

JUNIOR LYCEUM ANNUAL EXAMINATIONS 2003

Educational Assessment Unit – Education Division

FORM 1

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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FORM 1**ENGLISH**
LISTENING COMPREHENSION**TIME: 15 minutes**

A BREAK FROM WORK WITH A DIFFERENCE

Three days of holiday with no work – wonderful. My friends Naomi, Joanne and Hannah and I had gone away to the sea for a long weekend. On the third morning we woke up to a fabulous sunny day, and decided to go for a walk along the cliffs and take a picnic with us.

After two hours walking along the cliffs, at midday we decided to stop for a rest and to have our picnic. We laid out the picnic on the soft warm grass by the cliff tops and sat down to eat. We chatted happily and threw bread to the seagulls. Then I got up to go and get some chocolate from my backpack, and suddenly the grass and earth gave way under my feet, and everything went whizzing past my head. I had no idea what was happening.

The next thing I remember was Naomi standing over me crying and looking terrified. My leg and back were really painful, but I still didn't know what had happened. Someone said an ambulance was coming, but I seemed to lie there for ever getting colder and colder, aching more and more, and feeling really upset.

Then I heard a roaring sound and felt sand whipping against me. I looked up and saw a red and yellow helicopter hovering above me. Three paramedics were climbing out. They lifted me gently on to a stretcher, strapped me down really tight and hauled me up into the air and into the helicopter. I was half terrified, half excited, but after that I remember nothing. I must have passed out.

I woke up in a hospital room surrounded by nurses, doctors, drips, beeping medical machines and a wheelchair.

Oh, I never told you what happened. The lovely warm grass we had our picnic on was, in fact, a time bomb. The week before there had been a lot of heavy rain followed by strong sunshine, and the cliff top had started to crumble. As I got up to get my chocolate bar, the ground had disappeared beneath my trainers. I plunged straight down the cliff face to the beach 30 metres below, bouncing off the rocks on the way down.

But the best news comes last. Incredibly, there was nothing wrong with me except a few bruises. And by 10 o'clock that night I was back home!

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FORM 1

ENGLISH LISTENING COMPREHENSION

TIME: 15 minutes

Name: _____

Class: _____

- 1. Put a tick (✓) near the TWO things the friends did between sitting down to eat and the time of the accident. (1 mark)**

- | | |
|--------------------------|--------------------------------------|
| <input type="checkbox"/> | a. They played a card game. |
| <input type="checkbox"/> | b. They chatted happily. |
| <input type="checkbox"/> | c. They ate chocolate. |
| <input type="checkbox"/> | d. They threw bread to the seagulls. |

- 2. State whether the following statements are TRUE (T) or FALSE (F). (4 marks)**

- | | T | F |
|--|----------|----------|
| a. Three friends went off on a holiday. | | |
| b. After she regained consciousness, the writer knew exactly what had happened to her. | | |
| c. The helicopter went whizzing past the writer's head. | | |
| d. The writer was taken to hospital in an ambulance. | | |
| e. The second time the writer woke up, she was in hospital. | | |
| f. The writer was hurt in a bomb explosion. | | |
| g. The weather had been sunny for the past two weeks. | | |
| h. The writer felt really thrilled to be in the helicopter and looked all around her. | | |

- 3. Match an item from Column A to what it refers to in Column B by putting the letter in the box. (5 marks)**

Column A

- a. two hours
- b. 30 metres
- c. 10 o'clock
- d. three days
- e. 12 o'clock

Column B

- | | |
|--------------------------|-------------------------------|
| <input type="checkbox"/> | The time the writer was home. |
| <input type="checkbox"/> | Duration of the holiday. |
| <input type="checkbox"/> | They stopped for a rest. |
| <input type="checkbox"/> | The duration of the walk. |
| <input type="checkbox"/> | The fall down the cliff face. |

JUNIOR LYCEUM ANNUAL EXAMINATIONS 2003

Educational Assessment Unit – Education Division

FORM 1

ENGLISH

TIME: 2 hours

Name: _____

Class: _____

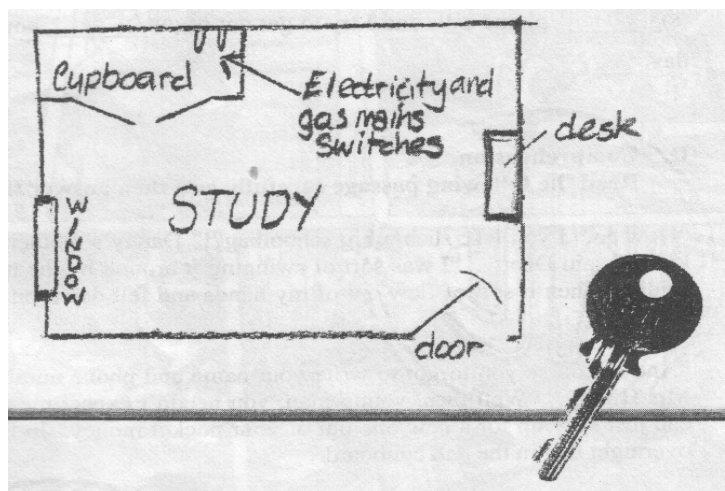
A. Complete the letter with *in*, *on* or *at*. The first one (0) is given as an example.
(5 marks)

Dear Gordon,

Many thanks for agreeing to stay in the flat while I'm in Wales. The key is (0) in the envelope with this letter. If you lose this key, Mrs Johnson (1) _____ the flat (2) _____ the ground floor has a spare. If she's away, the landlord lives (3) _____ the building (4) _____ the end of the street. It's called *Laurel Villa*, and he's Mr Emerson. They both know you'll be there while I'm away.

The electricity and gas main switches are (5) _____ the wall (6) _____ the back of the large cupboard (7) _____ the study. You can turn the water off by the large tap (8) _____ the corner of the bathroom. I hope you won't need to. I've made a list of all the useful phone numbers I can think of. It's stuck (9) _____ the kitchen door. Please water the plants (10) _____ the window sill. I hope you have a good time.

Much love,
Shirley



B. Complete the following dialogue by putting the verb given in brackets in the correct tense. The first one (0) is given as an example. (5 marks)

Fred is phoning his friend Jane.

Fred: Hello, Jane, it's Fred here.

Jane: Oh, hello Fred. What (0) are you doing (do)?

Fred: Nothing much. I (1) _____ (revise) but I had to stop because my computer (2) _____ (not work). Would you like to come to the cinema?

Jane: What's on?

Fred: There's a horror film. How about it?

Jane: Definitely not. You know I (3) _____ (have) nightmares when I watch horror films. We (4) _____ (go) to see one last year and by the end I (5) _____ (shake) with terror.

Fred: Oh, all right. Well, see you on Monday, I suppose.

Jane: Yes, OK. Bye.

Fred: Bye.

C. Fill in the blanks with *a*, *an* or *the* where necessary. The first one (0) is given as an example. (5 marks)

As (0) a writer, I seem to spend (1) _____ most of (2) _____ time working in my office at (3) _____ home, sitting alone in front of (4) _____ computer. In fact, (5) _____ only people I see regularly are the members of my family and I'm sorry that I haven't kept in touch with (6) _____ friends I made at (7) _____ school. I often get (8) _____ phone calls and I try to get out of (9) _____ house at least once (10) _____ day.

D. Comprehension. (25 marks)
Read the following passage carefully and then answer the questions that follow.

"How could you lose such a big schoolbag?!" Danny's mother **demanded crossly**. "I don't know," said Danny. "I was sort of swinging **it** around by the handles coming home over the bridge. Then it sort of flew out of my hands and fell down on to a truck whizzing along the road."

- 5 "And of course you forgot to write your name and phone number in it as I told you to," said Mrs Hillery. "Well then, young man, you needn't expect me to buy you another one. You can just save up for a new one out of your pocket money. In the meantime you can use that overnight bag in the hall cupboard."

Danny went to the hall cupboard and looked.
10 “Oh dear!” he said. The bag was not just blue: it was a bright clear electric blue, like a flash of lightning. His last school bag was brown, inside and out, and it didn’t show marks if your can of cola leaked or you left
15 your uneaten sandwiches there for a month.

“Hey, Mum,” said Danny. “I can’t take this thing to school! Not something this colour. Can’t I just dump my books and stuff in a plastic bag?”

20 “You certainly can’t! It’s your own fault for being so careless, and I don’t want to hear one more word about it!”

The next day at the bus stop everyone
25 stared at the blue bag and smiled with disgust.



“Hey Danny,” said Jeff, who was supposed to be his mate. “That looks like one of those bags girls take to ballet classes.”

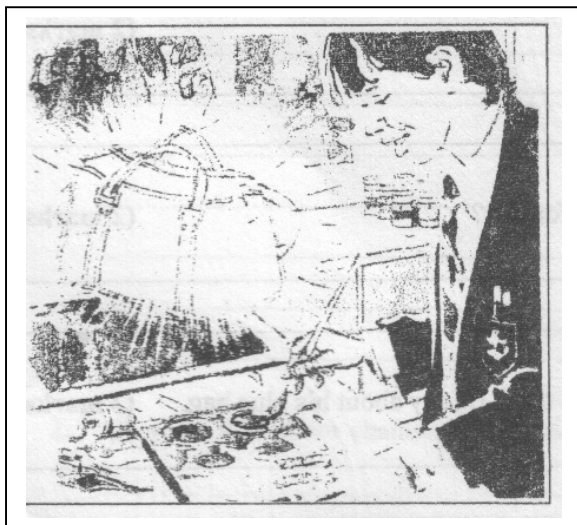
“Aw, shut up, can’t you?” said Danny.

30 In the bus, the teasing went on and on as more boys arrived. The trip to school only took twenty minutes when you had an ordinary brown bag; but with a bag that looked like a dirty great piece of sky to carry around with you, it took forever.

“It goes with his lovely blue eyes,” said one boy.

“Maybe he’s got a little blue tricycle with training wheels to match,” said another.

35 They called him *Little Boy Blue* until he got off the bus. He made a dash for his classroom and pushed the bag under his desk. Miss Reynolds was marking the register when she looked along the row of chairs and saw the bag.



“That’s a very smart bag you have there, Danny,” she said.

“He’s leaving home to join the navy,” said someone.

“He’s got a little blue sailor suit,” said someone else.

During the morning break Danny went into the art room and got some tubes of paint. He mixed the colours into a shade of rich chocolate brown and smeared it over his bag with his hankie. When the bell rang to go back to class he had a rich chocolate brown hankie but the bag was still clear blue. “Darn thing!” Danny muttered. “Nothing sticks to it.”

1. Mark the following statements True (T) or False (F).

(4 marks)

- a. Mother suggested buying a new schoolbag.
- b. Mother was annoyed that Danny wanted to take his schoolbooks in a plastic bag.
- c. Miss Reynolds liked Danny's blue bag.
- d. Danny was going to become a sailor.

T	F

2. How did Danny lose his school bag?

(2 marks)

3. How was Danny going to get a new schoolbag?

(2 marks)

4. Why won't it be easy for Danny's lost bag to be returned to him?

(2 marks)

5. Mention TWO examples of Danny's carelessness.

(2 marks)

- a.

- b.

6. The overnight bag is compared to a number of things in the passage. Quote TWO expressions to show these comparisons.

(2 marks)

- a.

- b.

7. Why did the trip to school seem to take forever?

(2 marks)

8. List FOUR things that his friends said to tease Danny about his blue bag.

(2 marks)

- a.

- b.

- c.

- d.

9. Why did Danny go to the art room? (1 mark)

10. Explain the meaning of: (3 marks)

a. demanded crossly (line 1) _____

b. stared (line 24) _____

c. made a dash for (line 34) _____

11. What do the following refer to in the passage? (3 marks)

a. it (line 2) _____

b. there (line 15) _____

c. who (line 26) _____

E. Literature. (20 marks)

SECTION 1 – PROSE / DRAMA (10 marks)

Choose ONE of the books/plays you read in class this year and answer the following questions about it.

Title of the book/play: _____ (½ mark)

Author: _____ (½ mark)

1. Write FIVE sentences about the most exciting episode of the story/play. (5 marks)

2. Choose TWO minor characters and write TWO sentences about each. (4 marks)

SECTION 2 – POETRY

(10 marks)

My Parents Kept Me
Stephen Spender

My parents kept me from children who were rough
Who threw words like stones and who wore torn clothes.
Their thighs showed through rags. They ran in the street
And climbed cliffs and stripped by the country streams.

I feared more than tigers their muscles like iron
Their jerking hands and their knees tight on my arms.

I feared the salt coarse pointing of those boys
Who copied my lisp behind me on the road.

They were lithe, they sprang out behind hedges
Like dogs to bark at my world. They threw mud
While I looked the other way, pretending to smile.
I longed to forgive them, but they never smiled.

1. Quote ONE figure of speech from the poem. (1 mark)

2. Say what the figure of speech is. (1 mark)

3. Give TWO reasons why the boy's parents protected him from the rough boys. (2 marks)

a.

b.

4. Using your own words explain the underlined lines in the last stanza of the poem. (3 marks)

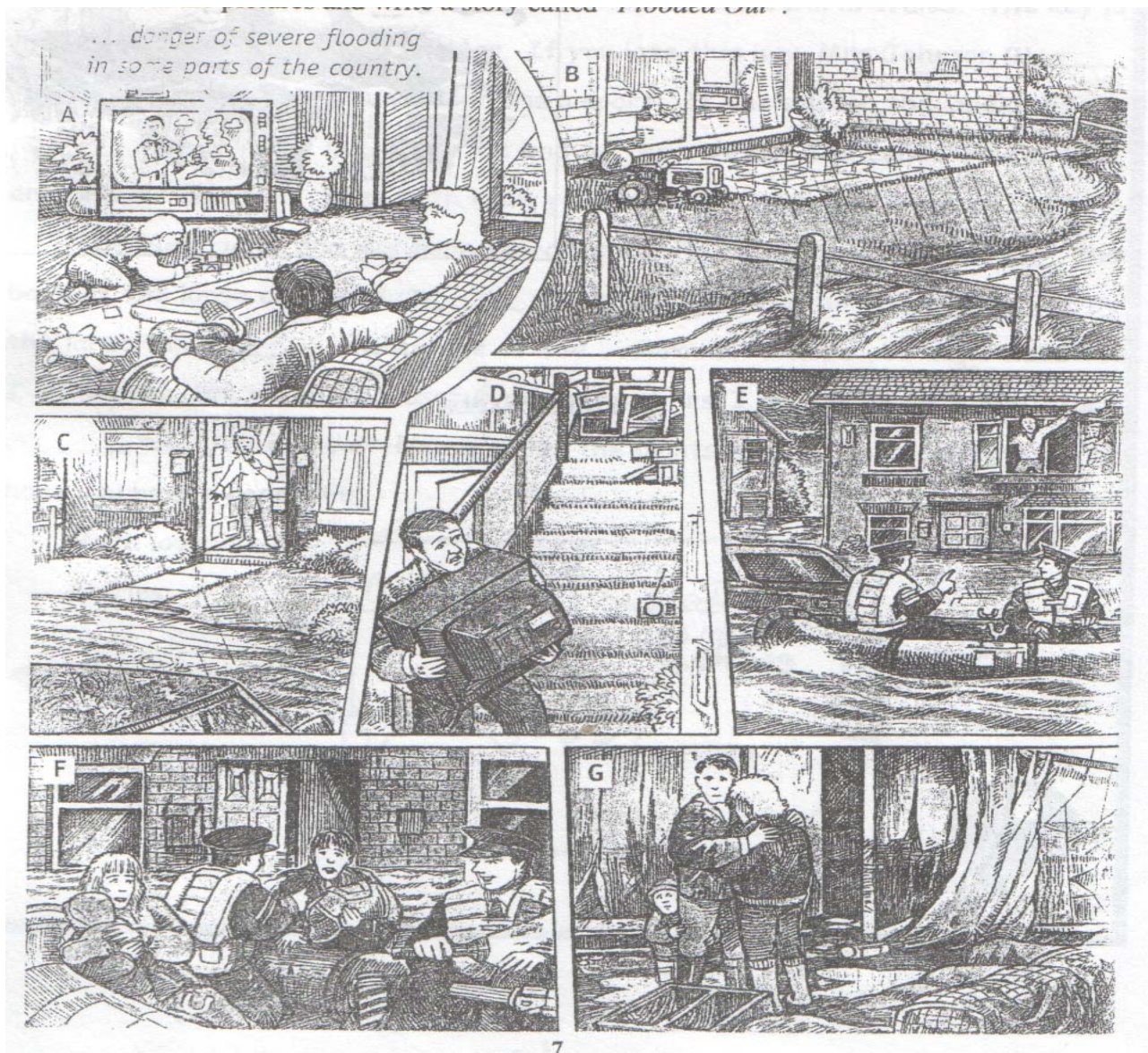
5. Choose any other poem studied in class this year. Write the title of the poem and the poet and say what it is about. (3 marks)

F. Composition.

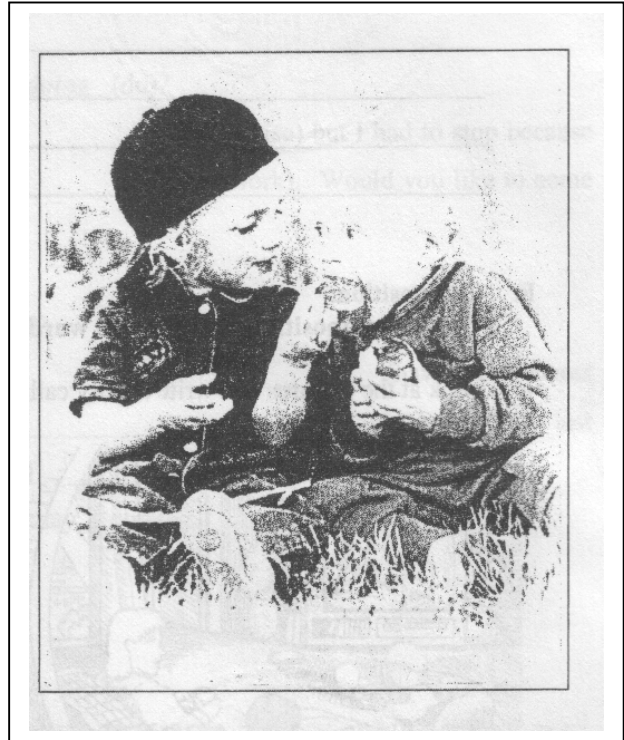
(30 marks)

Write a composition of about 150 words on ONE of the following:

1. Look at the pictures and write a story called "*Flooded Out*".



2. The time I took part in a play OR a quiz OR a sports competition.
3. Write a letter to your friend in England telling him/her about your favourite television programme.
4. This is a photo of two of your younger relatives. Write about ONE of them. (You may describe him/her and relate some of the mischievous things he/she usually gets up to.)



END OF PAPER