

JUNIOR LYCEUM ANNUAL EXAMINATIONS 2003

Educational Assessment Unit – Education Division

FORM 5

ENGLISH
LISTENING COMPREHENSION

TIME: 15 minutes

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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Native Americans lived in societies that were generally egalitarian, with customs and traditions regulating their social life. They believed that if a person departed from the traditional customs and religious ceremonies, harm would come to him or her.

But the basic difference between the Native Americans and the European settlers was their philosophies toward the land, and it was the main cause of conflict. The Native Americans lived in harmony with nature and believed that the land could not be the private property of individuals. Instead, they were allowed to use the land. On the other hand, the European settlers believed strongly in private and individual ownership of land and came to the New World seeking land. This conflict and the efforts to resolve it shaped the history between these two groups of peoples during a 400-year period.

The history of the Native Americans is made up of the destruction of their native cultures, the movement of tribes and the loss of millions of acres of their land. Between 1607 and 1890 the United States signed 370 peace treaties with Native American tribes and established more than 300 reservations in the various states and numerous Indian communities, including the region of the Eskimo Indians, known as Inuit. During this period many Indian leaders emerged. They were independent thinkers whose philosophies often caused conflicts within their groups and with the leaders of the white communities. One such person was Chief Seattle.

Seattle, who lived between 1786 – 1866, was a leader, diplomat, and orator of the Suquamish and Duwamish (his father and mother's tribes, respectively). During the early 1800s Seattle led many successful raids and gained prestige throughout the area. After the battle in which his son was killed, Seattle decided to become a diplomat and began to counsel for peace. More and more settlers moved into the area, and in 1854 the governor of Washington Territory called together the tribes to propose a new treaty. This treaty would send Seattle's tribes to a reservation and the government would control their lands.

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**ENGLISH
LISTENING COMPREHENSION**

TIME: 15 minutes

Name: _____

Class: _____

You have been provided with rough paper on which you can write notes.

What do the following dates, numbers and names refer to?

(5 marks)

1. 370: _____
2. 1786: _____
3. 1854: _____
4. Duwamish: _____
5. Inuit: _____

Mark the following TRUE (T) or FALSE (F).

(3 marks)

6. _____ Native Americans believed that by respecting their traditional customs they were protecting themselves from harm.
7. _____ Chief Seattle's ideas were often not shared by the other Native Americans.
8. _____ All his life Chief Seattle urged the Native Americans to fight the settlers.

Tick (✓) the correct answer.

(2 marks)

9. Conflicts between the Europeans and the Native Americans

- | | |
|--------------------------|---|
| <input type="checkbox"/> | a. were always resolved peacefully. |
| <input type="checkbox"/> | b. resulted in the total destruction of the Native Americans. |
| <input type="checkbox"/> | c. were never settled by treaties. |
| <input type="checkbox"/> | d. resulted in the Native Americans' loss of their culture and tribal land. |

10. The Native Americans believed that their land

- | | |
|--------------------------|---|
| <input type="checkbox"/> | a. belonged to the whole Indian community. |
| <input type="checkbox"/> | b. belonged to the individual. |
| <input type="checkbox"/> | c. should be controlled by the government. |
| <input type="checkbox"/> | d. should be taken over by the European settlers. |

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FORM 5

ENGLISH LANGUAGE

TIME: 2 hours

Name: _____

Class: _____

A. Rewrite the following dialogue putting in all the necessary punctuation marks.

(5 marks)

are we going the show starts in ten minutes Father said impatiently

Mother bit her lip all right Paul what are you going to do while we're gone

Look through my microscope i guess said Paul

B. Add a prefix and a suffix to these words and use them to complete these sentences.

You can use each word only once.

(5 marks)

efficiency,	satisfy,	hygiene,	rely,	practice,	health
-------------	----------	----------	-------	-----------	--------

Example: Junk food is considered to be unhealthy.

1. Job _____ causes a lot of stress.
2. The results of the survey were _____ because only a few people responded.
3. The clerk nearly lost her job because she was rather _____.
4. The new traffic arrangements were so _____ that they had to be revised.
5. It is very _____ to share a toothbrush.

C. Rewrite the following sentences so that the second sentence has a similar meaning to the first. (5 marks)

Example: I haven't enjoyed myself for years.
It's years since I enjoyed myself so much.

1. Students are prohibited from talking during the exam.
We expect _____
2. "Don't be late, Tim."
Tim's father told _____
3. I used my calculator, otherwise I'd have taken longer.
If _____
4. The idea was so complicated that we didn't consider it.
It _____
5. I don't really want to visit the museum.
I'd rather _____

D. Fill in the blanks with ONE appropriate word. The first one (0) has been supplied. (5 marks)

Japanese babies (0) can expect to live longer than any (1) _____ babies on Earth, according to the latest government statistics, but their extra years are more (2) _____ to be spent hard (3) _____ work than in leisurely retirement.

Due (4) _____ a low-fat diet, reliable health-care and high standards of (5) _____ the average Japanese girl born last year will live for nearly 85 years, (6) _____ the average boy will live to just over 78. (7) _____ one of the lowest birth-rates in the world, researchers (8) _____ that the retirement age will (9) _____ to be extended to save Japan's pension and health-care systems from collapsing (10) _____ the strain of an ageing and shrinking population.

E. Comprehension.

(30 marks)

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

Andy Morris spends a **substantial amount** of his working week at Wolverhampton racecourse. But it's three wheels, not four legs, that excites him. He's a land-yachting expert, and he shares his expertise with the 180 pupils he teaches at Westcroft school and sports college, the first special school in the UK to be awarded specialist sports status.

- 5 Westcroft takes children aged five to sixteen with moderate learning difficulties – then puts **them** in a dinghy on wheels on a windy day, clocking them at speeds of up to 50mph. “We built our first land-yacht **from scratch**,” says Mr Morris. “It was a brilliant design project and helped the kids to understand how they work. Now nearly half our pupils do land-yachting; it's a massive adrenaline rush.” Sport has always been important to the school, but
10 now it “buzzes”. “It's changed the way the school is seen by others and the way we see ourselves. Becoming a sports college has put Westcroft at the heart of the community.”

- As the only specialist sports college in Wolverhampton, Westcroft shares its facilities and expertise with other local schools. **Its** pupils are encouraged to mix with **those** from mainstream schools; some even take on a teaching role, particularly with sports such as
15 sailing and land-yachting. “To teach other children – especially children from a mainstream school – is a wonderful **boost** to their self-esteem,” says Mr Morris. “And their communication skills come on **in leaps and bounds**.” Encouraging pupils to teach is part of a longer-term strategy. One of last year's school leavers now helps to teach swimming in a mainstream school, and is paid as a lifeguard.

- 20 Tony Chilvers is keen to emphasise this wider context to sporting enthusiasm. All the sports teachers at Westcroft are involved in the literacy programme and hear the children read. And no one is allowed to represent the school at sport unless their work and behaviour are on track. “Sport isn't something separate,” he says. “We certainly don't want to put the message across that sport is important and other things aren't. But from a very young age
25 these children have been told they're not good at reading or writing. Our job is to raise their self-esteem; sport is one way of doing this. It's not the only way, but it's the one we've chosen.”

- Sport gives Westcroft pupils a chance to compete on an equal level. They may have difficulties in the classroom, but many excel on the pitch. School teams regularly appear in
30 local tournaments and play competitive fixtures against mainstream schools. “It helps our pupils understand that although they come to a special school, it is a very good school that they can be proud of,” says Mr Chilvers.

- But organising these after-school activities is not easy; 85 per cent of the pupils depend on pre-arranged transport, so Mr Chilvers has had to negotiate a lengthening of the school day
35 once a week to create an extra hour for sport. If Westcroft had not become a sports college, many of these innovations would have been impossible. Gaining the status was, perhaps, the biggest challenge – not least because of the £100,000 the school had to raise. “We got sponsorship of about £62,000 from an American company called Timkin Aerospace. That made it much easier to raise the rest of the cash. We've even had a visit from a space-shuttle
40 astronaut as a result.”

The fundraising continues. Westcroft is in one of the most deprived corners of Wolverhampton, so the school has had to find ways of making sport affordable. The Westcroft Community Foundation was set up to raise money for the next stage of the

45 school's development which includes a £3 million scheme for a sports hall, dance studio and swimming pool – but it also gives individual bursaries to pupils who need financial support to take their sport further. One boy who arrived recently was clearly a talented athlete, so the foundation paid for him to join the local athletics club and bought him a pair of running spikes.

50 Dance is important too, and staff have developed a programme of movement for children with learning difficulties **which** is soon to be rolled out across the UK. There is also an exhausting programme of visits and trips, all heavily subsidised. The school offers every pupil the chance of at least one residential course a year to try mountaineering, orienteering and rock-climbing.

55 Without regular trips to the seaside, land-yachting may not have become such a mainstay of the Westcroft timetable – while Wolverhampton racecourse is handy for mastering the basics, land-yachts work best on a beach.

60 Tony Chilvers is convinced there is much more to these excursions than a break by the sea. “It’s fundamental to what we do. It’s about learning basic life skills. Most of our pupils have little independence in their lives. But here they are, bombing along in a land-yacht. The responsibility and discipline, the problem-solving – the independence!”

Adapted from *The Times Educational Supplement*

Tick (✓) the correct answer in questions (1) and (2).

1. Westcroft College is a school (1 mark)

- | | |
|--------------------------|--|
| <input type="checkbox"/> | a. for sports specialists in Britain. |
| <input type="checkbox"/> | b. where sports is given a lot of importance. |
| <input type="checkbox"/> | c. for those who want to learn land-yachting. |
| <input type="checkbox"/> | d. for those who want to become sports teachers. |

2. The self-esteem of students at Westcroft College is (1 mark)

- | | |
|--------------------------|---------------------------------------|
| <input type="checkbox"/> | a. extremely low. |
| <input type="checkbox"/> | b. raised considerably. |
| <input type="checkbox"/> | c. taught during the sports session. |
| <input type="checkbox"/> | d. brought about through competition. |

3. Put True (T), False (F) or No Information Given (NIG) in front of the following statements. (4 marks)

- _____ Westcroft has opened its doors only to teenagers with learning difficulties.
- _____ The majority of students at Westcroft practise land-yachting.
- _____ Westcroft students who compete in sports activities always win.
- _____ All students with learning difficulties in the UK will soon be participating in a programme of movement.

4. Describe land-yachting. **(2 marks)**

5. How has Westcroft become important as a centre in the community? **(2 marks)**

a.

b.

6. How does teaching children from mainstream schools help the students at Westcroft College? **(2 marks)**

a.

b.

7. What conditions does the school impose on the students before they are picked for the school team? **(2 marks)**

8. How did Westcroft benefit from its association with Timkin? **(2 marks)**

a.

b.

9. Give the meaning of the following as used in the passage: **(4 marks)**

a. substantial amount (line 1)

b. from scratch (line 7)

c. boost (line 16)

d. in leaps and bounds (line 17)

- a. them (line 6) _____
- b. its (line 13) _____
- c. those (line 13) _____
- d. which (line 50) _____

In a paragraph of about 80 words say why fundraising is so important for the survival of Westcroft College and its sports programme. **(8 marks)**

[illegible]

Write a composition of between 350 – 400 words on ONE of the following:

- 6

[illegible]

[illegible]