

JUNIOR LYCEUM ANNUAL EXAMINATIONS 2007
Educational Assessment Unit – Education Division

FORM 3

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 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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AMELIA EARHART

Amelia Earhart, possibly the most famous female pilot ever, was born in 1897 in Kansas, USA. She had quite a difficult and unsettled childhood, as her family travelled a great deal so that her father could find work. Although she often missed school, Amelia was considered to be very bright. She enjoyed reading and poetry and loved sports, especially basketball and tennis.

Amelia became a nurse and during the First World War she worked as a military nurse in Canada. After the war she returned to America and became a social worker and taught English to immigrants. Her free time was usually spent at air shows and watching aerial stunts. At one of these shows she once took a ten-minute plane ride. From then on she knew that she had to learn to fly.

Amelia took on several odd jobs in order to pay for her flying lessons. After a year she had saved enough to buy her own plane. In 1922 she began to take part in record-breaking attempts and stunts as well as promoting flying for women. She organized cross-country air races for women pilots and formed a women pilots' organisation.

During this time Amelia had many crashes. In those days planes were very unreliable, so most of her accidents were probably the result of engine failure.

Flying remained a hobby till the day she received an invitation to be the first woman ever to make the flight across the Atlantic from Canada to Britain. The flight was made in 1928. Two men flew the plane and Amelia was only a passenger. Despite this, she instantly became a celebrity. It was at this time too that she met her future husband, George Putman, a publisher. He had arranged the flight and organised all the publicity.

In 1932, George and Amelia, who were now married, decided that Amelia should make the Atlantic crossing from America to Britain alone. She broke several records on this flight: she became the first woman to fly the Atlantic solo, the only person to have flown it twice, and she established a new transatlantic crossing record of 13 hours and 30 minutes. She became even more famous as a result, earning respect for women pilots all over the world by proving that women could fly just as well as men, if not better.

In June 1937, Amelia attempted to fly round the world with her navigator, Fred Noonan, From Florida they flew to South America and on to Africa across the Sahara Desert to Thailand, Singapore and Australia. However, somewhere between New Guinea and Howland, their next port of call, their plane disappeared. The last message the coast guard received said that she couldn't see the island due to bad weather and that fuel was running out. She never arrived. The American Navy searched the area for days but there was no sign of the plane. No wreckage or bodies were ever found.

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Total

FORM 3

ENGLISH

Time: 15 minutes

LISTENING COMPREHENSION

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

A. Put a tick (✓) in the correct box according to whether the statement is TRUE (T) or FALSE (F). (4 marks) []

1. As a child Amelia was keen on basketball and tennis.
2. After the war she continued to work in Canada.
3. Amelia became interested in flying when she was still a child.
4. Amelia could never afford to buy her own plane.
5. Amelia’s achievements encouraged other women to become pilots.
6. Amelia survived many crashes.
7. George Putman was a flying instructor.
8. Amelia’s disappearance has remained a mystery.

T	F

B. Fill in with the correct dates or numbers. (4 marks) []

1. In _____ Amelia and two men flew across the Atlantic .
2. Amelia made her first solo flight from America to Britain in _____.
3. This transatlantic crossing took over _____ hours.
4. She made her last flight in _____.

C. Underline the correct word or phrase. (2 marks) []

1. For a time Amelia taught (local children, foreigners, immigrants, soldiers).
2. After crossing the Atlantic solo Amelia became a (social worker, celebrity, pilot, instructor).
3. The planes Amelia flew were (reliable, modern, unreliable, flimsy).
4. Before the plane disappeared, Amelia sent a message saying she had (lost her bearings, engine trouble, very little fuel left, landed on the wrong island).

JUNIOR LYCEUM ANNUAL EXAMINATIONS 2007

Educational Assessment Unit – Education Division

FORM 3

ENGLISH

Time: 2 hours

Name: _____ Index No: _____ Class: _____

Marks			
Oral Assessment	Listening Comprehension	Written Paper	Total

A. Put the verbs in brackets in the correct form. The first one (0) has been done for you.

(5marks)

After months of careful planning, two notorious robbers (0) managed (manage) to escape from prison late last night. Police (1) _____ (catch) John Borg and his accomplice Ray Bond, the masterminds behind the 2001 Melita Bank robbery, just after they (2) _____ (commit) the crime. During that time they (3) _____ (manage) to deposit the money into a Euro account. Their plan, this time round, (4) _____ (be) to travel to Switzerland and (5) (get) _____ the money, which, in six years (6) _____ (gradually increase) to an amazing two million Maltese Liri. Yesterday the two robbers (7) _____ (break) into a garage and (8) _____ (steal) a car. Unfortunately, a few kilometres down the road it (9) _____ (run) out of petrol. The police found them on the side of the road arguing. They (10) _____ (be) now back in prison.

B. Fill in the blanks with a suitable preposition. An example is given.

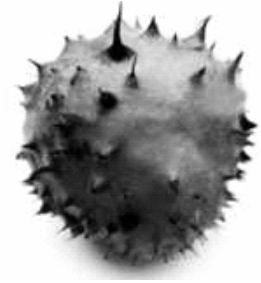
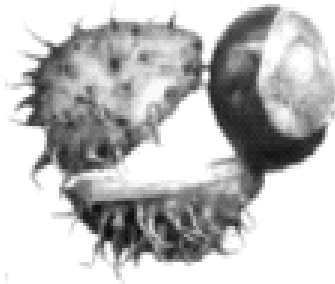
(5 marks)

We arrived (0) on the island (1) _____ the late afternoon, and went straight (2) _____ the bus station. We had decided to stay (3) _____ a small town (4) _____ the far side of the island, because the view (5) _____ that part was spectacular. We walked all (6) _____ the sea front, enjoying the cool evening air. Suddenly, we realised that there wasn't a hotel (7) _____ sight. A passer-by explained that the hotel had closed down. (8) _____ our dismay we saw that our guide book was out of date. Luckily (9) _____ us, we met a friend who lived there and he gladly put us up (10) _____ the week.

C. Fill in the blanks with a suitable word. The first one (0) has been done for you. (5 marks)



horse chestnut tree



conker

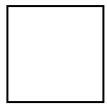
Almost (0) all British children have played with *horse chestnuts*, (1) _____ ‘*conkers*’, as they are called, at some time in (2) _____ life. There are several traditional games (3) _____ every child used to learn at school, and each area has (4) _____ own traditions. Children collected as (5) _____ *conkers* as they could in order to find the largest and strongest one. (6) _____, over the last few years some horse chestnut trees have been attacked by the larva of the leaf-mining moth. So (7) _____ there has not been too (8) _____ damage. It would be tragic (9) _____ the British horse chestnut disappeared, as it would mean the loss of an important (10) _____ of British cultural heritage.

D. Mrs Pratt is telling her grandchildren about her holidays as a young girl. Fill in the blanks with a word from the box below. Use each word only once. The first one (0) has been done for you.

(5 marks)

distinctly unbearably ever much so relaxed excited dark freezing breathtaking sure

Every summer holiday we used to go camping in the Highlands of Scotland. The scenery is absolutely (0) breathtaking. The air there is (1) _____ so clean. My sister and I used to get really (2) _____ about a week before we were due to go away. Would the weather be (3) _____ cold or (4) _____ hot? You can never be completely (5) _____. Our favourite spot was near a mountain stream. In the dark at night the sound of the water could be (6) _____ heard. In summer it never got completely (7) _____, not even at midnight, in June and July! Days seemed to be ever (8) _____ long. We always had huge appetites. Everyone seemed totally (9) _____. We always had so (10) _____ fun.

E. COMPREHENSION Read the following newspaper article.**(20 marks)****When Hugh Thompson returned to Peru, this time his family came too**

I've been travelling to Peru, in South America, for many years, often with research expeditions to look for Inca ruins. But until recently, my wife had never been there. For her and our children, it was simply the place I disappeared to at regular intervals. So when the chance came for us all to go and live there for a while, we **didn't hesitate**.

Sally sent me ahead to rent a house and sort out a school for the children. Some weeks later, three crumpled, jet-lagged children sleep-walked out of Sally's arms into mine at Lima airport.

It took a weekend of walking along the seafront and eating Peru's fabulous jungle-fruit ice cream to restore their balance. Then they were clamouring to see the sights. Every time their eyes fell on some strange object they wanted to know whether I had unearthed it from some remote spot.

At the zoo the first Sunday Leo, aged three, spotted a llama. "They spit at you," said Owen, seven. I read it in *Tintin*."

"Ugh, how disgusting. Let's not stand so close!" exclaimed nine-year-old Daisy.

Later we flew to Cusco and on to the Sacred Valley where I had rented a house on the outskirts of a small market town called Urubamba.

The house was one of a group that shared a communal garden. It was in full bloom – a riot of hibiscus, poinsettias and roses. The houses belonged to my architect friend Carlos and his wife Claudia, and the garden was largely her work.

She had also helped me arrange school places for the children, and this was my next nervous moment: it was quite something to go to a school where no one speaks your language and naturally enough Owen and Daisy baulked at the prospect. The class sizes were small and, despite their age difference, we had arranged for Daisy and Owen to be together. Sally and I took turns to sit with them for the first couple of days, to help them settle.

The other children were amused to see me

squashed into a child's chair at the back of the class. I translated for Daisy and Owen as the teacher explained that we would each draw a mountain landscape. For the next fifteen minutes the children bent over their papers. Fortunately both my children enjoy drawing. The language barrier was soon forgotten.

The teacher divided the results into those that were broadly realistic (depicting views of the surrounding landscape), and those that were more fantastical (often involving giants and princesses). The "Prof" was hard on those whom he thought were not up to the mark, addressing each pupil formally as he went through their work.

"Edwin, did you try to do this as well as you could, or did you just try to get it over and done with?"

With admirable candour Edwin replied, "To get it over and done with."

This prompted a homily on the dangers of such an approach in school and in life. Everybody listened with downcast eyes, nodding their heads in approval.

We all quickly found that Urubamba was an easy place **to adapt to**. The slow rhythm of such small market towns had always appealed to me: the post office that never seemed to open; the old men sitting in the plaza; the shoeshine boy playing his Game Boy while waiting for customers.

But the tourist boom was engulfing the town. Hotels were being built **at an alarming rate**, and many rich people from Lima were moving here for the good life. Some had put jacuzzis into their haciendas (houses). Even the taxi drivers now had mobile phones.

Beyond the town life has remained the same. There were still plenty of villagers minding their fields and threatening to shoot the neighbours if the irrigation canal wasn't turned over to them at the appointed hour. But just when you least expected it, a four-wheel-drive would flash past, blaring out rap music.

Adapted from The Telegraph

1. State whether the following statements are **TRUE** or **FALSE**. 4 marks []
Copy a phrase from the article to support your answer.

a. The writer's previous visits to Peru were usually spent on archeological sites. _____

b. The writer's family decided to settle permanently in Peru. _____

c. The family travelled together to Lima. _____

d. The children's father was able to communicate with the natives. _____

2. Describe in your own words the children's appearance when they came out of the plane. 1 mark []

3. What evidence is there that the children were interested in their father's work? 1 mark []

4a. Copy an expression of **four** words which describes the children's feelings about going to school. 1 mark []

b. How do you think they were feeling? 2 marks []

5. Do you think the students accepted the teacher's criticism? How do you know? 2 marks []

6. Edwin replied *with admirable candour*. This shows he was: 1 mark []

- a. rude and cheeky.
- b. honest and truthful.
- c. smart and clever.
- d. naïve and candid.

7. The writer depicts two pictures of Urubamba. Fill in the grid with the required information

3 marks []

three characteristics of the market town	three things which show that life in the town is gradually changing

8. What do the following words refer to?

2 marks []

- a. there (line 7) _____
- b. mine (line 12) _____
- c. it (line 23) _____
- d. This (line 67) _____

9. Explain the following phrases as they are used in the passage

3 marks []

- a. didn't hesitate (line 8) _____
- b. to adapt to (line 72) _____
- c. at an alarming rate (line 79) _____

F. LITERATURE Answer EVERY Section

(20 marks)

SECTION 1 - POETRY Answer either question 1 or question 2.

EITHER 1

6 marks []

1. Give the title of **a poem you enjoyed reading** and **one you didn't like so much.** 1 mark []

a. _____ by _____

b. _____ by _____

2. By referring to the theme, figures of speech and rhythm, say why one was more enjoyable than the other. 5 marks []

From a Railway Carriage

Faster than fairies, faster than witches,
 Bridges and houses, hedges and ditches;
 And charging along like troops in a battle
 All through the meadows the horses and cattle;
 All of the sights of the hill and the plain
 Fly as thick as driving rain;
 And ever again, in the wink of an eye,
 Painted stations whistle by.

Here is a child who clammers and scrambles,
 All by himself and gathering brambles;
 Here is a tramp who stands and gazes,
 And there is the green for stringing the daisies;
 Here is a cart run away in the road
 Lumping along with man and load;
 And here is a mill, and there is a river;
 Each a glimpse and gone for ever!

Robert Louis Stevenson

1. Copy an example of 1 mark []
 - a) an alliteration _____
 - b) a simile _____
2. Mention two ways by which the poet succeeds in creating the impression of being on a train. 2 marks []
 - a) _____
 - b) _____
3. What is the rhyme scheme of the poem? 1 mark []

4. Copy 4 lines / expressions from the poem that suggest speed. 2 marks []

Do not use any of the expressions you used in question 1.

 - a) _____
 - b) _____
 - c) _____
 - d) _____



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

1. Being a teenager can be both fun and at times difficult. Discuss.
2. Write **a letter** to a friend abroad describing a school activity in which you took part.
3. Collecting things. Describe some of the things you have collected over the years.

END OF PAPER

WRITE YOUR COMPOSITION ON THE PAPER PROVIDED