

JUNIOR LYCEUM ANNUAL EXAMINATIONS 2006

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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FORM 2

ENGLISH
LISTENING COMPREHENSION

Time: 15 minutes

Squirrel Wars

Britain's native red squirrels are battling for survival. Already in many parts of England the red squirrel is extinct. This has been largely because of the success of their close relative - the grey squirrel. These grey squirrels were imported from North America in 1876. They have multiplied and spread throughout the country ever since.

There are a number of reasons why red squirrels are in danger while the grey squirrels continue to thrive. Grey squirrels can eat nuts, seeds and buds when they are not ripe enough for their red rivals. Consequently, the grey squirrels get to most food sources first, while the red squirrels often go hungry. The hungrier red squirrels then find it harder to reproduce than the well-fed, healthy grey squirrels. As if this were not enough, some grey squirrels carry a virus which, while harmless to other grey squirrels, is fatal to red squirrels.

Unless we do something about it, the disappearance of the red squirrels from Britain seems almost certain. However, several nature organisations are trying to protect the red squirrels. Conservationists are creating protected areas for red squirrels. Sadly, this means that grey squirrels are being destroyed if they are seen in, and around, these areas. Destroying the grey squirrel seems the only way to ensure the survival of the red.

However, not all the red squirrel's troubles are caused by the grey squirrel. Cars are a significant cause of the decrease in numbers of the red squirrel. Many thousands of these animals are killed on the roads each year. Again, steps are being taken to reduce these unnecessary deaths. "Squirrel walkways" are being built across roads that pass through the red squirrel's habitat. These walkways usually consist of a thick rope that safely crosses over the road high up in the treetops. In addition, there are an increasing number of road signs warning motorists to look out for red squirrels and to report any casualties.

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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).
2 marks []

1. The red squirrel no longer exists in many parts of England.
2. The first grey squirrels were brought to England in the 19th century.
3. The number of grey squirrels in England is growing.
4. The writer is sure the red squirrel will soon die out in England.

T	F

B. Give FOUR reasons why the red squirrel is dying out. 4 marks []

1. _____
2. _____
3. _____
4. _____

C. Tick (✓) the FOUR things that are being done to help protect the red squirrel.

4 marks []

	Conservationists are creating safe places for the red squirrel.
	Conservationists are planting more trees.
	People are feeding the red squirrels with nuts and seeds.
	The grey squirrels are being exported to North America.
	The grey squirrels are being killed in protected areas.
	Ropes are being tied to treetops so that squirrels can cross roads safely.
	Road signs have been put up to warn drivers about squirrels.
	Squirrel hospitals have been set up.

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Educational Assessment Unit – Education Division

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

Mark and Jean are about to go on holiday together.

Mark: Jean, (0) are (be) you ready?

Jean: Yes, just about. I (1) _____ (pack) all my stuff yesterday but I wasn't sure what to bring.

Mark: As long as you (2) _____ (get) some warm sweaters for the evening you should be OK. I'm sure you (3) _____ (like) Italy, and the hotel promised to give us the room I (4) _____ (have) last year when I (5) _____ (go) with my brother. By the way, (6) _____ (you bring) your camera?

Jean: Yes, I (7) _____ (put) it in my hand luggage.

Mark: I can hardly wait to arrive. I'm sure we (8) _____ (have) a great time.

Jean: Oh no!

Mark: What's the matter?

Jean: I (9) _____ (forget) to buy a film for my camera yesterday!

Mark: Don't worry! We (10) _____ (buy) one at the airport.

(5 marks)

B. Fill in the blanks with the words in the box. You may need to use the words more than once and some words may NOT be needed. There is ONE blank that needs to remain empty.

lots of	much	many	few	a few
the	a	some	any	little

Last weekend my mother said that there was too (1)_____ stuff in my room, so I agreed to clear (2) _____ of it out. There were too (3)_____ pairs of shoes I don't wear any more and there weren't even (4)_____ shoe boxes to put them in. They were taking up valuable (5)_____ space, so I got rid of them. Then my mother realised that I didn't even have (6)_____ jacket and that I had (7)_____ T-shirts and needed to buy more. I got rid of all (8)_____ old sweaters to make space for what I was going to buy. At last my room was (9)_____ neater. My mother was really pleased. Then I heard her talking to my younger sister and she asked her where all (10)_____ shoes had come from ...

(5 marks)

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

Captain James Cook, the famous explorer, was born in Yorkshire (0) on 27 October 1728. His father was a poor farm labourer who worked hard (1)_____ feed and clothe his seven children. Young James attended school (2)_____ he was twelve and during these school years he developed his love (3) _____ mathematics. However, the time soon (4) _____ for the boy to earn his living. He left school (5)_____ found work on a ship (6)_____ the age of eighteen. Cook was ambitious and loved the sea, so (7)_____ 1755 he joined the navy as a sailor. Soon he was promoted to Master's Mate (8)_____ of his ability as a seaman. Four years later, in command of his own ship he set sail (9)_____ North America. Cook's genius in mathematics helped him to chart the channel of the St Lawrence River with great accuracy and so, his maps were (10)_____ being used up until the twentieth century.

(5 marks)

D. Using the words in the box, fill in the blanks in the story. Each word can be used more than once.

who	whom	whose	which	that
-----	------	-------	-------	------

My family is odd. I've got hundreds of relations (1) _____ are not what you'd call normal, and some (2) _____ behaviour is really strange. Perhaps it's circus life (3) _____ has made us so odd. It's not easy growing up with people (4) _____ eat their breakfast swinging from trapezes. Neither is it easy having a knife thrower for an uncle, particularly one (5) _____ eyesight isn't what it was. I have lots of cousins, at least nine of (6) _____ are training to be strong men. Believe me, it is tough when your grandmother, (7) _____ is a lion tamer, forgets to close the lion cage door. She thinks (8) _____ it's funny having eleven, free, hungry lions (9) _____ aren't fussy about what they eat. My sister, (10) _____ wedding was a complete disaster, is also worried. Things can only get worse.

(5 marks)

E. Comprehension. Read the following passage carefully.

Walt Disney: Master Showman

Walt Disney's name is known around the world, but even better known are the characters which he created – Mickey Mouse, Donald Duck, Goofy, and countless other cartoon personalities. Disney was a cartoonist, a showman, and a successful businessman but, above all, he was a storyteller. Disney once said of his work, "Every good play or picture has a lesson to teach, a moral to apply...What's the sense of making a picture unless you've got something important to say? The trick is to say it without preaching. Say it in terms of entertainment..."

Walt Disney was born in Chicago, Illinois, in 1901. At the age of five, his family bought a farm in western Missouri, and as a small boy, Walt drew **sketches** of the barnyard creatures and the scenes he saw around the farm. When he grew up, Walt Disney was determined to make a career in art and after working for a few years with the Kansas City Film Ad Company, which drew adverts for use in local cinemas, he formed his own company - Laugh-o-grams.

Disney and a talented artist from Holland, Ubbe Iwerks, produced a number of animated cartoons; Mickey Mouse was one such product. Finding that circular forms were simpler to animate than elongated shapes, Iwerks constructed Mickey from two large circles, one for his body and one for his head, to which were attached two smaller circles for ears, hose-like arms and legs, large hands, and large feet. Walt Disney himself decided the kind of personality that Mickey would have and for 20 years provided Mickey's voice.

20 The Mickey Mouse who appeared for the first time in 1928 in the cartoon *Steamboat Willie*, was not the well-behaved character the world knows today. He was mischievous and he did get into trouble, though he was not as **mean** as many cartoon characters. At one point in *Steamboat Willie*, for example, Mickey stretches a cat’s tail to make it a stringed instrument.

25 After the first Mickey Mouse cartoons succeeded in making Mickey a sort of hero, Disney found that the public expected him to act properly at all times. When Mickey misbehaved in a cartoon, the Studio would receive letters of complaint from countless people and organisations. This made it more difficult to put Mickey into comic situations and he came more and more to act like the proper little gentlemouse we know him to be. Laughter was provided by new cartoon characters which Disney’s artists created: Pluto, Mickey’s faithful
30 but slow-witted bloodhound, who appeared in 1930; the incompetent Goofy; the incomprehensible Donald Duck.

In addition to the Mickey Mouse cartoons, the Disney Studio in the late 1920s and early 1930s worked on a new kind of animated film, which they called the *Silly Symphonies*. Disney’s “Three Little Pigs” was the most successful and its popularity with the public set
35 Walt to thinking about an even more unheard-of project – an animated cartoon story which would run for more than an hour.

In making a feature-length film Disney would have an opportunity to use more complex plots and develop in greater detail the characters in the story. He hoped to animate a fairy story giving it the kind of magic which live action films could not have. Disney chose the
40 story of *Snow White* for his first feature film. Though Snow White, the wicked queen and the prince were standard fairy tale characters, Disney’s characterisation of the dwarfs was **unique**. Original songs were written to move the story along, and a fairytale mood of timelessness was created. When *Snow White and the Seven Dwarfs* was screened during Christmas week, 1937, it was an immediate success and Disney was awarded an Academy
45 Award for his significant screen innovation.

Answer the following questions.

1. Tick (✓) the correct answer:

1 mark []

Walt Disney was

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

- a. a farmer.
- b. a very good businessman.
- c. a cartoon character.
- d. a teacher.

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

2 marks []

]

- a. Walt Disney drew Mickey Mouse when he was a child.
- b. Disney owned the Kansas City Film Ad Company.
- c. Ubbie Iwerks drew Mickey Mouse.
- d. A cartoon character with a round figure is easier to bring to life.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

3. Describe Mickey Mouse’s physical appearance.

2 marks []

]

4 a. How did Mickey’s character change over the years?

b. Give a reason for this change.

4 marks []

a. _____

b. _____

5. Why was it necessary to create Pluto, Goofy and Donald Duck?

2 marks []

6. Disney’s first feature-length film was *Snow White and the Seven Dwarfs*. In what TWO ways was it different from other Disney projects?

2 marks []

a. _____

b. _____

7. Give the meaning of the following words as used in the passage.

3 marks []

a. sketches (line 9):

b. mean (line 22):

c. unique (line 42):

8. What do the following words refer to in the text?

4 marks []

a. one (line 15):

b. him (line 25):

c. This (line 27):

d. unheard-of project (line 35):

(20 marks)

F. Literature
Answer all Sections

SECTION 1 - PROSE/DRAMA

Choose TWO of the novels / plays you read in class this year and answer the following questions.

a. What are the names of the novels/plays **and** who wrote them? 2 marks []

Book 1 - Title: _____ Author: _____

Book 2 - Title: _____ Author: _____

b. Choose ONE of the two books you mentioned above and give **two** reasons why you enjoyed / did not enjoy reading it. 2 marks []

c. Describe ONE character that appears in EACH book. Write about 30 words on each character. 4 marks []

Book 1 - Character: _____

Book 2 – Character: _____

d. Think about the ending of ONE of these books. Say how you would change the ending **and** why. 2 marks []

(10 marks)

SECTION 2 - POETRY

Answer *either* question 1 or question 2.

EITHER

1. Bonfire

There's a great wild beast in my garden
roaring and surging,
grinding his fierce, gold teeth
under the trees
5 where the ground is crinkled and quilted
with last year's leaf.

I can see his breath through the branches
floating and climbing
into the calm, cool sky,
10 and now and again
if I watch I can see him winking an angry eye.

Glinting and plunging he tears
old paper and boxes
and swallows them till
15 he is hungry no longer
but sleeps in a flutter of ashes,
his sharp tongues still.

Jean Kenward

a. What is the "wild beast" mentioned in the first line? 1 mark []

b. Quote 4 action words (verbs) that bring out the idea of violence in the poem. 2 marks []

c. Why are the 'beast's' teeth described as "gold teeth" in line 3? 1 mark []

d. (i) Give **two** examples of personification from the second stanza.
(ii) Explain what the poet wants us to imagine through **each** personification. 4 marks []

(i) _____

(ii) _____

e. Write 4 sentences to explain what the poem is about. 2 marks []

OR

2. Choose TWO poems you have studied this year.

a. Write the names of the poems **and** who wrote them. 2 marks []

Poem 1 - Name: _____ Poet: _____

Poem 2 - Name: _____ Poet: _____

b. Write a short paragraph on each poem. Write about 40 words on each poem. 6 marks []

Poem 1: _____

Poem 2: _____

c. Which poem did you like best? Give a reason for your answer. (You can write about the theme of the poem, or some effective figure of speech, for example.) 2 marks []

(10 marks)

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

1. You found a tape cassette that had accidentally been left on a bus stop. You replayed the tape and discovered what it revealed. **Narrate** what happened.
2. Write a **letter** to a friend or relative abroad in which you **describe** your favourite room in the house. Say what you like about it and what you and other members of the family do in it.
3. Write a **dialogue** between a tourist who stops you in the street and yourself. Begin like this.
Tourist: Excuse me, can you tell me how to get to...
4. My favourite photograph.

(20 marks)