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Name of Candidate: _____ () Class: _____



BUKIT PANJANG GOVERNMENT HIGH SCHOOL

Mid-Year Examination 2017

SECONDARY 4 EXPRESS / 4 NA / 5 NA

ENGLISH LANGUAGE

Paper 1

Syllabus 1128/01

Date: 25 April, 2017

Duration: 1 hr 50 mins

Time: 0745h – 0935h

Additional Materials: Writing Paper

Read these instructions first.

Write your name, index number and class on the cover page.

Write in dark blue or black pen on both sides of the paper.

Do not use staples, paper clips, highlighters, glue or correction fluid.

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

For Section A, write your answers in the spaces provided.

For Section B and Section C, write your answers on the writing paper provided.

At the end of the examination, **hand in the three sections separately.**

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

Setter: Mdm Sherifah

[Turn over]

This paper consists of 5 printed pages.

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about moon missions. The first and last lines are correct. For eight of the lines, there is one 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 must not change the original meaning of the sentence.

Examples:

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

at

My mother always wears sensible clothes.

✓

NASA has an exciting new vision of future spaceflight – the return of

humans to the moon by 2020 in preparation for visits to Mars but

1. _____

possibly beyond. Moon missions is essential to the exploration of more

2. _____

distant worlds. Extend lunar stays build the experience and expertise

3. _____

needed for the long-term space missions required to visit other planets. A

4. _____

moon may also be use as a forward base of operations on which humans

5. _____

learn how to replenish essential supply, such as rocket fuel and oxygen,

6. _____

by creating them from local material. Such skills were essential for the

7. _____

future expansion of human presence into deeper space. Although humans

8. _____

have visited the moon before, our closest neighbour still harbours their

9. _____

own scientific mysteries to be explored – including the investigation of

10. _____

water ice near the moon's poles.

Section B [30 marks]

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

You should look at the poster on page 4, study the information carefully and plan your answer before beginning to write.

You have seen this appeal to help the needy in your community. You are keen to work with one of the organisations as a self-initiated Values-In-Action (VIA) project with a few of your classmates.

As the team leader, write a proposal to your form teacher to indicate your interest in this project, stating clearly:

- which one of the organisations your team would like to work with and the reasons for your choice
- how you will organise and carry out the activities
- explain how the activities will allow you and your team to practise the school value, 'Care for Others'

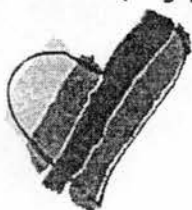
Write your proposal in clear, accurate English and in a persuasive tone, to convince your teacher of your interest.

You should use your own words as much as possible.

Looking for an opportunity to contribute to the society?



Club Rainbow (Singapore)



We support and empower children with chronic illnesses and their families by providing compassionate relevant services in their journey towards an enriching life.

Activities

You can help by:

- giving tuition
- conducting workshops
- accompanying children on outings

Lions Home for the Elders is a Voluntary Welfare Organisation (VWO) that actively promotes and employs best practices in providing services and programmes for the ageing community.

Activities

You can help by:

- providing companionship
- accompanying them on outings



TWC2 (Transient Workers Count Too) promotes equitable treatment for migrant workers in Singapore.

Activities

You can help by:

- assisting in organising excursions for workers
- distributing food and flyers
- conducting surveys

Section C [30 marks]

Begin your answer on a fresh page.

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 Write about a time when you had to deal with an emergency. What did you learn about yourself through this incident?
- 2 Do competitions bring out the best or worst in people?
- 3 "Travel broadens our mind." Describe an enriching travel experience and explain new insights that you gained from this experience.
- 4 People who look for excitement and danger are foolish. Do you agree?

END OF PAPER

Name of Candidate: _____ () Class: _____



BUKIT PANJANG GOVERNMENT HIGH SCHOOL

Mid-Year Examinations 2017

SECONDARY 4 EXPRESS / 4 & 5 NORMAL (ACADEMIC)

ENGLISH LANGUAGE

Paper 2

Syllabus 1128

Date: 25 April, 2017

Duration: 1 hr 50 mins

Time: 1045h – 1235h

Read these instructions first.

Write in dark blue or black ink.

Do not use staples, paper clips, highlighters, glue or correction fluid.

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.

Detach page 6 (summary) and hand it in separately from the rest of the answers.

Setters: Mrs Hoe-Tan Tou Hwa (Sections A & B) & Mrs Angela Ong (Section C)

[Turn over]

This document consists of 6 printed pages.

Section A [5 marks]

Refer to Text 1 (the poster) in the Insert for Questions 1-5.

- 1 Who is the target audience? [1]

- 2 What is the purpose of this advertisement? [1]

- 3 Look at the image at the bottom right corner of the advertisement. With reference to the statement, "YOU'RE NO LONGER 'MR PERSONALITY'", explain [1]
(a) how this complements the image. [1]

- (b) what effect this will have on the reader. [1]

- 4 Which sentence gives the main message of the advertisement? [1]

Refer to Text 2 in the Insert for Questions 5 – 12.

- 5 At the beginning of this text, the writer and her family were heading south in their Cadillac. Explain how the language used in the first two paragraphs tells us there might be trouble during this trip. Support your ideas with three details. [3]

- 6 In Paragraph 4, we are told that “We saw signs above water fountains and in restaurant windows. We saw them in ice-cream parlours and at hamburger stands. We saw them in front of hotels and motels, and on the restroom doors of filling stations. I didn’t like the signs. I felt as if I were in a foreign land.” [Lines 16 to 18]

(i) What does the repetition of the words ‘We saw’ suggest about the signs? [1]

(ii) How do we know the writer was not at ease with them? [1]

(iii) In the same paragraph, what does the sentence ‘I felt as if I were in a foreign land.’ tell us about how the writer felt? [1]

- 7 In Paragraph 5, the writer looked at the grand picnic basket her mother had packed for the trip. Quote **two** phrases which emphasize the contrast in her feelings towards it? [1]

- 8 In Paragraph 6, the writer and her family arrived at Mississippi state line and had an encounter with the police.

Identify words or phrases from Paragraphs 6 to 9 which suggest racial discrimination was in action. [2]

Sense of Discrimination	Words / phrases from the passage
(a) Police’s suspicion	
(b) Police’s distrust	

- 9 In Paragraph 7, the police called the writer’s father ‘boy’. [Line 28] What was their attitude towards him? [1]

10 From Paragraphs 10 to 13, the writer watched how her father was badly treated by the police.

(i) What does the word 'spread-eagle' suggest about the way he was treated? [1]

(ii) Why did the writer not clarify the doubts she had about this treatment? Cite the evidence for this reason? [1]

(iii) How else did the police show they did not trust the writer's father? [1]

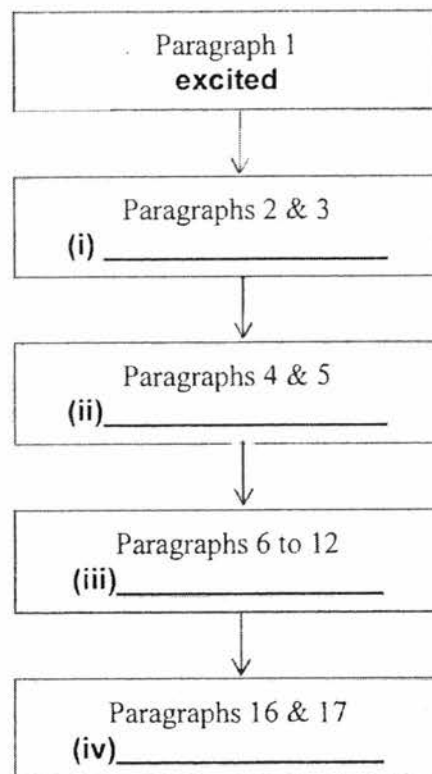
11 The writer and her family could do nothing but watch the police take her father into the police station. How does the language show that the writer and her family were anxious as they waited for him to come out of the station? Support your answer with **three** pieces of evidence from lines 42 to 47. [3]

12 The writer underwent a series of emotions as she and her family set off on their ride in their new car. Complete the flow chart by choosing one word from the box to describe the main feeling conveyed in each part of the text. There is one extra word in the box you do not need to use. [4]

FEELINGS

uneasy	resigned	alienated	puzzled	fearful
--------	----------	-----------	---------	---------

FLOW CHART



Refer to Text 3 in the Insert for Questions 13 – 18.

- 13 (a) According to paragraph 1, why did Alex allow Charlie to seize his food? [1]
-
- (b) How did Alex salvage his pride? Answer in your own words. [2]
-
- (c) What does the word 'lesser' (line 5) suggest about Naruto's status in the group? [1]
-
- 14 Using your own words, identify two qualities in paragraph 2 that endear Rambo II to tourists? [2]
-
- 15 In paragraph 3, we are told that for an alpha male, 'his dominance is fragile'. What does this tell us about the reign of such a male as the head of the group? [1]
-
- 16 What do the females' attempts at 'resolving spats with grooming, and other peacemaking behaviors' (lines 13-14) tell you about their nature? [1]
-
- 17 Here is a part of a conversation between two students, Christopher and Dawn, who have read the article.



- (a) Identify two examples from paragraph 4 that illustrate Christopher's view. [1]
- (i) _____
- (ii) _____
- (b) Explain with reference to paragraph 5 why Dawn feels as she does. [1]
-
-

Name: _____ ()

Class: _____

18 Using your own words as far as possible, summarise the negative effects of man's actions on the macaques and the ways to enhance their survival. [15]

Use only information from paragraphs 6-10.

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).

Man has endangered the lives of macaques in several ways _____

[No of words: _____]

**** The End ****



BUKIT PANJANG GOVERNMENT HIGH SCHOOL

Mid-Year Examinations 2017

SECONDARY 4 EXPRESS / 4 & 5 NORMAL (ACADEMIC)

ENGLISH LANGUAGE

Paper 2

Syllabus 1128

Date: 25 April, 2017

Duration: 1 hr 50 mins

Time: 1045h – 1235h

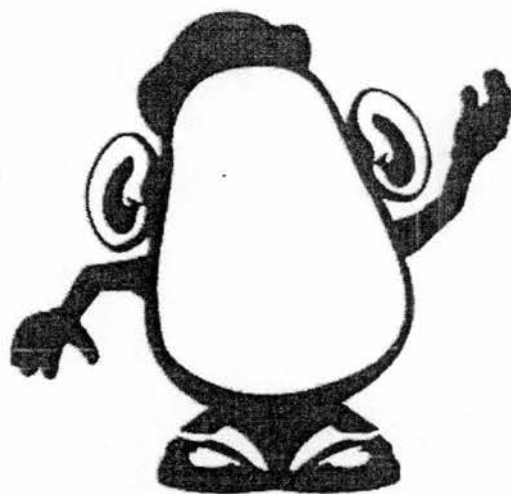
INSERT

Section A

Text 1

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

**WHEN YOU
LOSE YOUR
IDENTITY,
YOU'RE NO LONGER**



“MR PERSONALIT Y”

Don't be a victim of identity theft. Protect the private information on your computer.

Section B

Text 2

Read it carefully and answer Questions 6 to 12 in the Question Paper Booklet.

This story takes place around 1950. African Americans, especially those living in the South during this time, continued to be treated unfairly. Experiences like the one the American family in the story has when entering Mississippi outraged the blacks and many whites

- 1 My father, my mother, Wilma and I got into the Cadillac. My uncles, my aunts, my cousins got into the Ford, the Bick, and the Chevrolet, and we rolled off in our caravan headed south. Though my mother was finally riding in the Cadillac, she had no praise for it. In fact, she said nothing about it at all. She still seemed upset and since she still seemed to feel the same about the car, I wondered why she had insisted upon making this trip with my father. 5
- 2 We left the city of Toledo behind, drove through Bowling Green and down through the Ohio countryside of farms and small towns, through Dayton and Cincinnati, and across the Ohio River into Kentucky. On the other side of the river my father stopped the car and looked back at Wilma and me and said, "Now girls, from here on, whenever we stop and there're white people around, I don't want either one of you to say a word. *Not one word!* Your mother and I'll do all the talking. That understood?" 10
- 3 "Yes, sir," Wilma and I both said, though we didn't truly understand why.
- 4 My father nodded, looked at my mother and started the car again. We rolled on, down Highway 25 and through the bluegrass hills of Kentucky. Soon we began to see signs. Signs that read : WHITE ONLY. COLOURED NOT ALLOWED. Hour later, we left the Bluegrass State and crossed into Tennessee. Now we saw even more of the signs saying : WHITE ONLY. COLOURED NOT ALLOWED. We saw signs above water fountains and in restaurant windows. We saw them in ice-cream parlours and at hamburger stands. We saw them in front of hotels and motels, and on the restroom doors of filling stations. I didn't like the signs. I felt as if I were in a foreign land. 15
- 5 I couldn't understand why the signs were there and I asked my father what the signs meant. He said they meant we couldn't drink from the water fountains. He said they meant we couldn't stop to eat in the restaurants. I looked at the grand picnic basket. I had been enjoying so much. Now I understand why my mother had packed it. Suddenly the picnic did not seem so grand. 20
- 6 Finally we reached Memphis. We got there at a bad time. Traffic was heavy and we got separated from the rest of the family. We tried to find them but it was no use. We had to go on alone. We reached the Mississippi state line and soon after we heard a police siren. A police car came up behind us. My father slowed the Cadillac, then stopped. Two white policemen got out of their car. They eyeballed the Cadillac and told my father to get out. 25
- 7 "Whose car is this, boy?" they asked.
- 8 I saw anger in my father's eyes. "It's mine," he said.
- 9 "You're a liar," said one of the policemen. "You stole this car." 30

- 10 "Turn around, put your hands on top of that car and spread-eagle," said the other policeman.
- 11 My father did as he was told. They searched him and I didn't understand why. I didn't understand either why they had called my father a liar and didn't believe that the Cadillac was his. I wanted to ask but I remembered my father's warning not to say a word and I obeyed that warning.
- 12 The policemen told my father to get in the back of the police car. My father did. One policeman got back into the police car. The other policeman slid behind the wheel of our Cadillac. The police car started off. The Cadillac followed. Wilma and I looked at each other and at our mother. We didn't know what to think. We were scared. 35
- 13 The Cadillac followed the police car into a small town and stopped in front of the police station. The policeman stepped out of our Cadillac and took the keys. The other policeman took my father into the police station. 40
- 14 "Mother-Dear!" Wilma and I cried. "What're they going to do to our daddy? They going to hurt him?"
- 15 "He'll be all right," said my mother. "He'll be all right." But she didn't sound so sure of that. She seemed worried.
- 16 We waited. More than three hours we waited. Finally my father came out of the police station. We had lots of questions to ask him. He said the police had given him a ticket for speeding and locked him up. But then the judge had come. My father had paid the ticket and they had let him go. 45
- 17 He started the Cadillac and drove slowly out of the town, below the speed limit. The police car followed us. People standing on steps and sitting on porches and in front of stores stared at us as we passed. Finally we were out of the town. The police car still followed. Dusk was falling. The night grew black and finally the police car turned around and left us. 50

"The Gold Cadillac" by Mildred D Taylor

Section C

Text 3

The article below is about the crested black macaques on the Indonesian island of Sulawesi that the writer had an encounter with when she visited the island. Read the text carefully and answer Questions 13-18 in the Question Booklet.

- 1 In the confined forests of the Tangkoko-Batuangus-Duasaudara Nature Reserve near Bitung, on the island of Sulawesi, sat hunched over a beagle-size macaque called Naruto, scratching himself. At that moment a male named Alex approached Naruto from behind and mounted him. Charlie, the group's top-ranked, or alpha, male, had just grabbed a fig Alex was about to eat. Rather than risk a fight with Charlie, Alex had turned his frustration into a show of power over a lesser animal. 5
- 2 In recent years the critically endangered macaques, known locally as yaki, have suffered a further drop in their numbers. The scientists are studying three main yaki groups in Tangkoko. They call the most gregarious Rambo II; its members, having been studied and loved by tourists, were quite tame a decade ago. Rambo I was also studied previously, but many years ago. The third group, Pantai Batu Hitam (or Beach of the Black Rocks, for the volcanic beaches the animals visit), is the most wary of humans. 10
- 3 Each group has about 80 members, with a strict hierarchy. An alpha male is the preferred mate of females, but his dominance is fragile. Once an alpha loses his spot, he can't get it back. Some ousted males leave the group and try to take over another. Females mostly get along, resolving spats with grooming, and other peacemaking behaviors.
- 4 During my first day in the woods, Raoul, the big alpha male of Rambo II, opened wide his mouth to show me his dagger-sharp canines, then sauntered by and swatted my calf with a stick – letting me know my place in the social order. 15
- 5 The males constantly test their standing, looking to move up in the hierarchy. "One exciting discovery is that males with certain personality traits – being self-confident and part of a big, diverse social network – are more likely to reach a high rank and thus sire more offspring," Antje Engelhardt, primatologist of England's Liverpool John Moores University, said. "So it's not your social status that affects your personality, but your personality affects your social status." 20
- 6 Yaki have just one natural predator, the reticulated python, but they have many enemies. Land clearers are pushing the monkeys around. Roadbuilders are hemming them in. And outlaw trappers have them running for their lives. Some farmers trap macaques on purpose to keep the monkeys from raiding crops. Monkeys also get caught in traps set for pigs, birds, or rats, which can mean quick cash for a trapper. "My staff has counted up to a hundred traps just within a small area inside the reserve boundaries," Engelhardt said. 25
- 7 The local pet trade thrives on captured or orphaned baby macaques – often malnourished and kept in tight quarters. But the bigger threat is that people in Sulawesi have been eating macaque meat for centuries. Today it goes for about two dollars a pound, and demand spikes during holidays. 30

- 8 Nofi Raranta, the top hunter from the town of Tompasobaru, a six-hour drive from Tangkoko, told me that his family sells about 15 macaques a week. But Indonesian law protects the endangered macaques. Does he worry about getting caught? "Just a little. The police," Raranta said with a half-smile, "they come sit and eat with us!" 35
- 9 Despite the many threats, the nonprofit *Selamatkan Yaki*¹ and the education arms of the Tasikoki Wildlife Rescue Centre and the Macaca Nigra Project cooperate to try to change hearts and minds about macaques. Teaching kids about the macaques attracts parents' support for their protection. According to Simon Purser, the manager of Tasikoki, "Kids are fantastic informants on people who keep them as pets." 40
- 10 Harry Hilser, program manager of *Selamatkan Yaki*, says ecotourism is surely part of the solution. "These monkeys are iconic. They've got great features – that punk hair and heart-shaped bum and those expressions. Yaki is a useful flagship, a mascot for Sulawesi." 45
- 11 As I reluctantly left Tangkoko for the last time, bumping along the trail on a motorbike, Raoul, the alpha male who had smacked my leg, wandered out from among the trees. He was alone, and after I pattered by, I glanced back to see him swagger into the middle of the path to watch me go. My guess: He was relieved that this invasive primate was finally leaving – without taking anything away.

¹*Selamatkan Yaki*: Save the Yaki

Adapted from "A Fight to Survive" by Jennifer S. Holland

Name of Candidate: _____ () Class: _____



BUKIT PANJANG GOVERNMENT HIGH SCHOOL

Mid-Year Examinations 2017

SECONDARY 4 EXPRESS / 4 & 5 NORMAL (ACADEMIC)

ENGLISH LANGUAGE

Paper 2

Syllabus 1128

Date: 25 April, 2017

Duration: 1 hr 50 mins

Time: 1045h – 1235h

ANSWERS

Section A [5 marks]

Text 1

Refer to the poster in the Insert for Questions 1-5.

- 1 Who is the target audience? [1]
online computer users / anyone who uses the Internet
 [need to mention using Internet services or applications]

- 2 What is the purpose of this advertisement? [1]
 - to advise on protection of personal information from being used by unauthorised person/s
 OR
 - to warn of possible loss of personal information from being used by unauthorised person/s if
care is not taken to protect it / to warn people not to give their personal information easily when
 they are on social media

- 3 Look at the image at the bottom right corner of the advertisement. With reference to the statement,
 "YOU'RE NO LONGER 'MR PERSONALITY'", explain
 (a) how this complements the image. [1]
 The facelessness implies no one will be able to tell the type of person we are as the face does
 not show how we feel, think or behave and the caption is ironically written.
 (b) what effect this will have on the reader. [1]
 sad / disappointed / upset / fearful that he or she will no longer have a personality as his or her
 identity gets stolen / will take action to protect personal information

- 4 Which sentence gives the main message of the advertisement? [1]
 "Don't be a victim of identity theft."

ANSWERS to Section A

NASA has an exciting new vision of future spaceflight – the return of humans to the moon by 2020 in preparation for visits to Mars but possibly beyond. Moon missions is essential to the exploration of more distant worlds. Extend lunar stays build the experience and expertise needed for the long-term space missions required to visit other planets. A moon may also be use as a forward base of operations on which humans learn how to replenish essential supply such as rocket fuel and oxygen, by creating them from local material. Such skills were essential for the future expansion of human presence into deeper space. Although ~~humans~~ have visited the moon before, our closest neighbour ~~still~~ ~~has~~ ~~its~~ ~~own~~ ~~scientific~~ ~~mysteries~~ ~~to~~ ~~be~~ ~~explored~~ – including the investigation of water ice near the moon's poles.

1. and (conjunction)

2. are (SVA)

3. Extended (WF)

4. The (determiner)

5. ~~Use~~ (VF)

6. ~~supplies~~ (plural)

7. ~~are~~ (~~ense~~)

8. ~~N~~

9. ~~its~~ (singular)

10. ~~N~~

Section B [20 marks]

Refer to Text 2 in the Insert for Questions 5 – 12.

- 5 At the beginning of this text, the writer and her family were heading south in their Cadillac. Explain how the language used in the first two paragraphs tells us there might be trouble during this trip. Support your ideas with three details. [3]
- (a) "my mother was finally riding in the Cadillac" suggests that she was not willing to come on the trip / sit in the Cadillac
- (b) "she had no praise for it" / "she said nothing about it at all" seems to imply that the mother was not happy with the Cadillac
- (c) "she still seemed upset" implies she was not happy about going on this trip
- (d) "Not one word!" implies the father was expecting some trouble and would not want any of the children to say the wrong thing

[Any 3 responses.]

- 6 In Paragraph 4, we are told that "We saw signs above water fountains and in restaurant windows. We saw them in ice-cream parlours and at hamburger stands. We saw them in front of hotels and motels, and on the restroom doors of filling stations. I didn't like the signs. I felt as if I were in a foreign land." [Lines 16 to 18]

- (i) What does the repetition of the words 'We saw' suggest about the signs? [1]

They were everywhere.

- (ii) How do we know the writer was not at ease with them? [1]

The sentence 'I didn't like the signs,' suggests this. (There is no need to quote)

[Unacceptable : 'I felt as if I were in a foreign land.']

- (iii) In the same paragraph, what does the sentence 'I felt as if I were in a foreign land' tell us about how the writer felt? [1]

The writer did not feel a sense of belonging / felt alienated / felt unwelcomed.

- 7 In Paragraph 5, the writer looked at the grand picnic basket her mother had packed for the trip. Quote two phrases which emphasize the contrast in her feelings towards it? [1]

'had been enjoying so much'

'did not seem so grand'

[must have quotation marks]

[Unacceptable : 'You're a liar.' & 'You stole the car.' because these are sentences.]

- 8 In Paragraph 6, the writer and her family arrived at Mississippi state line and had an encounter with the police.

Identify words or phrases from Paragraphs 6 to 9 which suggest racial discrimination was in action. [2]

Sense of Discrimination	Words / phrases from the passage
(a) Police's suspicion	'eyeballed the Cadillac'
(b) Police's distrust	'liar' / 'stole'

[There is no need for quotation marks.]

- 9 In Paragraph 7, the police called the writer's father 'boy'. [Line 28] What was their attitude towards him? [1]

They were rather condescending. / They thought themselves as being superior.

10 From Paragraphs 10 to 13, the writer watched how her father was badly treated by the police.

- (i) What does the word 'spread-eagle' suggest about the way he was treated? [1]

He was treated like a criminal who needed to spread his legs apart with his hands on the top of the car and searched.

- (ii) Why did the writer not clarify the doubts she had about this treatment? Cite the evidence for this reason. [1]

Her father had earlier on warned her and her sister not to say anything whenever there were white people around. / "I obeyed that warning."

- (iii) How else did the police show they did not trust the writer's father? [1]

Her father was asked to sit in the back of the police car while one policeman drove their Cadillac to the police station.

- 11 The writer and her family could do nothing but watch the police take her father into the police station. How does the language show that the writer and her family were anxious as they waited for him to come out of the station? Support your answer with three pieces of evidence from lines 42 to 47. [3]

- (a) "What're they going to do to our daddy?" shows their worry over his safety
 (b) "They going to hurt him?" shows their worry over his safety
 (c) "But she didn't sound so sure of that." reflects even the mother was in doubt
 (d) She seemed worried." shows the writer knew her father was just trying to reassure them so that they would not worry.

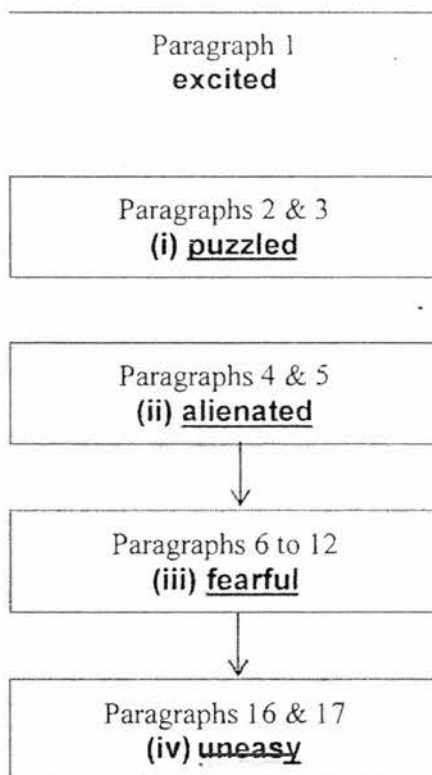
[Any 3 responses.]

- 12 The writer underwent a series of emotions as she and her family set off on their ride in their family car. Complete the flow chart by choosing one word from the box to describe the main feeling conveyed in each part of the text. There is one extra word in the box you do not need to use. [4]

FEELINGS

<u>uneasy</u>	<u>resigned</u>	<u>alienated</u>	<u>puzzled</u>	<u>fearful</u>
---------------	-----------------	------------------	----------------	----------------

FLOW CHART



Section C [25 marks]

Refer to Text 3 in the Insert for Questions 13 – 18.

- 13 (a) According to paragraph 1, why did Alex allow Charlie to seize his food? [1]
He did not want to fight with Charlie. / Charlie is the top-ranked male macaque.
- (b) How did Alex salvage his pride? Answer in your own words. [2]
He got up on Naruto / climbed onto Naruto's back (1) in order to show his control or dominance over him (1).
 Text: 'mounted him' + 'show of power'
- (c) What does the word 'lesser' (line 5) suggest about Naruto's status in the group? [1]
Naruto is lower in rank or inferior.
- 14 Using your own words, identify two qualities in paragraph 2 that endear Rambo to tourists? / [2]
**Friendly / sociable (text – 'gregarious')(1)
 Not dangerous / domesticated (text – 'tame')(1)**
- 15 In paragraph 3, we are told that for an alpha male, ~~'his dominance is fragile'~~. What does this tell us about the reign of such a male as the head of the group? [1]
Short / not long-lasting or the alpha male position can be easily usurped or his control can be easily broken or his power can be easily lost
- 16 What do the females' attempts at 'resolving spats with grooming, and other peacemaking behaviors' (lines 13-14) tell you about their nature? [1]
They are peace-loving / not inclined to fight, not violent.
- 17 Here is a part of a conversation between two students, Christopher and Dawn, who have read the article.

I think that aggression is the way an alpha shows his might and stays at the top in the hierarchy.



Christopher Dawn

No, the writer mentions other ways which are more effective in staying at the top in the hierarchy.

- (a) Identify two examples from paragraph 4 that illustrate Christopher's view. [1]
 (i) **The alpha opened wide his mouth to show the writer his dagger-sharp canines.**
 (ii) **He swatted her calf with a stick.**
- (b) Explain with reference to paragraph 5 why Dawn feels as she does. [1]
Alphas who are self-assured / self-confident and have friendly relations with many different males / are part of a big, diverse social network have a better standing in the hierarchy. [rephrasing is optional.]

18 Using your own words as far as possible, summarise the negative effects of man's actions on the macaques and the ways to enhance their survival. [15]

Use only information from paragraphs 6-10.

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).

Man has endangered the lives of macaques in several ways...

S/N	Text	Own words
Negative effects of man's actions on the macaques		
1	Land clearers are pushing the monkeys around.	Land clearers are forcing the macaques to vacate/leave their homes or reducing the size of their habitats.
2	Roadbuilders are hemming them in.	Roadbuilders are keeping them in a restricted space.
3	Outlaw trappers have them running for their lives.	Illegal trappers are causing the threatened macaques to flee or poachers are catching them.
4	Some farmers trap macaques on purpose to keep the monkeys from raiding crops.	Farmers intentionally catch macaques (to stop them from stealing their crops).
5	Monkeys also get caught in traps set for pigs, birds, or rats, which can mean quick cash for a trapper.	Those accidentally caught are sold for money.
6	The local pet trade thrives on captured or orphaned baby macaques	Macaques are sold as pets
7	But the bigger threat is that people in Sulawesi have been eating macaque meat for centuries.	or for food.
8	The police, Raranta said with a half-smile, "they come sit and eat with us!"	The police do not enforce the law protecting macaques.
Ways to enhance the macaques' survival		
9	Teaching kids about the macaques attracts parents' support for their protection.	Education encourages children and their parents to safeguard the macaques' welfare/lives/interests.
10	"Kids are fantastic informants on people who keep them as pets."	Children will tell on those who keep macaques captive.
11	ecotourism is surely part of the solution "These monkeys are iconic... Yaki is a useful flagship, a mascot for Sulawesi."	Making the macaques the symbol of Sulawesi and promoting ecotourism based on macaque sightings will help in conserving them.

**** The End ****