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Name of Candidate: _____ ()

Class: _____



BUKIT PANJANG GOVERNMENT HIGH SCHOOL

Mid-Year Examination 2019

SECONDARY 4 EXPRESS / 4 & 5 NORMAL (ACADEMIC)

English Language

Syllabus 1128

Paper 1

Date: 7 May 2019

Duration: 1 hr 50 min

Time: 0745h – 0935h

Instructions to Candidates:

1. Write your name, class and register number at the top of this page and on all the work you hand in.
2. Write in dark blue or black pen.
3. Do not use staples, paper clips, glue or correction fluid / tape.
4. Answer Section A, Section B and **one** question from Section C.
5. For **Section A**, write your answers in the spaces provided on the question paper.
6. Answers to **Sections B and C** should be written on the writing paper provided.
Begin each section on a fresh sheet of paper.
7. The total mark for this paper is 70.

Setters: Mrs Lim Ee Ling / Ms Grace Chong

[Turn over]

This paper consists of 5 printed pages.

Section A [10 marks]

Question 1

Carefully read the text below, consisting of 12 lines, about the abuse of animals. 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 (✓) 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 2 pm. at

My mother always wears sensible clothes. ✓

Animals are savagely used and subjected to a considerable amount of unnecessary suffering in the name at necessity, or under the title of progress and civilization. But does progress 1) _____ have to involves the needless suffering of animals? Do we, in the name of technological 2) _____ advance, have to destroy the animal kingdoms? There is no doubt that humanity is inflicting 3) _____ massive suffering on animals who is totally at our mercy. Animals and birds are blinded 4) _____ with acids, subjected to repeated shocks, being poisoned, injected with diseases, frozen, 5) _____ starved and amputated and this are all carried out in the name of “human progress”. Every 6) _____ day of the year, millions of animals are slowly blinded, tortured, frozen to be revived and 7) _____ re-frozen, starve or left to die of thirst, often only after various glands have been entirely or 8) _____ partially destroyed. The victims’ reactions are recorded. There suffering may last for 9) _____ weeks, months or years, before death (the only relief) comes at them. Often, they are 10) _____ brought back to life and then subjected to other tortures.

Section B [30 marks]

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

Question 2

You should look at the print-out of some suggested workshops on page 4. Study the information carefully and plan your answer before beginning to write.

Your class has indicated their interest to work with children for their Student-Initiated Activity (SIA) in semester two and the suggested workshops will be of great relevance to the class.

Your Year Head (Upper Secondary) would like you to discuss with your classmates which two workshops to attend in preparation for the SIA as you are the Values-in-Action ambassador.

Write an email to your Year Head, stating clearly which two of the three suggested workshops your classmates and you have chosen to attend in order to prepare well for the upcoming SIA.

In your email, state clearly the reasons for your choices and also recommend one **other** activity that can be conducted with the children.

Write your email in clear accurate English and in a polite tone to convince your Year Head that your choices meet the objectives of the SIA.

You should use your own words as much as possible.



Balloon Sculpting Workshop

At this workshop you will learn:

- how to shape balloon hearts, balloon swords and flowers using techniques such as pinch twist, loop twist and lock twist
- the know-hows and methods which will definitely help you create the balloon shapes to the delight of your beneficiary



Soap-making Workshop

At this workshop you will learn:

- the soap-making process
- the preparation of moulds
- the methods to melt the soap, add colour and shape the soap to create designs



Lego Fun Workshop

This practical and interactive workshop will:

- strengthen your imagination to create various shapes and intricate designs using Lego bricks
- promote teamwork and fine motor skills

Section C [30 marks]

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

Questions 3-6

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

- 3 Describe a person who made a deep first impression on you. What did you learn from this person?
- 4 Is academic excellence the only means to success in one's life? What are your views?
- 5 "Adults know best." What are the problems you discuss with adults? Do you always take their advice and suggestions?
- 6 "Your online life is an open one." Write about some of the occasions when you have found this to be true.

****End of Paper****



BUKIT PANJANG GOVERNMENT HIGH SCHOOL

Mid-Year Examination 2019

SECONDARY 4 EXPRESS / 4 & 5 NORMAL (ACADEMIC)

ENGLISH LANGUAGE

Paper 2

Syllabus 1128

Date: 7 May, 2019

Duration: 1 hr 50 min

Time: 1045h – 1235h

INSERT

Text 1

Study the advertisement below and answer Questions 1 – 4 on the Question Paper.

Adopt a healthier outlook. **ADOPT**



Studies show that owning a pet can lessen anxiety, depression and help you deal more positively with stress, even when you're not with your pet. Dogs especially are great at encouraging owners to exercise, and this can be beneficial for those who feel depressed. Stroking, sitting next to or playing with a pet can give owners a chance to relax and calm their minds.

Adopt a neglected or abandoned pet.

It's good for you, and good for them.

ASPCA
Visit aspca.org/adoption

Section B

Text 2

Read the text below carefully and answer Questions 5 to 10 on the Question Paper.

Set in 1825, the text below describes the life of a Boston aristocrat who has been captured by a Native American tribe. He is treated like an animal and gives himself the name, Horse.

- 1 The man squared his shoulders and walked boldly over to watch three small boys shooting arrows at a target. He said in English, "Show me how to do that, will you?" They frowned, but he held out his hand as if there could be no doubt. One of them gave him a bow and one arrow, and they snickered when he missed. The people were easily amused, except when they were angry. They were amused at him, playing with the little boys. A few days later, he asked the hag, with gestures, for a bow that her son had just discarded, a man-sized bow of horn. He scavenged for old arrows. The old woman cackled at his marksmanship and called her neighbours to enjoy the fun. 5
- 2 When he could not understand words, he could identify these people by their names. The old woman was Greasy Hand, and her daughter was Pretty Calf. The other young woman's name was not clear to him, for the words were not in his vocabulary. The man who had captured him was Yellow Robe. Once he could understand, he could begin to talk a little, and then he was less lonely. Nobody had been able to see any reason for talking to him, since he would not understand anyway. He asked the old woman, "What is my name?" Until he knew it he felt incomplete. She shrugged to let him know he had none. He told her in the Crow language, "My name is Horse." He repeated it, and she nodded. After that they called him Horse when they called him anything. Nobody cared except the white man himself. 10 15
- 3 They trusted him enough to let him stray out of camp, so that he might have got away and, by unimaginable good luck, reached a trading post or a fort, but winter was too close. He did not dare leave without a horse; he needed clothing and a better hunting weapon than he had, and more certain skill in using it. He did not dare steal, for then they would surely have pursued him, and just as certainly they would have caught him. Remembering the warmth of the home that was waiting in Boston, he settled down for the winter. 20
- 4 On a cold night, he crept into the *tepee after the others had gone to bed. Even a horse might try to find shelter from the wind. The old woman grumbled, but without conviction. She did not put him out. They tolerated him, back in the shadows, so long as he did not get in the way. 25
- 5 He began to understand how the family that owned him differed from the others. Fate had been cruel to them. In short, sharp argument among the old women, one of them derided Greasy Hand by sneering, "You have no relatives!" and Greasy Hand raved for minutes about the deeds of her father and uncles and brothers. And she had had four sons, she reminded her detractor – who answered with scorn, "Where are they?" 30
- 6 Later, the white man found her moaning and whimpering to herself, rocking back and forth on her haunches, staring at her mutilated hands. By that time he understood. A mourner often chopped off a finger joint. Old Greasy Hand had mourned often. For the first time, he felt a twinge of pity, but he put it aside as another emotion, like anger, that he could not afford. He thought: what tales I will tell when I get home. 35
- 7 He wrinkled his nose in disdain. The camp stank of animals and meat and rancid grease. He looked down at his naked, shivering legs and was startled, remembering that he was still only a horse.
- 8 He could not trust the old woman. She fed him only because a starved slave would die and not be worth boasting about. Just how fitful her temper was he saw on the day when she got tired of stumbling over one of the hundred dogs that infested the camp. This was one of her own dogs, a large, strong one that pulled a baggage travois when the tribe moved camp. 40
- 9 Countless times he had seen her kick at the beast as it lay sleeping in front of the *tepee, in her way. The dog always moved, with a yelp, but it always got in the way again. One day she gave the dog its usual kick and then stood scolding at it while the animal rolled its eyes sleepily. The old woman suddenly picked up her axe and cut the dog's head off with one blow. Looking well satisfied with herself, she beckoned her slave to remove the body. It could have been me, he thought, if I were a dog. But I'm a horse. 45

Adapted from "A Man Called Horse" by Dorothy M Johnson

*tepee = a portable tent made of skins, cloth or canvas on a frame of poles

Section C

Text 3

The article below is about the global plastic waste crisis. Read the text carefully and answer Questions 11-17 on the Question Paper.

- 1 No one knows how much unrecycled plastic waste ends up in the ocean. In 2015, Jenna Jambeck, a University of Georgia engineering professor, caught everyone's attention with a rough estimate: between 5.3 million and 14 million tons each year just from coastal regions. Most of it isn't thrown off ships, she and her colleagues say, but is dumped carelessly on land or in rivers, mostly in Asia. It's then blown or washed into the sea. Imagine five plastic grocery bags stuffed with plastic trash, Jambeck says, sitting on every foot of coastline around the world — that would correspond to about 8.8 million tons, her middle-of-the-road estimate of what the ocean gets from us annually. It's unclear how long it will take for that plastic to completely biodegrade into its constituent molecules. Estimates range from 450 years to never. 5
- 2 Meanwhile, ocean plastic is estimated to kill millions of marine animals every year. Nearly 700 species, including endangered ones, are known to have been affected by it. Some are harmed visibly — strangled by abandoned fishing nets or discarded six-pack rings. Many more are probably harmed invisibly. Marine species of all sizes, from zooplankton to whales, now eat microplastics, the bits smaller than one-fifth of an inch across. Consumption of microplastics leads to chronic hunger and death. It can also increase the chance of disease and suffering due to the toxic chemicals that are contained in microplastics. 10 15
- 3 On Hawaii's Big Island, on a beach that seemingly should have been pristine — no paved road leads to it — I walked ankle-deep through microplastics. They crunched like Rice Krispies under my feet. After that, I could understand why some people see ocean plastic as a looming catastrophe, worth mentioning in the same breath as climate change. At a global summit in Nairobi last December, the head of the United Nations Environment Programme spoke of an "ocean Armageddon." 20
- 4 And yet there's a key difference: ocean plastic is not as complicated as climate change. To do something about it, we don't have to remake our planet's entire energy system. "This isn't a problem where we don't know what the solution is," says Ted Siegler, a Vermont resource economist who has spent more than 25 years working with developing nations on garbage. "We know how to pick up garbage. We know how to dispose of it — landfilled, or burned. We know how to recycle." It's a matter of building the necessary institutions and systems, he says — ideally before the ocean turns, irretrievably and for centuries to come, into a thin soup of plastic. 25
- 5 Industry can also help. It can design new plastics and new plastic products that are either biodegradable or more recyclable. After all, plastics have transformed all our lives, mostly for the better. Think of lightweight cars and jumbo jets, saving fuel and pollution. Think of clingy light-as-air wraps that extend the life of fresh food. Think of clean drinking water being delivered in disposable bottles to poor people. 30
- 6 Some activists argue that waste pickers are part of the solution. They just need a living wage. In the Baseco waterfront slum in Manila, a tiny recycling shop operated by the Plastic Bank of Vancouver, British Columbia, pays a premium for bottles and hard plastic collected by waste pickers. It then sells that plastic at a higher price to multinationals, which market their recycled products as socially responsible. Siegler, the Vermont economist, has worked in enough countries and run enough numbers to be skeptical of such schemes. "There is not enough value in plastics to make that work," he says. "It's cheaper to fund a solid waste management system than to subsidise collecting plastic." 35 40
- 7 The most heartening thing about the plastic waste problem is the recent explosion of attention to it, and even of serious, if scattered, efforts to address it. France said it would ban plastic plates and cups by 2020. Coca-Cola and other multinationals have pledged to convert to 100 percent reusable, recyclable, or compostable packaging by 2025. All of these measures help at some level and are a step in the right direction. 45

Adapted from "We made it. We depend on it. We're drowning in it. Plastic" by Laura Parker

End of Insert



BUKIT PANJANG GOVERNMENT HIGH SCHOOL

Mid-Year Examination 2019

SECONDARY 4 EXPRESS / 4 & 5 NORMAL (ACADEMIC)

ENGLISH LANGUAGE

Paper 2

Syllabus 1128

Date: 7 May, 2019

Duration: 1 hr 50 min

Time: 1045h – 1235h

Instructions to Candidates:

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 on the Question Paper.

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.

Hand in Sections A & B separately from Section C.

Section A [5 marks]

Refer to Text 1 (the advertisement) in the Insert for Questions 1 – 4.

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

- 2 (a) How do the images complement the claim that “owning a pet can lessen anxiety”? [1]

- (b) What is the intended effect of these images on the reader? [1]

- 3 Other than improving mental health, what other aspect of health can be improved from having a pet according to the text? [1]

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

Section B [20 marks]

Refer to Text 2 in the Insert for Questions 5 – 10.

5 In line 6, we are told that the white man ‘scavenged for old arrows’.

(a) Explain why he had to do this.

[1]

(b) How is the word ‘scavenged’ effectively used in this phrase?

[1]

(c) Pick out **one** word in the same paragraph that helps to explain what ‘scavenged’ means.

[1]

6 In paragraph 2, we are told that the white man could not speak the Crow language of the tribe. Explain how the language used in this paragraph shows he had difficulty communicating with them.

Support your ideas with **three** details from paragraph 2.

[3]

7 In Paragraph 3, the writer says, “They trusted him enough to let him stray out of camp, so that he might have got away and, by unimaginable good luck, reached a trading post or a fort, but winter was too close. He did not dare leave without a horse; he needed clothing and a better hunting weapon than he had, and more certain skill in using it.”

Identify words or phrases in the given sentences which suggest the pre-requisites the white man needed before he could make an attempt to leave the tribe.

[4]

Pre-requisites	Words / phrases from the passage
(i) freedom to move around	
(ii) transport	
(iii) warmth	
(iv) protection	

8 From paragraph 4 (line 23), the white man “crept into the tepee after the others had gone to bed”.

- (a) Say why he did this despite the fact that he knew his status of an animal would result in his being thrown out. [1]

- (b) In what way does the writer show that the white man’s owner was not that harsh after all? [1]

- (c) Write **one** phrase that shows he was allowed to stay in the tepee. [1]

- (d) Explain **in your own words** why he was allowed to do so. [1]

9 “Later, the white man found her moaning and whimpering to herself, rocking back and forth on her haunches, staring at her mutilated hands. By that time he understood.” (lines 31 – 32)

- (a) Explain how the writer creates a contrast between these two sentences in paragraph 6. [1]

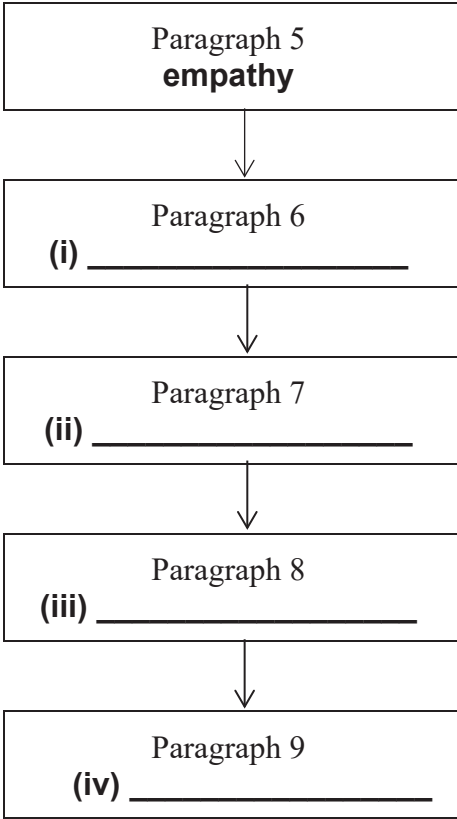
- (b) What is the effect of this contrast? [1]

10 Horse underwent a series of emotions as he thought of the tales he would tell when he got home to Boston. 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

relief	wariness	alienation	resignation	sympathy
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FLOW CHART



Section C [25 marks]**Refer to Text 3 in the Insert for Questions 11 – 17.**

- 11 What problem about plastic waste, whether on land or in the ocean, is stated in the first paragraph? [1]

- 12 Which expression in paragraph 1 tells us that the approximate figure stated for ocean plastic is moderate? [1]

- 13 According to paragraph 3, what is surprising about the beach on Hawaii's Big Island? Answer in your own words. [2]

- 14 "They crunched like Rice Krispies under my feet." (lines 18-19)
(a) Explain what the writer is referring to by the above comparison. [1]

- (b) Suggest the writer's purpose in making this comparison. [1]

- 15 (a) What attitude to ocean plastic is suggested in the words "looming catastrophe" (lines 19-20)? [1]

- (b) Quote two consecutive words from the same paragraph that reflect this same attitude. [1]

- 16 Here is part of a conversation between two students, Lynn and Liam, who have read the article and are discussing solutions to the crisis posed by global plastic waste.



- (a) With reference to paragraph 6, how can Lynn explain her view? [1]

- (b) What evidence from paragraph 6 can Liam use to support his view? [1]

Using your own words as far as possible, summarise the negative effects of ocean plastic on marine life and ways to overcome these effects. **Use only information from paragraphs 2 to 5**. 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. [15]

<i>Ocean</i>	<i>plastic</i>	<i>is</i>	<i>a</i>	<i>menace</i>	<i>to</i>	<i>marine</i>	<i>life</i>

[No of words: _____]

**** End of Paper ****

