

JUNIOR LYCEUM ANNUAL EXAMINATIONS 2005
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 allow 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 the 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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Educational Assessment Unit – Education Division

FORM 2**ENGLISH**
LISTENING COMPREHENSION

Time: 15 minutes

Early one morning, more than a hundred years ago, an American inventor called Elias Howe finally fell asleep. He had been working all night on the design of a sewing-machine but he had run into a very difficult problem; it seemed impossible to get the thread to run smoothly around the needle.

Despite his exhaustion, Howe slept badly. He tossed and turned. Then he had a nightmare. He dreamt that he had been captured by a tribe of terrible savages whose king threatened to kill and eat him unless he could build a perfect sewing-machine. When he tried to do so, Howe ran into the same problem as before. The thread kept getting caught around the needle. The king flew into a rage and ordered his soldiers to kill Howe. They advanced towards him with their spears raised. But suddenly the inventor noticed something. There was a hole in the tip of each spear. The inventor awoke from the nightmare with a start, realising that he had just found the solution to the problem. Instead of trying to get the thread to run around the needle, he should make it run through a small hole in the centre of the needle. This was the simple idea that finally enabled Howe to design and build the first really practical sewing-machine.

Elias Howe was far from being unique in finding the answer to his problem in this way. Thomas Edison, the inventor of the electric light bulb, said that his best ideas came to him in dreams. So did the great physicist Albert Einstein. Charlotte Bronte also drew on her dreams in writing *Jane Eyre* and the composer, Igor Stravinsky, once said the only way he could solve his problems in musical composition was “to sleep on them.”

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Total

FORM 2

ENGLISH
LISTENING COMPREHENSION

Time: 15 minutes

Name: _____ **Index No:** _____ **Class:** _____

A. Put a tick (✓) in the correct box according to whether the statement is TRUE (T) or FALSE (F). (6 marks)

1. Elias Howe did not sleep for one hundred years.
2. In his dream Elias Howe saw himself being killed and eaten.
3. Dreams can help us solve our problems.
4. Albert Einstein invented the electric light bulb.
5. Charlotte Bronte got some ideas for *Jane Eyre* through her dreams.
6. Igor Stravinsky wrote music.

T	F

B. Tick (✓) the correct answer. (4 marks)

1. According to the passage, Elias Howe was

<input type="checkbox"/>	a. the first person we know of who solved problems in his sleep.
<input type="checkbox"/>	b. much more hard-working than other inventors.
<input type="checkbox"/>	c. the first person to design a sewing-machine that really worked.
<input type="checkbox"/>	d. the only person at the time who understood the value of dreams.

2. The problem Howe was trying to solve was

<input type="checkbox"/>	a. what kind of thread to use.
<input type="checkbox"/>	b. how to design a needle which would not break.
<input type="checkbox"/>	c. where to put the needle.
<input type="checkbox"/>	d. how to stop the thread from getting caught around the needle.

3. The solution to the problem came from something

<input type="checkbox"/>	a. the king said to Howe.
<input type="checkbox"/>	b. Howe remembered about another sewing-machine.
<input type="checkbox"/>	c. Howe noticed about the soldier's weapons.
<input type="checkbox"/>	d. one of the soldiers was wearing.

4. Thomas Edison is mentioned because

<input type="checkbox"/>	a. he also tried to invent a sewing-machine.
<input type="checkbox"/>	b. he got some of his ideas from dreams.
<input type="checkbox"/>	c. he was one of Howe's friends.
<input type="checkbox"/>	d. he also had difficulty in falling asleep.

JUNIOR LYCEUM ANNUAL EXAMINATIONS 2005
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FORM 2

ENGLISH

Time: 2 hours

Name: _____ **Index No:** _____ **Class:** _____

Marks			
Oral Assessment	Listening Comprehension	Written paper	Total

A. Fill in the blanks with the words in the box. You may need to add *-ly* to some of the words. You can use each word only ONCE.

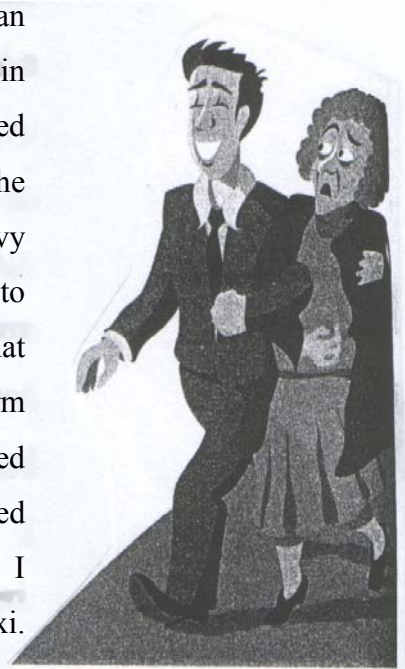
lucky	careless	clean	late	far
quick	hurried	important	kind	heavy

Last Friday I almost missed an (1)_____ exam. I woke up (2) _____ and (3) _____ put on my uniform before going down for breakfast. (4) _____ I spilt a cup of coffee on my school trousers, so I had to change (5) _____ into a (6) _____ pair. Then, I raced to the bus stop, which was quite (7) _____, and flopped down (8) _____ on a nearby bench to wait for the bus, which arrived within seconds. I boarded and began to search for money to pay the fare. Horrified, I remembered that I had left my purse in the pocket of my coffee-stained trousers. (9) _____ one of my friends was on the bus and was (10) _____ enough to pay for me!

(5 marks)

B. Read the text below and complete each blank with ONE word only. The first one has been done for you.

I often find myself in embarrassing situations (0) which I can laugh about afterwards. A few days (1) _____ I was in the city centre and I saw an old lady (2) _____ looked rather worried. She was standing on the pavement and I thought she didn't want to (3) _____ alone because of the heavy traffic. (4) _____, I went up to her and offered to help. She politely refused (5) _____ I insisted. At that moment the light went green, so I took her by the arm (6) _____ we started to cross. When we reached (7) _____ other side of the street, she thanked (8) _____ politely but said, "You know, I (9) _____ just waiting for a taxi. (10) _____ you please help me cross back over again?"



(5 marks)

C. Fill in the blanks with the correct form of the verb in brackets. The first one has been done for you.

About two weeks ago I (0) was (be) invited to a party. While my mother (1) _____ (drive) me to my friend's house, she (2) _____ (realise) that we (3) _____ (leave) the lights on at home; so we (4) _____ (drive) back to turn them off. When we (5) _____ (get) into the house, we (6) _____ (hear) some strange noises coming from upstairs. We were really scared because our house had been burgled last year, so we (7) _____ (decide) to call the police. A few minutes later we (8) _____ (find) out that our dog was in the house. However, before we had time to call the police back to tell them that we (9) _____ (make) a mistake, the doorbell rang. We opened the door and (10) _____ (see) two policemen. You can imagine how embarrassed we felt!

(10 marks)

D. Comprehension. Read the following passage carefully.

The blue waters of the ocean were calm at dawn; its surface was like a liquid mirror. To the west, the cloudless sky was a deep, dark blue. But to the east, the sky had turned a shade lighter as the sun began to rise over the forest in the distance. There, sheltered by a rocky bay, three boats waited to trap a killer whale.

- 5 The biggest of the three boats, an old fishing trawler, chugged slowly in a semi-circle leaving a long rusted metal net in its wake. Once the metal net sank into the water, no living creature larger than a man's fist could swim through it.

- A smaller, faster boat drifted quietly outside the bay. On the deck, its captain held a pair of binoculars to his weathered face. He had just spotted the tall, black dorsal fins of the whales slicing through the smooth waters towards him. He had been waiting two weeks for this moment. If he succeeded in catching a whale, he would soon earn enough money to buy a new boat.
- 10

- Swimming playfully through the water, the **pod** of six killer whales was unaware of the danger that lay ahead. The whales knew each other well. They had been together their entire life. They had hunted and played together, rubbed each other's bellies with their long, rounded flippers, nursed their baby calves, and come to the aid of each other when they were sick or injured. They were as much a family as that of any two-legged creature who walked on land.
- 15

- One of the whales was larger than a **calf**, but not yet fully grown. Like the others, he was jet-black with a gleaming white underbelly and a small white patch behind each eye. But this young whale had special markings that none of the others possessed – three small dark spots under his broad white jaw. So he was known as Three Spots.
- 20

- The captain could now see the whales quite clearly as they swam into the bay, unaware that they were surrounded on three sides by the curtain of steel netting. "Now!" the captain shouted. The boat's engines fired up with a roar. In the water nearby, the pod of swimming whales came to an abrupt halt. Instantly alert, they raced to the surface and poked their black heads out of the water, looking around for the source of the unpleasant noise. What they saw terrified them. The small boat was roaring towards them, trying to herd them deeper into the net. To confuse and frighten the whales, the men aboard the boat banged its hull with their hands and sticks of wood. Meanwhile the large brown trawler lumbered across the bay, pulling the net closed.
- 25
- 30

- Sensing they were in danger, the whales sped quickly towards the safety of the open ocean. It was a race now. Could the whales get out of the bay before the trawler pulled the net closed? The whales kicked their mighty tails as hard as they could. The trawler pulled the net tighter. There was still a small opening in the net and beyond, the open ocean. The lead whale swam through. Then the second, third, fourth and fifth before the net shut behind them.
- 35

Outside the bay, the whales **rejoiced** in their freedom. Then they heard a long, mournful squeal. Trapped inside the net, Three Spots slowly circled as he searched in vain for a way out. But there was no way round the nets. Three Spots had been caught.

From *Free Willy* by Todd Strasser

Answer the following questions.

1. Tick (✓) the correct answer: **(1 mark)**

- The whale was captured:
- | | |
|--|--------------------------|
| | a. at night. |
| | b. early in the morning. |
| | c. in the afternoon. |
| | d. at sunset. |

2. Are the following TRUE (T) or FALSE (F)? **(2 marks)**

- a. The sea was very calm.
- b. The whales were trapped in a bay.
- c. There were six whales and two boats.
- d. The captain had been preparing for months to catch a whale.

T	F

3. Why did the captain want to capture a whale? **(2 marks)**

4. What did the writer say to show that the whales got on well together? **(2 marks)**

- a.

- b.

- c.

- d.

5. Describe a typical killer whale? **(2 marks)**

6. What made the whales realise that they were in danger? **(2 marks)**

7. How did the men try to confuse and frighten the whales? **(2 marks)**

8. How did the other whales realise that Three Spots had been caught? **(1 mark)**

9. How do you, as the reader, react to the capture of Three Spots? **(1 mark)**

10. Explain the meaning of the following words as they are used in the passage: **(3 marks)**

a. pod (line 13): _____

b. calf (line 19): _____

c. rejoiced (line 37): _____

11. What do the following words refer to in the text: **(2 marks)**

a. its (line 1): _____

b. its (line 6): _____

c. its (line 8): _____

d. they (line 23): _____

(20 marks)

E. Literature
Answer all Sections

SECTION 1 - PROSE/DRAMA

Choose ONE of the novels or plays you read in class this year. Write a short **letter** to a friend about this novel/play. You should write the following:

- (i) the name of the novel/play.
- (ii) who the main character is, **and** something about his/her personality. **(4 marks)**
- (iii) narrate an episode you found very interesting. **(4 marks)**
- (iv) why you think your friend should read the novel/play. **(2 marks)**

Begin like this:

Dear Jean,

(10 marks)

SECTION 2 - POETRY

Answer *either* question 1 *or* question 2.

EITHER

1. Circus

Saucer of sand, the circus ring,
A cup of light, clowns tumbling.

Horses with white manes sleek and streaming,
Bits jingling, tinkling, silk skins gleaming.

But there, shut in their iron cage,
Sulky, drowsy, dulled by rage

The lions beg or trot or leap,
And cringe like beaten dogs, and creep,

King beasts, who should be free to run
Through forests striped with shade and sun,

With fierce, proud eyes and manes like fire.
These manes hang dull like rusty wire.

And when the trainer cracks his whip
They snarl and curl a sullen lip,

And only in their dreams are free
To crush and kill man's cruelty.

Margaret Stanley-Wrench



- a. "Saucer of sand" (line 1) (2 marks)
(i) name the figure of speech.
(ii) explain what the poet wants us to imagine through these words.

(i) _____
(ii) _____

- b. Describe the rhyme scheme in the poem. (1 mark)

- c. From stanzas 2 to 4, find an example of: (3 marks)

(i) alliteration: _____
(ii) onomatopoeia: _____
(iii) simile: _____

- d. In your opinion, what does the poet think about keeping lions in cages and training them to perform in a circus? (2 marks)

- e. What does the last stanza tell us about the way the lions feel? (2 marks)

OR

2. *He was dressed in
Grey chiffon. At least
I think it is chiffon*

- a. What is the name of the poem and who wrote it? (1 mark)

Title: _____

Poet: _____

- b. (i) Find a figure of speech in the lines above.
(ii) Name it. (2 marks)

(i) _____
(ii) _____

- c. *“dressed in/Grey chiffon”*
Explain what the poet wants us to imagine through these words. (2 marks)

- d. Choose **another** poem you studied in class this year and write:
- (i) the name of the poem and who wrote it. (1 mark)
 - (ii) what the poem is about. (3 marks)
 - (iii) any message the poet wishes to give through the poem **or** a figure of speech you liked. (1 mark)

(10 marks)

F. Composition. Write a composition of about 200 words on ONE of the following.

1. Imagine a magical creature appeared and gave you *three* wishes. You could wish for anything you liked (except for more wishes). **Narrate** what you wished for and what happened.
2. **Describe** a person you have not seen for some time, and write about the happy memories you have of this person.
3. You have moved to another town or village with your family, and have also started attending a new school. Write a **letter** to an old school friend. (You may like to write about your new home; the town/village where you are now living; your new school; new friends you have made; neighbours; old friends, etc.).
4. Write a **dialogue** in which you teach a friend how to **either** cook a favourite meal **or** play a new computer game.

(20 marks)