

SECONDARY SCHOOL ANNUAL EXAMINATIONS 2006

Educational Assessment Unit – Education Division

FORM 5

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. I shall first read through the questions and then read the passage at normal reading speed. You may take notes on the blank sheet provided 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 answers.

- a. 3 minutes - Teacher reads out the questions
- b. 3 minutes - First reading aloud of passage while students take notes
- c. 3 minutes - Students may answer questions
- d. 3 minutes - Second reading of passage and possibility of answering questions
- e. 3 minutes - Final revision

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FORM 5**ENGLISH
LISTENING COMPREHENSION****Sunflowers- Fields of Gold**

What could be a more pleasing view than the sight of a large field filled with sunflowers in full bloom? The sunflower's bright yellow flowers seem to reflect the warmth of the sun and represent the very best of summer. These glorious, larger-than-life flowers add colour and spectacle to any garden. And a field of sunflowers stands out among all the other crops on any farm.

The sunflower's correct name *Helianthus* comes from a combination of two Greek words. Sunflowers vary in size, from the dwarf varieties that are under a metre tall to the real giants that reach up over 4 metres. The sunflower is very distinctive. It holds a very special position in the world of art – the eleven sunflower paintings by Vincent Van Gogh, for example, are some of the most famous and valuable artworks in the world today. But the sunflower is also important in nature too. Many kinds of birds find sunflower seeds a very good source of food. It is not unusual to see several birds perched together feeding hungrily on a large sunflower blossom.

Sunflowers originated in the United States of America. Evidence suggests that Native Americans grew sunflowers as a staple food over 4,000 years ago. Sunflower petals were used for face paints or cloth dyes. The pollen and oil were used in cooking or sometimes mixed to make a rich conditioner for the hair. And Native Americans also used sunflowers in their medicines and remedies, using them to treat ailments like sunstroke and even some snakebites.

So, it is clear that Native Americans valued sunflowers for more than their looks. However, the same was not true for the first explorers and colonists to the Americas. When travellers to the New World first sent sunflower seeds back to Europe in the sixteenth and seventeenth centuries, their fellow countrymen saw them simply as exotic flowers that could add a splash of colour to a garden or greenhouse. It was only much later that Europeans began to see sunflowers as a crop that could deliver high yields of very valuable foodstuffs.

The Russians were the first to cultivate sunflowers on a large scale for their oil, which was used in cooking and sometimes even as fuel for oil lamps. Nowadays big agricultural companies in many parts of the world grow sunflowers on a vast commercial scale, for their seeds, oils and foodstuffs.

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FORM 5**ENGLISH
LISTENING COMPREHENSION****TIME: 15 minutes****Name:** _____**Class:** _____**1. State whether the following statements are True (T), False(F) or No Information Given (NIG). (5marks)**

- | | |
|--|---|
| | a) Sunflowers in full bloom remind you of summer. |
| | b) Sunflowers originated in South America. |
| | c) Native Americans used sunflowers as part of their staple diet. |
| | d) Vincent Van Gogh became rich by painting sunflowers. |
| | e) Oil is produced from the sunflower. |

2. Fill in each blank by using a word you heard from the passage. (5 marks)

- a) The sunflower is bright _____ in colour.
- b) There are sunflowers which are less than one _____ tall.
- c) Vincent Van Gogh has left us eleven sunflower _____.
- d) Sunflower seeds were sent back to _____ from the New World.
- e) Sunflowers were first cultivated on a large scale by the _____.

SECONDARY SCHOOL ANNUAL EXAMINATIONS 2006

Educational Assessment Unit – Education Division

FORM 5**ENGLISH****TIME: 2 hours**

Name: _____

Class: _____

MARKS			
Listening Compr.	Oral Assessment	Written Paper	Total

Section A – Language.**A. Fill in the blanks using the following phrasal verbs in the appropriate tense. (5 marks)**

<i>pull up</i>	<i>call off</i>	<i>give up</i>	<i>give off</i>	<i>look down upon</i>
----------------	-----------------	----------------	-----------------	-----------------------

- a. I have tried to _____ smoking so many times, but I have never managed to do it for more than a couple of weeks.
- b. That new fireplace we have installed _____ tremendous heat.
- c. The car _____ outside the theatre and the star was ushered into the foyer.
- d. She is such a snob, she really _____ her neighbours, just because they don't have much money.
- e. The football match was _____ due to bad weather.

B. Use the word given in brackets to form a word that fits in the space provided (5 marks)

My next door neighbour has a very unusual (1) _____ (*appear*). He has long hair (2) _____ (*part*) in the middle, and usually wears an old pair of jeans and a (3) _____ (*stripe*) shirt. His clothes are very (4) _____ (*suit*) for working in a bank, but that is what he does! Unless he (5) _____ (*dress*) when he gets to work and changes his clothes! His clothes are usually filthy and I am sure he never washes them or takes them to be (6) _____ (*clean*). When he wears a coat it is always old and (7) _____ (*wear*), and even on very cold days it is (8) _____ (*button*) all down the front. The funny thing is that his son is very fashion conscious; he is always wearing the (9) _____ (*late*)

styles and never wears casual clothes, even on (10) _____ (formal) occasions.

C. Fill in the blanks by putting ONE suitable word.

(10 marks)

George used to live (1) _____; in fact, he spent over ten years of his life overseas – but when it was time for his children to start (2) _____ he decided to move (3) _____ to Britain. After so many years in (4) _____ countries, he had got used to driving on the right hand side of the (5) _____. When he returned to England he knew he would have to get used to keeping left (6) _____ of keeping right. George had got used to most things in his (7) _____ years in the sun, but one thing he had never managed to get used to was the (8) _____. His wife loved herbs and sauces, but George could not (9) _____ them. He missed roast beef and Yorkshire pudding and he was really looking (10) _____ to such a treat.

D. Comprehension.

(20marks)

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

Over time, experienced seamen and sailors develop a deep understanding of the sea. An instinctive knowledge of the sea's currents and tides is second nature to these veteran seafarers. However, when sailors' talk turned to tales of monstrous walls of water over 100 feet tall that could sink even the largest modern tankers and cargo ships, most people thought such descriptions to be fantasy rather than fact; a part of seafaring mythology and nothing more.

While the idea of these unexpected and unexplained "rogue waves" seemed far-fetched, scientists and meteorologists understood the concept of *tsunami* or tidal waves. Such tidal waves were based on scientific evidence: they were known to be caused by underwater earthquakes and could be predicted with a certain degree of accuracy. But scientists viewed with suspicion the stories of huge, unpredictable waves arriving out of nowhere. The sailors' tales were dismissed out of hand and carried little credibility in the scientific community.

Put simply, ordinary waves are formed by the wind blowing across the surface of the sea: the stronger the wind, and the greater the distance the wind blows, the larger the size of the wave. During hurricanes (or other especially severe weather) waves can reach up to as high as 40 or even 60 feet. Until recently, scientific wisdom suggested that waves larger than this were so rare that they occurred once in every thousand years.

However, with the help of radars and satellites, traditional sailors' tales of gigantic, unexpected and unpredictable waves are now being treated more seriously. Radars operated by the European Space Agency show strong evidence that massively tall rogue waves do in fact exist. More alarmingly, data from these radars suggest that such rogue waves occur more frequently than anyone previously imagined. During a ten-week period the Agency's radars detected no less than ten massive rogue waves rushing across the world's oceans, without any obvious cause for them being observed.

As one oceanographer commented, “Two large ships sink every week, on average. But the cause is never studied to the same detail as an air crash. It is simply put down to bad weather.” When large tankers disappear without a trace, insurers and scientists blame poor weather and stormy seas. Now, the phenomenon of rogue waves may start to be studied in more depth to understand if they cause a large number of these maritime tragedies.

One explanation put forward for rogue waves is “constructive interference”. This suggests that smaller waves occasionally join together in deeper waters to form one huge wave which picks up speed in strong ocean currents. However, this theory does not explain the presence of rogue waves in shallower seas where there are fewer currents. An alternative explanation draws on “chaos theory” to explain how rogue waves are born. The chaos theory sets out to explain the mysterious but interconnected complexity of nature and human life. For example chaos theory can explain how one small random event in one part of the world can have devastating effects thousands of miles away across the globe. Chaos theorists suggest that a non-linear pattern of small waves can suddenly come together to produce one massive wave.

While it is believed that chaos theory may explain unexpected swells in the sea, it cannot yet be used to predict or prevent rogue waves. Weather experts, oceanographers and experienced seamen are still a long way off from being able to forecast or even anticipate these overwhelming walls of water that occur with such deadly force so far out at sea. As many sailors the world over know to their cost, the high seas remain an unpredictable and hostile place where, despite all the help of modern shipping systems, people venture at their very real peril.

1. Tick (✓) the correct title.

(1mark)

- | | |
|--------------------------|-------------------|
| <input type="checkbox"/> | a. The stormy sea |
| <input type="checkbox"/> | b. Rogue Waves |
| <input type="checkbox"/> | c. Tidal Waves |
| <input type="checkbox"/> | d. Hurricanes |

2. State whether these statements are TRUE (T), FALSE (F) or NO INFORMATION GIVEN (NIG).

(4 marks)

- | | |
|--------------------------|--|
| <input type="checkbox"/> | a. Experienced seamen have great knowledge of the sea. |
| <input type="checkbox"/> | b. The cause of tidal waves is not known. |
| <input type="checkbox"/> | c. Wind plays an important part in the formation of waves. |
| <input type="checkbox"/> | d. In twenty years' time one should be able to forecast rogue waves. |

3. Which word or words in the passage do the following refer to?

(5 marks)

- a. they (line 8): _____
- b. them (line 22): _____

- c. where (line 31): _____
- d. their (line 41): _____
- e. their (line 42): _____

4. (a) What is a '*tsunami*' and (b) what causes it? (2 marks)

a) _____

b) _____

5. What has helped scientists treat more seriously, and believe in, the existence of rogue waves?

(2 marks)

6. Who, according to insurers and scientists, is to blame for the disappearance of large tankers?

(2 marks)

7. In not more than thirty of your own words, explain the two possible causes of rogue waves.

(4 marks)

E. Literature

(20 marks)

Answer every section.

Section 1 Poetry

(10 marks)

Answer EITHER question 1 OR question 2.

1. Read the poem carefully and answer the questions which follow.

Space Shot

Out of the furnace
The great fish rose
Its silver tail on fire
But with a slowness
Like something sorry
To be rid of earth.
The boiling mountains
Of snow white cloud
Searched for a space to go into
And the ground thundered
With a roar
That set teacups
Rattling in the kitchen
Twenty miles away.
Across the blue it arched
Milk bottle white
But shimmering in the haze.
And the watchers by the fence
Held tinted glass against their eyes
And wondered at what man could do
To make so large a thing
To fly so far and free.
While the unknown Universe waited;
For waiting
Was what it had always been good at.

Gareth Owen

Tick (✓) the best answer in questions 1-4.

(4 marks)

1. The poem is about:

- | | |
|--------------------------|------------------------------|
| <input type="checkbox"/> | a) a flying fish |
| <input type="checkbox"/> | b) the launching of a rocket |
| <input type="checkbox"/> | c) snow-covered mountains |
| <input type="checkbox"/> | d) an earthquake |

2. “boiling mountains” is an example of

- | | |
|--------------------------|--------------------|
| <input type="checkbox"/> | a) personification |
| <input type="checkbox"/> | b) simile |
| <input type="checkbox"/> | c) metaphor |
| <input type="checkbox"/> | d) onomatopoeia |

3. The rhyme scheme of the poem is

- | | |
|--------------------------|--------------------|
| <input type="checkbox"/> | a) a a b b |
| <input type="checkbox"/> | b) a b a b |
| <input type="checkbox"/> | c) a b c d |
| <input type="checkbox"/> | d) no rhyme scheme |

4. the watchers were wearing:

- | | |
|--------------------------|--------------------|
| <input type="checkbox"/> | a) tinted glasses |
| <input type="checkbox"/> | b) fur coats |
| <input type="checkbox"/> | c) hats |
| <input type="checkbox"/> | d) striped jackets |

5. Why does the poet compare the rocket to a flying fish? (line 2)? (2 marks)

6. Why were the spectators astonished at what they were seeing? (2 marks)

7. Why does the poet refer to the Universe as Unknown? (2 marks)

OR

2.

1. Mention the title of a poem you have done in class this year and write down the name of the poet.

Poem: _____ (½ mark)

Poet: _____ (½ mark)

2. What is the rhyme scheme of this poem? (1 mark)

3. (i) Are there any figures of speech in this poem? (1mark)

(ii) Write down a figure of speech used in this poem. (1 mark)

4. What is this poem about? (write about 40 words) (3 marks)

5. Why have you chosen this poem and not any other one which you did in class this year? (write about forty words). (3 marks)

Section 2 - Prose/Drama

(10 marks)

Answer the following questions on one of the readers you have done in class this year.

1. Title of book/play (½ mark)

2. Name of author/dramatist (½ mark)

3. Write about 60 words on one of the main characters of this book. (6 marks)

4. In about 40 words say why you liked this book more than any other book you have read in class this year. (3 marks)

F. Composition. (20 marks)

Write a composition of about 200-250 words on ONE of the following:

1. Your family is moving to a new house in which you can have a room of your own. If you could furnish it yourself, what would the room look like?
2. Neighbours.
3. It is Parents Day at school. Your Form teacher and your mother are discussing your progress and behaviour at school. Write down what is said in the form of a dialogue.
