



Anglo-Chinese School  
(Barker Road)

MID-YEAR EXAMINATION 2006

SECONDARY TWO  
EXPRESS / NORMAL (ACADEMIC)

ENGLISH LANGUAGE  
PAPER 1

TIME: 1 hour 45 minutes

**READ THESE INSTRUCTIONS FIRST**

Write in dark blue or black pen on both sides of the Answer Paper.  
Do not use staples, paper clips, highlighters, glue or correction fluid.

Write your Index Number in the spaces provided on the Answer Paper.  
Answer both Section One and Section Two.

Write your answer for each section on a fresh sheet of paper.  
At the end of the examination, fasten Section One and Section Two SEPARATELY.

*This paper consists of 2 printed pages*

## Section One [ 30 marks ]

You are advised to write between 250 and 350 words on one of the following topics.

At the head of your composition, write the number of the topic you have chosen.

1. Write about the importance of school rules and regulations.
2. Describe a joyous event or occasion.
3. Describe a place which has brought you great comfort.
4. Pride.
5. The Flag.

## Section Two [ 30 marks ]

Begin your answer on a fresh page

You are advised to write between 200 and 250 words for this section.

You should read the information carefully and plan your answer before beginning to write.

Your school, Newton Boys' School, has decided to organise an Orientation Day for Secondary One pupils on the first day of school. To familiarise them with the school, these pupils will be taken on a tour to various locations in the school. Your Principal has asked you to write an **Information Pamphlet** which will provide useful and important information about certain places in the school and the school activities and programmes which are normally carried out at these places. This pamphlet will be given to the Secondary One pupils on their first day of school as an information guide to help them start off their secondary school life.

Below are some notes you have gathered for your write up. You **MUST** include details about each of the following locations and the school activities and programmes which typically take place there. You should also include any other information which you consider useful and appropriate. You must present your Information Pamphlet in clear, accurate English and in an appropriate tone.

<b>Location</b>	<b>Activities</b>
1) Spacious classrooms	- normal lessons, group discussions, display of students' work
2) Multi-purpose school hall	- special talks, assembly area, CCA activities
3) Library	- variety of books and resources, study corner, book displays
4) Canteen	- different stalls, staggered recesses
5) School field	- track and field activities, PE lessons, recess games
6) Discipline Master's room	- disciplinary cases, detention measures
7) Counselling room	- advice for troubled students, pupil welfare matters

*End of Paper*



**Anglo-Chinese School**  
**(Barker Road)**

**MID-YEAR EXAMINATION 2006**

**SECONDARY TWO**  
**EXPRESS / NORMAL (ACADEMIC)**

**ENGLISH LANGUAGE**

**PAPER 2**

**INSERT**

**TIME: 1 hour 40 minutes**

**INSTRUCTIONS TO CANDIDATES**

Read the passages in this insert and then answer ALL questions in the question paper.

*This paper consists of 4 printed pages.*

Read Passages A and B and then answer the questions which are printed in the separate question paper. Write your answers on the writing paper provided.

**PASSAGE A**

- 1 With the remains of a spring snow-storm whitening the Montana woods – and making chipmunk an easy-to-spot entrée – a great gray<sup>♂</sup> male delivers food to the broken-off tree where his mate and chicks wait. After shredding the flesh, the female drops a morsel into an owl's gaping mouth. Great grays eat a variety of small rodents, including voles and gophers, but populations in Canada and Alaska prey almost exclusively on voles. 5
- 2 These owls do not just pounce, they plunge. With ice-pick talons tucked under their chins, great grays hurtle headfirst into deep snow to snatch voles – diving with such power that they can shatter snow crust thick enough to hold a 180-pound person. They locate hidden prey with the help of large facial disks that funnel sound to their ears. When the plunge succeeds, as it did for this Manitoba owl, the hunter wriggles out of the snow then carries the prey to a safe spot for eating. This hunting technique gives great grays an advantage over other predatory birds, many of which must migrate to areas where the lighter snows leave prey more accessible. 10
- 3 In winter adult great grays consume up to a third of their weight in rodents daily. Females in particular pack on reserves to sustain them through more competitive summer months. "It's as if there's a big winter sale on voles, and great gray owls are the only customers in the store," says Canadian conservation biologist Jim Duncan. 15
- 4 April in Montana: Snow is piling up, and the afternoon temperature will not make it above 25°F. With three owlets tucked snugly under her dense plumage – and a nearby mate that can continue to hunt by sound, however poor visibility becomes this nesting female seems calmly prepared to ride out the storm. Great grays make devoted parents. Duncan has discovered that when prey is scarce, females will starve themselves – losing nearly a third of their body weight in a single month – so the maximum possible amount of food can go to their chicks. The return on this investment? Across North America 70 to 80 percent of great gray breeding pairs successfully fledge young. 20 25
- 5 Just big enough for mother and chicks, this 5.5 metres tall Montana snag offers a commanding view of prime great gray habitat: mature forest with lots of flying room. Though adult great grays weigh only one to two kilogrammes, they have wingspans 150cm across and can be up to 83 cm high – by tape measure the tallest owls in North America. Their size makes it difficult for them to manoeuvre well in dense stands of trees. To hunt efficiently, they need meadows and other open spaces, often created by fire, wind, disease, or careful timber harvests. 30
- 6 Fluffy and feisty less than a month out of their shells, chicks don't stay nestbound long. As wastes accumulate, the area around the nest develops a smell that makes its location dangerously obvious to predators. So for safety's sake, chicks need to disperse even before they can fly; most chicks climb or tumble to the ground when they're just three to four weeks old. Parents continue to feed and defend their brood through the summer. One in three great gray chicks is killed – by ravens, great horned owls, weasels, or other predators – or starves to death when its parents can't find enough prey to keep the family alive. Two-thirds survive until they're able to fly at seven to eight weeks old. 35 40

7 "You're looking at a very aggressive bird," says Jim Duncan. When a great gray  
 flares its facial feathers to expose the full length of its dagger-sharp beak, "it's like a  
 snarling dog showing his fangs." From 30 feet away photographer Dan Cox used a  
 remotely operated camera to record this adult patrolling the Montana clearing where  
 its chicks were hiding. Parents attack anything – bear, lynx, unwary hiker – that gets  
 too close to their young. What does a wallop from a great gray feel like? "Like being  
 whacked by a wooden plank with nails sticking out of it," Duncan says.

45  
50

\* gray refers to a species of owls

Adapted from National Geographic (Feb 2005)

PASSAGE B

1 Once a year, the nomads descended from the high plains and snow into the little  
 town of Kokh Bazaar to sell and buy. It was there that Lha-mo heard about the  
 expedition that had come from Darjeeling into these mountains to search for the  
 Yeti. It was there that she saw white faces for the first time, and was told of the  
 huge rewards that were on offer for new tracks, for descriptions of the animal, bits  
 of skin, anything. Kokh Bazaar was one of the last villages for climbers on their  
 way to Everest and this new scientific expedition was making the place its  
 headquarters.

2 "These mad men!" smiled the stallholders of Kokh Bazaar. "They do not believe  
 the Yeti exists, but they have come to look for it. Imagine!" But the foreigners  
 said, "The tracks could be those of a bear or of a langur monkey. Any marks a  
 day or two old become larger as the snow melts under a strong sun. Such prints  
 may be made sometimes by one creature, sometimes another, which could  
 account for the conflicting descriptions of them. Some four-tooted animals place  
 their hind foot in the print of the first one, thus giving the impressions of a one to  
 two metres upright being."

3 Tibetan women are independent and resolute; Lha-mo was as bold as any, and  
 impulsive too. She immediately decided to rely on her lifelong knowledge of  
 tracks, and set out, leaning into the driving snow. It was automatic for her to notice  
 landmarks as she went, and thus remember the way back, so she had no fear of  
 losing herself, however far she might go. Snowflakes whirled in the darkening sky  
 but, although the tracks were disappearing, it was still possible to follow them. "It  
 is taller than I am," she thought, "and heavier."

4 After a while, Lha-mo stopped to see if the wind could tell her anything. Scent of  
 any kind means life, but up here no smells altered the thin air. Each lungful was  
 the purest above life now. But look! Here the creature had stopped by the  
 wayside. Here the snow was still melted where it had sat down. Blades of grass  
 were showing through. Lha-mo knelt and sniffed. There was no scent, nothing  
 she recognized; an unknown animal. She walked on.

5 The tracks went forward into a narrow ravine and Lha-mo halted. Ahead of her a  
 pebble rattled. It would be mad to enter such a place. Instead, she climbed swiftly  
 and silently on to the ridge alongside to look down into the depths below. For a  
 moment, there was nothing. The movement showed that something was alive  
 there. Almost directly below her, and unaware of her presence, was an animal she  
 had never seen before. Was it a bear or an ape? She had no idea. She could  
 only see that it was large and had white, shaggy fur.

1  
5  
10  
15  
20  
25  
30  
35

- 6 A weapon? Beside her lay a boulder. Lha-mo got her shoulder against it, and at the third heave, she pushed it over the edge. The boulder whistled down onto the Yeti. The animal leaped for safety, but it was too late. The rock struck it a glancing blow on the head, and rock and animal rolled together to the bottom of the ravine; the Yeti lay motionless. Echoes went ringing everywhere, setting off falls of rock and snow. Lha-mo, excited by her success, waited for the commotion to die down. Then, as the animal did not move, she drew her knife and scrambled down after it. There it lay, among snow and pebbles, a mould of heavy, silver hair. She threw one or two stones at it first, to make sure it was dead. When it did not move, she approached, but as she got nearer, she saw that it was still breathing. Stunned perhaps? She ran to finish it off before it regained consciousness. 40 45
- 7 But it was not a snowman. It was a snowwoman with a baby. The baby was unhurt. He was about the size of a human baby and, as she raced up to them, he gave a cry and buried his face against his mother, drawing her long fur over his ears. 50
- 8 Lha-mo recoiled as if shot. She gasped, horrified. Then she backed slowly out of the ravine, and turned and ran. Those mad, rich foreigners would now go home and tell the world that there was no such thing as a Yeti, and that the hill people were ignorant and superstitious; now she would never possess that lovely necklace. But she did not care. Before she was out of sight, she looked back. The Yeti was rising and shaking her head. She picked up her child and stumbled away. 55

*Adapted from a story by Norah Burke*

THE END



**Anglo-Chinese School  
(Barker Road)**

**MID-YEAR EXAMINATION 2006**

**SECONDARY TWO  
EXPRESS / NORMAL (ACADEMIC)**

**ENGLISH LANGUAGE  
PAPER 2**

**TIME: 1 hour 40 minutes**

**READ THESE INSTRUCTIONS FIRST**

Write only your Index Number in the space provided on the Answer Paper.  
Do not use staples, paper clips, highlighters, glue or correction fluid.

Write your name and index number in the spaces provided on the Answer Paper.  
Answer all questions.

Leave a space of one line between your answer to each part of a question, e.g. between 1(a) and 1(b).

Leave a space of at least three lines after your completed answer to each whole question.

Write your answers on the separate answer paper provided.

Write your answer to Question 14 on a separate sheet of paper.

If you use more than one sheet of paper, fasten the sheets together.

Answer to the summary question (Question 14) is to be handed up **SEPARATELY**.

The number of marks is given in brackets [ ] at the end of each question or part question.

The Insert contains the passages for comprehension.

Mistakes in spelling, punctuation and grammar may be penalised in any part of the paper.

*This paper consists of 3 printed pages.*

Read Passage A and Passage B in the insert and then answer all the questions which follow below.

You are recommended to answer the questions in the order set.

Mistakes in spelling, punctuation and grammar may be penalised in any part of the Paper.

**NOTE:** When a question asks you to answer in your own words, YOU MUST NOT COPY THE WORDS IN THE PASSAGE IN YOUR ANSWER.

From Passage A:

From paragraph 1:

1. Why is the chipmunk an "easy-to-spot entrée"? [2]

From paragraph 2:

2. What makes the great gray a strong predator? [2]
3. Why do other predatory birds leave Montana during the winter? [1]

From paragraph 3:

4. Explain why it is necessary for adult great grays to consume more during winter. [2]

From paragraph 4:

5. State in your own words two acts of the great grays as devoted parents [2]
6. In your own words, explain the phrase "successfully fledge young" (line 27). [1]

From paragraph 5:

7. Using your own words, explain why the grays require open spaces for hunting. [2]

From paragraph 6:

8. In your own words, explain why the chicks have to leave their nests when they are less than a month old. [2]

From Passage B

From paragraph 1:

9. State, in your own words, why the locals were interested to help with the expedition. [1]

From paragraph 2:

10. Explain why the stallholders remarked, "These mad men!" [1]



From paragraph 3:

11. In your own words, explain why you think "it was automatic for her to notice landmarks". [2]

From paragraph 8:

12. Explain fully why the foreigners would 'go home and tell the world that there was no such thing as a Yeti'. [2]

From Passages A and B:

13. For each of the following words or phrases, give **one** word or short phrase (of not more than **seven** words) which has the same meaning that the word or phrase has in the passage. [5]

From Passage A:

1. hurtle (line 8)
2. snugly (line 20)
3. snarling (line 46)

From Passage B:

4. conflicting (line 14)
5. resolute (line 17)

14. Passage B relates the adventure that happened to a woman of the Bhutia people who graze flock in the remote regions.

Imagine you are Lha-mo. Using your own words as far as possible, write a summary to relate your adventure, focusing on what you saw and did.

USE THE MATERIAL FROM PASSAGE B, LINE 24 to line 51.

Your summary, which must be in continuous writing (not note form), must not be longer than 150 words (not counting the words given to help you to begin). [15]

Begin your summary as follows:

*I had been following the trail for some time when...*

**THE END**



**Anglo-Chinese School**  
**(Barker Road)**

**MID-YEAR EXAMINATION 2006**

**SECONDARY TWO**  
**EXPRESS / NORMAL (ACADEMIC)**

**ENGLISH LANGUAGE**  
**PAPER 2**

**TIME: 1 hour 40 minutes**

**ANSWER SCHEME**

*This paper consists of 5 printed pages.*

Read Passage A and Passage B in the insert and then answer all the questions which follow below.

You are recommended to answer the questions in the order set.

Mistakes in spelling, punctuation and grammar may be penalised in any part of the Paper.

**NOTE: When a question asks you to answer in your own words, YOU MUST NOT COPY THE WORDS IN THE PASSAGE IN YOUR ANSWER.**

From Passage A:

From paragraph 1:

1. Why is the chipmunk an "easy-to-spot entrée"? [2]

Ans: The colour of its fur (1m) would stand out against the white of the woods (1m).

From paragraph 2:

2. What makes the great gray a strong predator? [2]

Ans: They do not just pounce; they plunge (1/2m) / using their ice-pick talons to catch their prey (1/2m), with the ability to slash thick snow crust (1/2m) / they are equipped with large facial disks that funnel sound to their ears (1/2m).

3. Why do other predatory birds leave Montana during the winter? [1]

Ans: They are unable to find food or prey. or  
They migrate to areas where the lighter snows leave prey more accessible. (1m)

From paragraph 3:

4. Explain why it is necessary for adult great grays to consume more during winter.

Ans: This is to sustain them through the more competitive summer months (1m) where other predatory birds may fight with them for the same food (1m).

From paragraph 4:

5. State in your own words two acts of the great grays as devoted parents.

Ans: They continue to protect and shelter their young ones despite the harsh weather conditions (1m) or  
In addition, the females, in particular, sacrifice food for themselves to give to their young / do not eat in order to give the food to their young (1m) or  
The males search for food despite the difficult conditions (1m). (Any 2 points)

*Lift: ... tucked snugly under her dense plumage*

*... nearby mate that can continue to hunt by sound, however poor visibility becomes*

*... females will starve themselves*

6. in your own words, explain the phrase "successfully fledge young" (line 35). [1]

Ans: It means to raise their babies (1/2m) to adulthood (1/2m).

From paragraph 5:

7. Using your own words, explain why the grays require open spaces for hunting. [2]

Ans: They are huge birds (1m) and hence need the open spaces to move about easily (1m).

Lift: Their size makes it difficult ..... to manoeuvre well.

From paragraph 6:

8. in your own words, explain why the chicks have to leave their nests when they are less than a month old. [2]

Ans: The odour (1/2m) of the excretion / droppings collected (1/2m) leads the predators to the nest (1m).

Lift: As wastes accumulate, the area around the nest develops a smell that makes its location dangerously obvious to predators.

From Passage B

From paragraph 1:

9. State, in your own words, why the locals were interested to help with the expedition. [1]

Ans: They were motivated by the monetary gains / large gains. (1m)

Lift: ... was told of the huge rewards that were on offer

From paragraph 2:

10. Explain why the stallholders remarked, "These mad men!" [1]

Ans: The foreigners spent time searching for the Yeti, yet they did not really believe it existed / they were doubtful about its existence. (1m)

From paragraph 3:

11. In your own words, explain why you think "it was automatic for her to notice landmarks". [2]

Ans: It was something that they had been taught to do since young (1m) and hence it had become second nature to her (1m).

Lift: ... rely on her lifelong knowledge of tracks

From paragraph 11:

12. Explain fully why the foreigners would go home and tell the world that there was no such thing as a Yeti. [2]

Ans: Lha-mo had decided to keep quiet about what she had seen (1m), thus she would not be telling them about her discovery so they would think that the Yeti did not exist. (1m)

From Passages A and B:

13. For each of the following words or phrases, give one word or short phrase (of not more than seven words) which has the same meaning that the word or phrase has in the passage. [5]

From Passage A:

1. hurtle (line 8)
2. snugly (line 20)
3. snarling (line 46)

From Passage B:

4. conflicting (line 14)
5. resolute (line 17)

Ans:

1. hurtle: to dive very quickly and violently
2. snugly: comfortably / enjoying warmth comfort
3. snarling: growling angrily, showing the teeth
4. conflicting: clashing, differing, incompatible, opposing, contrasting
5. resolute: determined, resolved, decided, firm, fixed, set, staunch

14. Passage B relates the adventure that happened to a woman of the Bhutia people who graze flock in the remote regions.

Imagine you are Lha-mo. Using your own words as far as possible, write a summary to relate your adventure, focusing on what you saw and did.

USE THE MATERIAL FROM PASSAGE B, LINE 24 to line 51.

Your summary, which must be in continuous writing (not note form), must not be longer than 150 words (not counting the words given to help you to begin). [25]

Begin your summary as follows:

*I had been following the trail for some time when.....*

No.	Lift	Own Words
1	• The creature had stopped by the wayside (line 26)	• Noticed the tracks had stopped
2	• Where it had sat down (line 27)	• Where the creature had rested
3	• Knelt and sniffed (line 28)	• Knelt to catch the scent
4	• There was no scent (line 28)	• Could not detect any smell
5	• The tracks went forward into a narrow ravine (line 30)	• Followed the track further and came to a steep valley

6	• A pebble rattled (line 31)	• Heard a noise
7	• Climbed on the ridge alongside to look down into the depths (line 32)	• Made her way up the side / edge to look down
8	• Movement showed something was alive (line 33)	• Detected something moving / a living creature
9	• Saw that it was large and had white, shaggy fur (line 36)	• Realised Yeti which was huge and white with untidy hair
10	• She pushed it over the edge (line 38)	• Moved large rock over ledge
11	• Rock struck it a glancing blow on the head (line 40)	• Hit the creature on the head but without a full impact
12	• Rock and animal rolled together to the bottom of the ravine (line 40)	• Creature tumbled to the bottom
13	• She drew her knife (line 43)	• Withdrew knife
14	• scrambled down after it (line 43/44)	• climbed down
15	• She threw one or two stones at it first (line 45)	• Tossed stones at it
16	• to make sure it was dead (line 45)	• to ensure that it was not alive
17	• It did not move (line 45)	• Did not budge
18	• She approached, got nearer (line 46)	• Moved closer
19	• saw it was still breathing (line 46)	• found it to be alive
20	• It was a snow woman with a baby (line 48)	• Discovered it was a snow woman with her infant / young

CONTENT: 15 MARKS (ANY 15 POINTS)  
LANGUAGE: 10 MARKS

END OF PAPER