

JUNIOR LYCEUM ANNUAL EXAMINATION 2002

Educational Assessment Unit – Education Division

FORM 2

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

JUNIOR LYCEUM ANNUAL EXAMINATION 2002

Educational Assessment Unit – Education Division

FORM 2

ENGLISH
LISTENING COMPREHENSION

TIME: 15 minutes

The year 1066 saw two coronations in England. Early in January, in the splendid setting of the newly built abbey at Westminster, Harold, the last of the Anglo-Saxon kings was crowned king.

But within 12 months he was dead, and a foreigner ruled his kingdom. In 1066, the most famous date in English history, Duke William of Normandy invaded England and the kingdom of England passed to the Normans.

The invasion had been expected throughout King Harold's brief reign. Though Harold was the rightful ruler, William claimed that he had been promised the throne by a previous English king.

During the spring and summer of 1066, William prepared his invasion. By the end of August he was ready to attack. It was only the unfavourable weather that prevented him from setting sail. Interestingly enough, the bad weather played an important part in the conquest of England.

While William was delayed in Normandy, King Harold fought a great battle at Stamford Bridge against the King of Norway. Harold won a resounding victory but his army was severely weakened. A short time later, King Harold's army faced the Normans under Duke William. The battle took place on October 14th, near Hastings. By nightfall, King Harold lay dead and his army surrendered.

The second coronation of 1066 took place on Christmas Day, when the Norman Conqueror became King William of England. He was then 38 years old and six feet tall. During his reign, William was sometimes brutal in the way he enforced order but he also remains known for his morality and efficient administration. William died in 1087 in a riding accident whilst doing battle in France.

JUNIOR LYCEUM ANNUAL EXAMINATION 2002

Educational Assessment Unit – Education Division

FORM 2

ENGLISH
LISTENING COMPREHENSION

TIME: 15 minutes

Name: _____

Class: _____

1. In which month of 1066 was Harold crowned? **(1 mark)**

2. In which month of 1066 was William crowned? **(1 mark)**

3. Put a tick (✓) in the brackets in front of the correct answer. **(1 mark)**

William was

() a. an Anglo-Saxon.

() b. a Norman.

() c. a Norwegian.

() d. none of these.

4. State whether these statements are TRUE (T) or FALSE (F). **(4 marks)**

a. William's attack on England was delayed because of bad weather. _____

b. King Harold defeated the King of Norway at London Bridge. _____

c. William was not even 40 when he became King of England. _____

d. King Harold fought two important battles in 1066. _____

5. Mention two of William's characteristics when he became King. **(2 marks)**

6. How did William die? **(1 mark)**

JUNIOR LYCEUM ANNUAL EXAMINATION 2002

Educational Assessment Unit – Education Division

FORM 2

ENGLISH

TIME: 2 hours

Name: _____

Class: _____

- A. Complete the sentences. Use the comparative or the superlative form of the words in brackets. (5 marks)

Example: Our hotel was the cheapest (CHEAP) hotel in town.

1. Everest is _____ (HIGH) than any other mountain in the world.
2. Is there a _____ (QUICK) way to the police station?
3. I was feeling tired last night, so I went to bed _____ (EARLY) than usual.
4. You look _____ (THIN) than usual. Have you lost weight?
5. I prefer this chair to the other one. It's _____ (COMFORTABLE).
6. I've just been to the cinema. That's the _____ (BORING) film I've ever seen.
7. In order to lead a _____ (HEALTHY) life than this, you have to stop smoking.
8. It was an awful day. In fact, it was the _____ (BAD) day in my life.
9. He was feeling a little sad yesterday. However, he looks _____ (HAPPY) today.
10. As I have been reading regularly, my English has got _____ (GOOD).

- B. Fill in the gaps by using ONE link word. You can use the same word more than once. The first one (0) has been provided. (5 marks)

Edward (0) and I decided to go for a walk, (1) _____ as it started to rain, we had to stay indoors. (2) _____ mother suggested we should read a book, we decided to do something else. (3) _____, we watched television. (4) _____, we played a video game. John came in (5) _____ we were playing and we invited him to join us. (6) _____ he was tired he played with us only for an hour (7) _____ going to bed. Edward wanted to go on playing (8) _____ he was not tired. (9) _____, we continued

playing until midnight. We had to stop then, (10)_____ we would not have been able to get up early the following morning.

C. Fill in the spaces with the correct tense of the verb in brackets. The first one has been done for you. (5 marks)

One morning last month I was on my way to work. While I (0)was buying (BUY) the morning paper, I (1)_____ (SEE) Julia, an old friend of mine. She (2)_____ (ACCOMPANY) her daughter Cathy to school as she always (3)_____ (DO) every morning.

“Hello Julia,” I (4)_____ (SHOUT).

“Hi, Nick. I (5)_____ (NOT CAN) stop because Cathy (6)_____ (BE) late for school.”

So we both (7)_____ (HURRY) on our way and luckily I (8)_____ (CATCH) the next bus. I (9)_____ (NOT SEE) Julia since then. She (10)_____ (NOW LIVE) in another town.

D.

Comprehen
sion. (25 marks)

Read the following passage carefully and then answer the questions below.

A High Wind

The earthquake had done little to clear the air. It was as hot as ever. The animals seemed to be agitated, as if they felt some strange phenomenon was approaching. The usual lizards and mosquitoes were still absent, but in their place the earth's most horrid creatures of darkness sought the open. Land-crabs wandered about aimlessly, angrily twiddling their claws; and the ground seemed almost alive with red ants and cockroaches. Up on the roof the pigeons were gathered, talking to each other fearfully.

It was the custom that, whenever their father had been to town, John and Emily should run out to meet him, and ride back with him, one perched on each of his stirrups.

That Sunday evening they ran out as soon as they saw him coming, in spite of the thunderstorm that by now was clattering over their heads. And it was not only over their heads either, for in the tropics a thunderstorm is not a remote affair up in the sky, as it is in England, but it is all round you. Lightning skips and rushes across the water, jumps from tree to tree, bounces about the ground, while the thunder seems to come from violent explosions inside you.

“Go back! Go back, you little fools!” their father yelled furiously. “Get into the house!”

They stopped, shocked, and began to realise that after all it was a storm of more than usual violence. They discovered that they were drenched to the skin – must have been the moment they left the house. The lightning kept up a continuous blaze. It was even flashing about their father’s iron stirrups, and all of a sudden they realised that he was afraid. They fled to the house, shocked to the heart, and he was in the house almost as soon as they were. Their mother, Mrs Thornton rushed out and said:

“My dear, I’m so glad . . . ”

“I’ve never seen such a storm! Why on earth did you let the children come out?” shouted Mrs Thornton.

“I never dreamt they would be so silly! And all the time I was thinking – but thank Heaven you’re back!” answered Mrs Thornton.

“I think the worst is over now.”

Perhaps it was. But all through supper the lightning continued. And John and Emily could hardly eat. The memory of the look on their father’s face haunted them.

After supper Mrs Thornton sat heroically in a chair, saying the Psalms and reciting poems over by heart, with her children all grouped round her. Emily tried to keep her mind off the storm by repeating in her head all the details of the earthquake. At times the din, the rocketing of the thunder and terrible shriek of the wind, became so loud as to frighten her. She wished this terrible thunderstorm would hurry up and disappear. She tried to interest herself in every detail of the scene around her, like counting the slats in the shutters. And for the first time she really began to notice the weather.

The wind by now had become stronger. The shutters were bulging as if tired elephants were leaning against them, and Mr Thornton was trying to tie the fastening with his handkerchief. But to push against this wind was like pushing against a rock. The handkerchief, shutters – everything burst, and the rain poured in like the sea into a sinking ship. The wind occupied the room, snatching pictures from the wall and sweeping the tables bare.

Adapted from *A High Wind in Jamaica* by Richard Hughes

Put a tick (✓) in the brackets in front of the correct answer in questions (1), (2) and (3).

1. It seemed that the animals **(1 mark)**
 - () a. had in some strange way all turned into insects.
 - () b. were aware that something was going to happen.
 - () c. had attacked all the usual lizards and mosquitoes.
 - () d. had heard of some disturbing news from the pigeons.

2. The children ran out to meet their father **(1 mark)**
 - () a. because of the thunderstorm.
 - () b. in spite of the thunderstorm.
 - () c. because their mother told them to.
 - () d. because their father yelled at them.

3. The wind was so strong that **(1 mark)**
() a. elephants were leaning against it.
() b. it was pushing the rocks all over the place.
() c. it swept everything away from the room.
() d. it helped push the rain into a sinking ship.
4. Say whether the following statements are TRUE (T) or FALSE (F) according to the passage. **(3 marks)**
a. As usual there were a lot of lizards and mosquitoes about on that day. _____
b. This was not the first time there had been such a ferocious storm. _____
c. The children's mother had forbidden them from going to meet their father. _____
5. Find THREE signs that show that after the earthquake, things were still uncertain. **(3 marks)**
a. _____
b. _____
c. _____
6. What is the difference between a thunderstorm in England and one in the tropics? **(2 marks)**

7. How did the children usually greet their father when he returned from town? **(2 marks)**
a. _____

b. _____

8. What did their father's behaviour show to the children? **(2 marks)**
a. _____

b. _____

9. How did Mrs Thornton try to keep her family calm? **(2 marks)**

a. _____

b. _____

10. How did Emily try not to think about the storm? **(2 marks)**

a. _____

b. _____

11. List THREE things mentioned in the text which show the strength of the wind. **(3 marks)**

a. _____

b. _____

c. _____

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

a. yelled (line 15) _____

b. drenched (line 17) _____

c. din (line 31) _____

E. Literature. (20 marks)

Answer **SECTION 1** and CHOOSE *either* **SECTION 2** or **SECTION 3**.

SECTION 1 – POETRY **(10 marks)**

1. Give the title of a poem you studied in class this year. Give the name of the poet.

Poem: _____ **(1 mark)**

Poet: _____ **(1 mark)**

2. What is the poem about? **(4 marks)**

3. Give two reasons why you like this poem. **(4 marks)**

a.

b.

EITHER

SECTION 2 – PROSE

(10 marks)

1. Give the title of a book you read in class this year. Write the name of the author.

Title: _____ **(½ mark)**

Author: _____ **(½ mark)**

2. Choose a character you liked best in this book. Describe him/her in three sentences.

(3 marks)

3. Write about ONE particular episode that you liked in the book. Say why you liked it.

(4 marks)

4. If you had to tell a friend something about the book and why he or she should read it, what would you say?

(2 marks)

OR

SECTION 3 – DRAMA

(10 marks)

1. Give the title of a play you have read in class this year. Write down the name of the writer.

Title: _____ **(½ mark)**

Writer: _____ **(½ mark)**

2. Which character in the play did you like best? Describe him/her in three sentences.

(3 marks)

3. In six sentences, explain what happens in the play to someone who has not read it.

(6 marks)

F. Composition.

(30 marks)

Write a composition of about 200 – 250 words on ONE of the following:

1. **The Rescue.** Write a story about a pet that gets into difficulty and how it is rescued.
2. Write a letter to your friend telling him/her about an unjust punishment you have been given. Explain how this came about and why. Do not forget the correct letter format.
3. Alone at home.
4. On my way to school. Describe some of the people you meet and the places you pass through on your way to school.

Please TURN OVER the page for Composition number 5.