



Annual Examinations for Secondary Schools 2015

FORM 4

**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. The passage will be read 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. I shall read the passage 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 – Students read questions.
- b. 3 minutes – Teacher reads passage aloud for the first time while students take notes.
- c. 3 minutes – Students answer questions.
- d. 3 minutes – Teacher reads passage for the second time. Students may answer more questions.
- e. 3 minutes – Students revise final answers.



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FORM 4

**ENGLISH
LISTENING COMPREHENSION**

TIME: 15 minutes

TEACHER'S PAPER

You are going to hear a tour guide talking about “The Great Plague”.

The plague had been around in England for centuries but in 1665 the so-called **Great Plague** hit the country. The plague was brought under control in 1666 when the Great Fire of London burned down the areas most affected by plague – the city slums inhabited by the poor.

1665 had experienced a very hot summer. London's population had continued to grow and many lived in extreme poverty. The only way people could get rid of rubbish was to throw it out into the streets. This would include normal household waste as well as human waste. As a result, London was filthy. It was a perfect breeding place for rats. A popular belief during the plague was that the disease was caused by dogs and cats. This was not so. The plague was caused by disease-carrying fleas carried on the bodies of rats. The filth found in the streets of London provided the right environment for rats.

Not surprisingly, the first victims of the plague were found in the poorer districts of the city. The cramped living conditions these people lived in and the fact that so many actually lived in the slum areas of London, meant that many people could not avoid contact with either the rats or someone who had the disease.

Any family that had one member infected by the plague was locked in their home for forty days and nights. A red cross was painted on the door to warn others of the condition of those in the house. No one was allowed in except ‘nurses’.

The ‘nurses’ were local women with no training whatsoever but they were paid to visit the homes of plague victims to see how they were doing and to take food to them if the victims could afford to pay for it. Samuel Pepys*, a diarist who lived in London at this time, condemned the work done by these ‘nurses’. He claimed that they used the opportunities presented to them to steal from the homes they visited. One of his close friends at this time was Nathaniel Hodges – a qualified doctor who helped plague victims. It is possible that Pepys got such information from him.

People who were called searchers were paid to hunt out dead bodies or possible plague victims who had yet to be found by the authorities. The shouted phrase "bring out your dead" was heard with great frequency in September 1665. The collected bodies were then put on a cart and taken to a mass burial pit.

Londoners were also paid to kill dogs and cats as it was assumed that these spread the disease.

The approaching winter halted the spread of the disease as the weather took its toll on the rats and fleas. However, though the worst was over by the end of 1665, the end of the plague as a major killer only occurred with the Great Fire of London – the city's second tragedy in two years. The fire devastated the filthy city areas where rats had prospered. The rebuilt London was more spacious and open. Never again was the city going to be affected so badly by this disease.

* pronounced: /pi:ps/



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FORM 4

**ENGLISH
LISTENING COMPREHENSION**

TIME: 15 minutes

Name: _____

Class: _____

1. State whether the following statements are True (T) or False (F). (2 marks)

- a) The first signs of plague in England were seen in 1665. _____
- b) There were good sanitary conditions in London at the time of the plague. _____
- c) The plague was caused by cats and dogs. _____
- d) At the time of the Great Plague, London was over-populated. _____

2. Match column A to column B, by writing the correct letter in the empty column. (2 marks)

	Column A		Column B
a	Samuel Pepys		visited plague victims
b	Searchers		helped plague victims
c	Nurses		hunted out plague victims
d	Nathaniel Hodges		wrote about the plague

3. Fill in with information from the passage. (4 marks)

- a) Number of days families were locked in their houses - _____
- b) Was painted on doors as a sign of warning - _____
- c) The city's second tragedy in two years - _____
- d) This was more spacious and open when rebuilt - _____

(Please turn over for questions 4 and 5)

In questions 4 and 5, underline the correct statement.

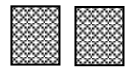
(2 marks)

4. In reality, the ‘nurses’

- a) cured the victims of the plague.
- b) took food to all the victims of the plague.
- c) stole goods from the homes of the victims of the plague.
- d) were trained to help the victims of the plague.

5. The dead bodies of the victims of the plague

- a) were collected by volunteers called ‘searchers’.
- b) were brought out and left in the streets.
- c) were individually buried in a cemetery.
- d) were buried together in a large hole in the ground.



FORM 4

ENGLISH
COMPREHENSION TEXT

20 Marks

5



Mandy and Jake have always enjoyed hanging out at the shopping centre. But one Saturday, after shopping for jeans, Mandy pulled a new shirt out of the bag. Jake did not remember seeing her buy it. “I didn’t,” Mandy told him smiling. “I lifted it.” Jake was upset and puzzled. Stealing did not seem like something Mandy would do.

10

About 24 percent of shoplifters are people between 13 and 17 years old. **They** may shoplift for many reasons, but there is no way around the fact that shoplifting is stealing — and in most places there are heavy penalties for it, including being arrested and possibly charged with a crime. What might seem like an innocent prank can actually affect a person’s future, including the chances of getting a job.

15

If you were to ask teenagers caught shoplifting “Why did you do it?” the most frequent reply would be “I don’t know”. The reasons teens shoplift vary, but most commonly it is because their friends shoplift and they want to look cool and daring to be part of the group. Some do it because they just want things their classmates have but cannot afford **them** or they just want to see if they can get away with it. They may also do it as a way to challenge authority or be a nonconformist. They might even get a rush out of doing something risky that has the potential to get **them** in serious trouble. Others do it as a way to get attention from parents or friends – they feel unworthy, angry or not accepted.

20

Getting caught shoplifting can be a lot more serious than people may think. Some of the things that can happen to shoplifters are: being arrested and paraded through a store in handcuffs; facing charges for theft; being banned from stores; getting a criminal record which can make it harder to get a job or get into college. However, people do not have to get caught for shoplifting to affect their lives. Some people may feel guilty or ashamed of what they have done. It can cost the person self-respect or the respect of others. Sometimes people lose friends who decide not to be close to someone who does not have the same values.

25

It can be hard to raise tough topics like shoplifting with a friend, but you must speak up. Don’t give your friend a lecture, put **him** or her down, or be too judgmental. Just say something like “I don’t think it is right to take things without paying.” Show that you are concerned and that you do not want your friend to get hurt in the long run. Many teens simply do not realise how serious the penalties for shoplifting can be. Besides, saying nothing can send a friend the message that you have accepted the behaviour. If a friend tries to get you to shoplift — or to distract someone so he or she can shoplift — you can say no. It takes courage but sometimes we have to be our own best friends and put our needs first. If your friend won’t stop shoplifting, avoid shopping together. If your friend is caught, you may be under suspicion, too. You could even suffer some of the same consequences like being banned from your favourite shop.

30

35

Sources: http://kidshealth.org/teen/school_jobs/good_friends/shoplifting.html
(abridged and adapted)



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FORM 4 **ENGLISH LANGUAGE** **TIME: 2 hours**

Name: _____ **Class:** _____

Oral Assessment	Listening Comprehension	Written Paper	TOTAL

A. Fill in the blanks with a preposition from the box below. You can use each preposition only once. 5 marks

for	under	over	with	up	to	through	from	on	of
-----	-------	------	------	----	----	---------	------	----	----

Last year, together (1) _____ my friend Paul, I embarked (2) _____ an adventurous trip. We first climbed (3) _____ the lowest part (4) _____ Mount Brandon and then took a helicopter ride which flew (5) _____ the tip of this same mountain and landed on a beach close (6) _____ a forest. We walked (7) _____ the forest and took shelter (8) _____ the trees (9) _____ the rain. I will remember this adventure (10) _____ the rest of my life.

B. Fill in each blank space with a suitable word. 5 marks

Fossils show us what sort of (1) _____ lived on the Earth millions of years ago. They are the remains (2) _____ by plants or animals. Some of them are not very (3) _____ from those alive today, but others are unlike anything that you have ever seen. The fossilized (4) _____ of land animals are rare and are found in rocks that were once marshes or river beds. Some bones that have been found must have (5) _____ to creatures standing as high as a house, and others to creatures which were (6) _____ with a thick armour-plate to protect them from their enemies. Many of them were like huge crocodiles that would (7) _____ you of the dragons in fairytales. Today they have all died out or become (8) _____. Fossils can be (9) _____ practically anywhere and usually become (10) _____ during mining or road construction.

C. Fill in the blank spaces with the correct form of the verb within brackets. The first one (0) has been done for you. 5 marks

Even though it (0) isn't found (not / found) on a map, the Bermuda Triangle (1) _____ (be) a very real place. There (2) _____ (be) many stories of disappearing ships and planes and some of these disappearances (3) _____ (not / explain) up to this day. The area (4) _____ (cover) about 500,000 square miles of the Atlantic Ocean and the unusual events go back to Christopher Columbus who (5) _____ (report) that compass readings (6) _____ (go) wrong at the time. The ship Mary Celeste (7) _____ (disappear) all of a sudden while it (8) _____ (sail) in the Bermuda Triangle in 1872. Over 1,000 people (9) _____ (kill) during the 20th century and the myth of the Bermuda Triangle (10) _____ (remain) for a long time to come.

D. READING COMPREHENSION

20 marks

Read the passage, which is on a separate sheet, and then answer the questions below.

1. Tick (✓) the best title for the passage. (½ mark)

<input type="checkbox"/>	Shoplifting from Shopping Centres
<input type="checkbox"/>	Shoplifting - When the fun is over!
<input type="checkbox"/>	Different Types of Crime
<input type="checkbox"/>	Reasons for Shoplifting

2. What do these words refer to in the passage? (3 marks)

- a) it (line 3) - _____
- b) They (line 7) - _____
- c) it (line 8) - _____
- d) them (line 16) - _____
- e) them (line 18) - _____
- f) him (line 28) - _____

3. Match the words on the left with their meanings on the right, by writing the correct letters in the empty boxes. The first one has been done for you. (3 marks)

a) puzzled (line 4)	f	difficult
b) penalties (line 8)		willing to take risks
c) prank (line 10)		not good enough
d) daring (line 15)		legal punishment
e) unworthy (line 19)		confused
f) tough (line 27)		joke
g) banned (line 35)		not allowed

4. State whether the following statements are **TRUE (T)** or **FALSE (F)** and give a reason from the passage. (6 marks)

- a) Mandy felt embarrassed when Jake caught her shoplifting. _____
Reason: _____
- b) About 24% of shoplifters are teenagers. _____
Reason: _____
- c) Shoplifting is a crime, no matter what may lead teenagers to do it. _____
Reason: _____
- d) In most places, shoplifting is not considered as being a criminal offence. _____
Reason: _____
- e) Peer pressure is not a cause of teen shoplifting. _____
Reason: _____
- f) Getting caught shoplifting is not as serious as some people think. _____
Reason: _____

5. Find a **phrasal verb** in **paragraph 1** which means *spending time together*. (½ mark)

6. From the passage, find 6 reasons why teenagers shoplift. (3 marks)

- _____
- _____
- _____
- _____
- _____
- _____

7. In your own words, explain why “people do not have to get caught for shoplifting to affect their lives”. (line 23) (1 mark)

8. According to the passage, what might your friend think if you decide not to talk about the fact that he/she is shoplifting? (1 mark)

9a. From the passage, what should you do if your friend won't stop shoplifting? (1 mark)

9b. Why? (1 mark)

Section E – LITERATURE - Answer all the sections

20 marks

Part 1: Poetry – Unprepared Text

(10 marks)

Stopping by Woods on a Snowy Evening

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer*
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

**queer - strange*

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

by Robert Frost

1. Fill in the blanks using the words in the box. (2 marks)

quatrains	lines	rhyme scheme	stanzas
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The above poem is made up of four _____ each consisting of four _____. Such stanzas are called _____. The _____ of the first stanza is aaba.

2. Why does the horse think that stopping in this place is strange? (1 mark)

3. Mention **TWO** sounds that can be heard. (1 mark)

4. Find **ONE** example of contrast in the poem. (2 marks)

5. What is the effect of the run-on lines in this poem? (1 mark)

6. What figure of speech is “dark and deep” in the fourth stanza? (1 mark)

7. In the last two lines, the poet repeats “And miles to go before I sleep”. In your own words, explain what the poet means. (2 marks)

Part 2: Prose – Unprepared Text

(10 marks)

Read this extract taken from *Danny, The Champion of The World* by Roald Dahl and answer all the questions.

Inside the caravan, I stood on a chair and lit the oil-lamp in the ceiling. I had some weekend homework to do and this was as good a time as any to do it. I laid my books on the table and sat down. But I found it impossible to keep my mind on my work. (*para. 1*)

The clock showed half past seven. This was the twilight time. He would be there now. I pictured him in his old navy blue sweater and peaked cap, walking soft-footed up the track towards the wood. He told me he wore the sweater because navy-blue hardly showed up in the dark, black was even better, he said. The peaked cap was important too, he explained, because the peak casts a shadow over one’s face. Just about now he would be wriggling through the hedge and entering the wood. Inside the wood, I could see him treading carefully over the leafy ground, stopping, listening, going on again and again and all the time searching and searching for the keeper who would be standing somewhere, as still as a post, behind a big tree with a gun under his arm. Keepers hardly move at all when they are in a wood watching for poachers*, he had told me. They stand dead still right up against the trunk of a tree and it’s not easy to spot a motionless man in that position at twilight. (*para. 2*)

I closed my books. It was no good trying to work. I decided to go to bed instead. I left the lamp burning. Soon I fell asleep. (*para. 3*)

When I opened my eyes again, the oil-lamp was still glowing and the clock on the wall showed ten minutes past two. (*para. 4*)

I was out of my bunk and looked into the bunk above mine. It was empty. He promised he would be home by ten thirty at the latest and he never broke promises. (*para. 5*)

At that moment, a frightful sense of doom came over me. Something really had happened to him this time. I felt quite certain of it. (*para. 6*)

(from Danny, The Champion of the World by Roald Dahl)

****poacher - someone who hunts or steals
wild animals from private land***

Questions:

1. Underline the correct statement. (½ mark)

The narrator is

- a) a young boy
- b) an old man

2. Quote **ONE** phrase from paragraph 1 that indicates the smallness of the narrator. (½ mark)

3. Who do you think the “he” in paragraph 2 is? (1 mark)

4. The narrator seems to be fond of “he”. How can the reader tell? (1 mark)

5. What do you think “he” was doing in the woods? (1 mark)

6. “He” was trying to keep away from the keepers. List **TWO** ways in which “he” was trying to do this. (2 marks)

- a) _____
- b) _____

7. From paragraph 2, find **FOUR** words or phrases that show movement. (2 marks)

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

8. Find a simile in paragraph 2 and explain it. (1 mark)

9. Why did the writer have a “sense of doom” towards the end of the passage? (1 mark)
