

JUNIOR LYCEUM ANNUAL EXAMINATION 2001

Educational Assessment Unit – Education Division

FORM 3

ENGLISH
LISTENING COMPREHENSION

Teacher's Paper

Instructions for the conduct of the Listening Comprehension Examination

The teacher should instruct the candidates to answer the questions on the paper provided. The following procedure for reading the Listening Comprehension passage is to be explained to the candidates immediately before proceeding with the examination.

You have been given a sheet containing the Listening Comprehension questions. You will be given three minutes to read the questions based on the passage. I shall then read the passage at normal reading speed. You may take notes during the reading. After this reading there will be a pause of another three minutes to enable you to answer some of the questions. The passage will be read a second time and you may take further notes and answer the rest of the questions. After this second reading you will be given a further three minutes for a final revision of answers.

- a. 3 minutes - Read questions
- b. 3 minutes - First reading aloud of passage while students take notes
- c. 3 minutes - Answer questions
- d. 3 minutes - Second reading of passage and possibility to answer questions
- e. 3 minutes - Final revision

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TIME: 15 minutes

This is part of a biography of the writer and illustrator Beatrix Potter.

Like many girls of her time and class, Beatrix was not sent to school. Instead she was taught by governesses. “Thank goodness ...” she once reflected, “I was never sent to school ... it would have rubbed off some of the originality.”

At first a Miss Hammond supervised her reading, writing and arithmetic. “There is no general word to express the feelings I have always entertained towards arithmetic,” said Beatrix. Later when Miss Hammond left, the Potters employed Annie Carter who was only three years older than her pupil. They got on very well and when Annie departed to get married and live in Wandsworth, Beatrix kept in close touch with her and her eight children. These children were to play an important role in Beatrix’s life.

The long hours of solitude that stretched out between lessons and seeing her parents, gave Beatrix the chance to create her own special and absorbing world. She had a gift for really looking at things and she was a born artist. Her father, who had a great interest in painting and drawing, encouraged her in this pursuit. From a very early age, she produced excellent work. Her subjects were mostly animals, insects and plants – the things that fascinated her – all drawn and painted with remarkable skill and sensitivity. There is a delightful picture of caterpillars which she drew when she was only nine, and another of a rabbit, done in 1880 when she was fourteen.

Then there was the private zoo. Whenever they had a chance, she and Bertram would collect beetles, caterpillars, mice, frogs, hedgehogs, lizards, bats – anything! These would be smuggled up to the children’s rooms, and long hours were spent watching and recording the animals’ and insects’ habits. Beatrix and Bertram even took the dead bodies of some animals and boiled them because they wanted to study the skeletons. There was always something interesting to think about, and many of their animals became well-loved pets.

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TIME: 15 minutes

Name: _____

Class: _____

1. Write if the following sentences are TRUE (T) or FALSE (F) according to the text. **(3 marks)**

- a. Beatrix thinks school would have made her less original. _____
- b. Miss Hammond was Beatrix Potter's only teacher. _____
- c. Annie Carter was much older than Beatrix herself. _____
- d. Beatrix and Bertram boiled animals to preserve them as pets. _____
- e. Beatrix started drawing when she was born. _____
- f. The drawings Beatrix made were remarkable for their skill and excellence. _____

2. Fill in with numbers which refer to certain facts mentioned in the text. **(2 marks)**

- a. Beatrix drew a splendid picture of caterpillars at age _____.
- b. Beatrix was younger than Annie Carter by just _____ years.
- c. One of Beatrix's lovely pictures, that of a rabbit, was done at age _____.
- d. Beatrix kept in touch with Annie Carter and her _____ children.

3. Underline the correct ending from a, b, c or d. **(1 mark)**

Beatrix created her own special and absorbing world because

- a. her parents neglected her very badly.
- b. Miss Hammond persuaded her to do so.
- c. she had been born like that.
- d. she spent long hours on her own.

4. Underline the correct ending from a, b, c or d. **(1 mark)**

Beatrix and Bertram

- a. drew animals and insects whenever they could.
- b. collected animals and insects so that they could study them.
- c. collected animals so that they could sell them.
- d. captured animals and insects to keep as pets.

5. **Match column A with column B by putting the correct letter in the space provided below. (3 marks)**

A		B	
i.	Many girls from the higher social classes did not go to school.	a.	The former's children played a significant part in Beatrix's life.
ii.	Annie Carter and her student became very good friends.	b.	Special teachers or governesses were hired to look after them.
iii.	Beatrix was especially good at drawing pictures of animals.	c.	Her father's encouragement was essential in this regard.

i. _____

ii. _____

iii. _____

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MARK SCHEME

Half marks are not to be rounded up at this stage. See Mark Scheme for the written paper.

1. Write if the following sentences are TRUE (T) or FALSE (F) according to the text.

(3 marks)

- a. True
- b. False
- c. False
- d. False
- e. False
- f. True

2. Fill in with numbers which refer to certain facts mentioned in the text.

(2 marks)

- a. Beatrix drew a splendid picture of caterpillars at age 9.
- b. Beatrix was younger than Annie Carter by just 3 years.
- c. One of Beatrix's lovely pictures, that of a rabbit, was done at age 14.
- d. Beatrix kept in touch with Annie Carter and her 8 children.

3. Underline the correct ending from a, b, c or d.

(1 mark)

Beatrix created her own special and absorbing world because

- d. she spent long hours on her own.

4. Underline the correct ending from a, b, c or d.

(1 mark)

Beatrix and Bertram

- b. collected animals and insects so that they could study them.

5. **Match column A with column B by putting the correct letter in the space provided below.**

(3 marks)

- i. b
- ii. a
- iii. c

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TIME: 2 hours

Name: _____

Class: _____

A. Fill in the gaps with the correct form of the verb given in brackets. The first one (0) has been done for you. (10 marks)

Lightning flashed; thunder roared; and it rained and rained. They (0) knew (know) they had to leave as quickly as possible. Now the storm (1) _____ (become) worse and the river (2) _____ (rise). The night before they (3) _____ (pack) all their equipment and (4) _____ (clear) all the area where they (5) _____ (put) up their tents. Then they (6) _____ (radio) back to the base so as (7) _____ (tell) them about their plans. Now it (8) _____ (be) time to leave. It (9) _____ (go) to be a very difficult walk back to base but they (10) _____ (be) in good shape and had all the necessary equipment.

B. Fill in the blanks with the following linking words. Each word can be used only once. (5 marks)

while	furthermore	therefore	in spite of	however
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He had already decided that they should get a new car. (1) _____, they did not yet have the money for both a holiday and the car, and (2) _____ they would have to decide on either one or the other. Most probably they would have to continue using the old van (3) _____ they saved up enough to be able to put down the first installment. (4) _____ all the hard work both of them did, they still needed a lot more money. (5) _____, they had to think about repairing the leaking roof. Yes, it was going to be tough.

C. Comprehension - Read the following passage carefully. (25 marks)

Hernando de Soto, the Spanish governor of Cuba, was the first white man to reach the banks of the Mississippi. On 3 June 1539 he landed with 730 men and 237 horses at Tampa Bay in Florida. He took possession of the area in the name of the King of Spain, and marched inland in search of gold and rubies. His compatriots Coronado and Alvarez de Pineda had

5 already penetrated the mysterious North American continent. The former, starting from Mexico, travelled across part of the south-west in a vain attempt to discover the seven mythical cities of Cibola; the latter explored the Gulf of Mexico, landing in Texas. Members of these expeditions had brought back rumours of fabulous treasure, and de Soto, who had taken part in the conquest of Peru, believed the undiscovered lands beyond Florida to be a
10 new Eldorado of incredible wealth.

For two years his little band wandered in all directions, killing Indians, destroying and plundering their villages, crossing rivers, mountains and deserts, but the gold proved elusive, search where they might. On 8 May 1541, when half his company had succumbed to disease, privation and Indian arrows, de Soto, following the sound of a herd of wild pigs,
15 found himself on the shores of an immensely broad, muddy river. It was so wide that one could scarcely discern the other bank clearly; in the water could be seen trunks of trees from the green forests lining the river. The expedition encamped; a Franciscan friar intoned the Te Deum, and de Soto gave the river the name of Rio Grande.

The 'great river' was the Mississippi. From the point where he had chanced upon it de Soto organized further marches in all directions, but instead of gold he found only mosquitoes – and died of malaria a year later. His men sold his slaves by auction and buried him, but afterwards dug up his body and flung it into the Mississippi, to persuade the Indians that the 'son of the Sungod', as they called him, had not died but had gone on a voyage to the Indian Olympus. The water closed over the explorer's corpse, and as years went by the river with its great and constant deposit of alluvium, slowly obliterated every trace of the expedition. The exact spot at which de Soto discovered the Mississippi is therefore unknown. The inhabitants of Memphis claim that it was on the site of their city, but historians believe it to have been some 40 miles (65km) to the south.

Subsequent explorers were discouraged by de Soto's fate, and it was a hundred and thirty years before white men again set eyes on the great river. This time it was discovered by Frenchmen from the north. In 1665 a Jesuit missionary, Claude Allouez, stationed on the remote shores of Lake Superior, heard from Indian nomads of the existence of a mighty river which they called the 'Misi Sipi'.

Eight years later in 1673 the governor of New France invited the merchant Louis Jolliet and the Jesuit, Jacques Marquette to go in search of the river, since if it crossed the continent from east to west it would be a trade route of the first importance. In May 1673 Jolliet and Marquette set out in two canoes from Lake Michigan: they followed the Wisconsin river to the Mississippi and navigated the latter as far as Arkansas. Finding that its course lay southward to the Gulf of Mexico, where the Spaniards were believed to be, the explorers
40 returned to Quebec, where they received an enthusiastic welcome. It was not until 1681, however, that their expedition was followed up, this time by Robert Cavalier.

Answer the following questions.

1. Underline the correct answer from a, b, c or d. **(1 mark)**

Hernando de Soto

- a. was the first person to discover the North American continent.
- b. tried to discover the seven famous cities of Cibola.
- c. had the honour of being the first white man to see the Mississippi.
- d. went on a long voyage to the city of Olympus.

2. Underline the correct answer from a, b, c or d. **(1 mark)**

The Spanish adventurer Hernando de Soto

- a. was killed by the Indians.
- b. drowned when he was flung in the Mississippi.
- c. died from malaria.
- d. was killed by his men.

3. Say whether the following statements are TRUE (T) or FALSE (F). **(2 marks)**

- a. Before de Soto landed at Tampa Bay, nobody had yet discovered North America. ____
- b. De Soto believed he could find enormous wealth in the lands yet to be discovered. ____
- c. Nobody knows definitely the place where de Soto discovered the Mississippi river. ____
- d. The French explorers Jolliet and Marquette canoed all the way down to Mexico. ____

4. What did de Soto hope to find during his trips inland? **(2 marks)**

5. Where, in North America, had these two Spanish explorers gone? **(2 marks)**

- a. Coronado: _____
- b. de Pineda: _____

6. List the activities that de Soto's men did during their marches inland. **(3 marks)**

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

7. What happened to many of de Soto's fellow adventurers on this trip? **(2 marks)**

- a. _____
- b. _____

8. Why didn't other explorers set out to look for the great river that de Soto had found? **(2 marks)**

9. Quote the words which prove that the Spaniards did not find any gold. **(2 marks)**

10. **(2 marks)**

a. Had de Soto ever undertaken any other expedition apart from the one to Florida?

b. How do you know?

11. Why were the French interested in discovering the great river? **(3 marks)**

12. Give the meaning of the following as used in the passage: **(3 marks)**

a. vain (line 6) _____

b. flung (line 22) _____

c. Subsequent (line 29) _____

D. Literature - Answer every section. (20 marks)

SECTION 1: POETRY

1. *Abbey Tomb* and *Icarus Allsorts* are about mistakes that led to the killing of people. Mention the mistakes referred to in EACH poem. **(2 marks)**

a. _____

b. _____

2. In both the extract taken from *The Prelude* by William Wordsworth and in Philip Hobsbaum's *The Astigmatic* the speakers express powerful feelings. For EACH of these two poems write a sentence which describes the feelings of each of these two speakers. You do not need to quote. **(2 marks)**

a. _____

b. _____

3. In *Icarus Allsorts* Roger McGough refers to individuals and groups of people who were killed by the nuclear explosion. Mention TWO individuals and TWO groups of people referred to in the poem. **(2 marks)**

a. Two individuals: _____

b. Two groups of people: _____

4. In Philip Hobsbaum's *The Astigmatic* the speaker refers to several disadvantages and obstacles that are caused by his poor sight. Mention ONE of these disadvantages. **(1 mark)**

SECTION 2: DRAMA

Choose ONE question from either "*The Three Caskets*" or from "*A Lamentable Comedy*". **(6 marks)**

"The Three Caskets"

Either: What were the arguments put forward by Bassanio before making his choice of the casket?

Or: If you had the opportunity to play a part in this play, which character would you choose to play and why?

“A Lamentable Comedy”

Either: Write about Titania’s character, with special reference to her behaviour towards Oberon.

Or: What occasion was going to be celebrated in Athens, and what were the friends planning to do?

SECTION 3: PROSE

Choose ONE of the books you read with your teacher in class this year and then answer the following questions about it:

1. What is the title of the book and who is the author?

Title of book: _____ (½ mark)

Author: _____ (½ mark)

2. Which character do you admire most and why? **(3 marks)**

3. Which episode impressed you most and why? Narrate this episode, giving details related to who was involved, where it happened and the outcome. **(3 marks)**

**E. Composition - Write a composition of about 300 words on ONE of the following:
(30 marks)**

1. Two friends are talking about going out on their own and staying out late. Continue the dialogue. (Note: You do not need to use inverted commas in this dialogue).

Sharon: My parents never allow me to stay out after 9 o'clock.

Debbie: Mine do not object.

Sharon: How lucky you are! How do you manage?

Debbie: Well, I have to . . .

2. The local council unveiled a monument in honour of a famous person who lived in your village/town. Describe the scene at the unveiling of the monument: the guests, the spectators, the activities put up for the occasion, the place where the monument was unveiled, the decorations for the occasion, and so on.

3. Write a story which starts with the following sentences:

As soon as he got down from the bus, he knew there was something wrong.

There were . . .

4. Write a story narrating the events that are shown in the pictures.


