progressed, he had not changed. [1]

5. In Paragraph 3, why was Sanshirō feeling alone?

He was feeling alone because he was left behind by the rapidly progressing world. [1]

6. (i) In Paragraph 3, why do you think Sanshirō’s mother wrote about things like the rice crop, Saku’s horse and the sweet fish in her letter?

She wanted to keep Sanshirō updated on what was happening back home so that he would remember home. [1]

(ii) From Paragraph 4, pick out one detail that reveals that Sanshirō was comforted by his mother's letter.

He read through the letter twice. [1]

7. At the end of Paragraph 4, Sanshirō refers to his mother and hometown as old-fashioned. Explain how the language used in this paragraph emphasises his attitude towards his mother and hometown. Support your ideas with **two** other details from the paragraph.

This language used belittles Sanshirō's mother and hometown and reflects his disdain / disapproval / embarrassment

Select any 2 of the points below

- The use of the adjective “musty” to describe his past emphasises the outdatedness of his hometown.
- The phrase “no time to waste” to refer to reading his mother’s letter, which conveys his dismissal of it in favour of other priorities.
- The phrase “hold him back”, suggesting that his mother and hometown are burdens.

8 (i) From Paragraph 5, explain why Sanshirō would not want to go back to his hometown “except as a last resort” (Line 38).

He considers it to be a place to fall back on if life in the city does not work out well. [1]  
OR He saw it as a part of the past that he had already abandoned.

Note: “a place to fall back on” paraphrases “how he sees his hometown as a “place of retreat” (Line 36). “abandoned” paraphrases how he refers to his hometown as being a part of his “discarded past”.

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8 (ii) Which sentence from the paragraph suggests that he has however not entirely left his hometown behind him?

The sentence is "Only when her letters came did he linger a while in this world, warm with nostalgia."

9. In Paragraph 6, the writer mentions three worlds that took shape for him. Explain what each of these three worlds are to him. Identify three pieces of evidence from the passage to support what each of the worlds are, with one piece of evidence for each world.

The first world is his hometown, as evidenced by the fact that he has picked his mother to represent the world. The second world is his life as a student / the world of academia, as represented by his university building. The third world is the developed world / the city life, as Sanshirō uses imagery such as electric lights, silver spoons and champagne that indicate the development and riches of this world.

10. The structure of the text reflects how Sanshirō's feelings change as he goes through life in Tokyo. Complete the flow chart by choosing one word from the box to summarise Sanshirō's feelings at each stage. There are some extra words in the box you do not need to use.

### Sanshirō's feelings

Paragraph 1: (i) shocked



Paragraph 2: (ii) unsettled



Paragraphs 3-5: (iii) conflicted



Paragraph 6: (iv) mystified

[4]



# SUGGESTED ANSWERS

Future of Work: The Costs and Benefits of Progress

**Countries should prioritise conservation over progress. Do you agree?**

## Step 1

Observe: Consider the question above. Fill in key examples that might help you respond to it. You can get your answers from page 34 and 35. The first two have been filled in for you as an example.

(Suggested answers below are not exhaustive)

A	B	C
Construction of Aswan High Dam gives locals constant water supply	Development projects in Mexico (Train Maya, Tulum Airport) creates jobs	Construction of Train Maya destroys the Yucatán region's fragile ecosystem

D	E	F
Train Maya project has displaced many Maya communities	Victor Baguilat's social enterprise Kandama Collective empowers the Tawali tribe in Northern Philippines by keeping their traditional weaving expertise alive by connecting them to the global market.	ASSEFA balances economic development of the rural communities in India with the preservation of their local practices and social structures. It has served 5,270 villages in the past 55 years

G	H	I
ASSEFA develops self-help groups for women to set up local businesses suitable for their contexts, tapping on what they already know	Working in a rural place means it is harder for locals to procure the materials needed for them to earn a living	Countries use the World Heritage Sites branding for monetary gain, neglecting proper conservation of the area and their locals.

## Step 2

Organise the points: Match the points above to the suitable categories. You do not need to fill in all the blanks.

Should	Should Not
C, D, E, F, G	A, B, H, I





## SUGGESTED ANSWERS

### Step 3

Outline: Fill in the blanks with what you know!

Disagree paragraph	[Point] Some might argue that countries should focus on progress over conservation as this can help bring a better quality of life for the people.
	[Example] For example, Egypt's construction of the Aswan High Dam in the 1950s enabled flood waters to be stored and released during droughts. This helped to save the locals from devastating floods while providing them with a steady water supply in the dry months.
	[Link] Therefore, because the improvements made can better the lives of the locals and can even be lifesaving, a country's top priority should be on developing projects that will help a country progress quickly.

Agree paragraph	[Point] However, conservation can also help a country develop and may even be a more sustainable one because it considers the existing resources and know-how of the people.
	[Example] For example, the Association for Sarva Seva Farms (ASSEFA) has been able to improve the living conditions of the poor in India by weaving the local practices and social structures into viable businesses for development. Locals are supported to set up businesses that are suitable for their own contexts. With such a model, ASSEFA has managed to serve 5,720 villages over the past 55 years.
	[Link] Therefore, to achieve development that can benefit the local communities more sustainably, countries should prioritise conservation of local know-hows and even look into ways that they might be harnessed to help the country develop.