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SECTION	MARKS
FORMAL LETTER	
ESSAY	
TOTAL	

SCHOOL No.	CANDIDATE No.
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MINISTRY OF EDUCATION BAHAMAS JUNIOR CERTIFICATE EXAMINATION 2011

0042 LANGUAGE ARTS PAPER I (WRITING SKILLS) (40 Marks)

Tuesday **31 May 2011** 9:00–10:30 A.M.

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your school number, candidate number, surname and initials in the spaces provided at the top of this booklet.

You must answer both questions – Question 1 and Question 2. For Question 1, write a composition based on one of the topics overleaf.

You should write approximately 300 words.

For Question 2, write **ONE** of the letters listed in that section. The body of the letter should contain approximately 100 words.

You should pay attention to punctuation, spelling and handwriting.

At the beginning of your composition and letter, write the number of the topic you have chosen.

Your answers must be written in the spaces provided in this booklet.

Candidates are advised to read very carefully the instructions given. Marks will be awarded for the orderly presentation of material. Candidates who neglect this essential will be penalized.

QUESTION 1 – COMPOSITION (30 MARKS)

INSTRUCTIONS:

Answer this question on the lined paper included in this booklet. An outline or plan must be written *before* you begin your composition.

1. Your composition should contain approximately 300 words. Write at least three well developed paragraphs on **ONE** of the following topics. The letter topic (indicated by an asterisk*) will require a heading, salutation and appropriate closing.

- (a) Describe a sporting competition that you watched. Be sure to include the following:

- the type of sporting activity involved
- teams/players involved
- the activities that took place
- sensory details about the competition
- the outcome of the competition

- * (b) Your friend has recently moved to another island. Write a letter explaining the importance of being a good neighbour, and how to go about doing so.

- (c) Write a story ending with the idea(s) expressed in these words:
“When I looked at the clock, I saw it was 9:00 P.M. I shouted at the top of my lungs, “Thank God I’m finally free!”

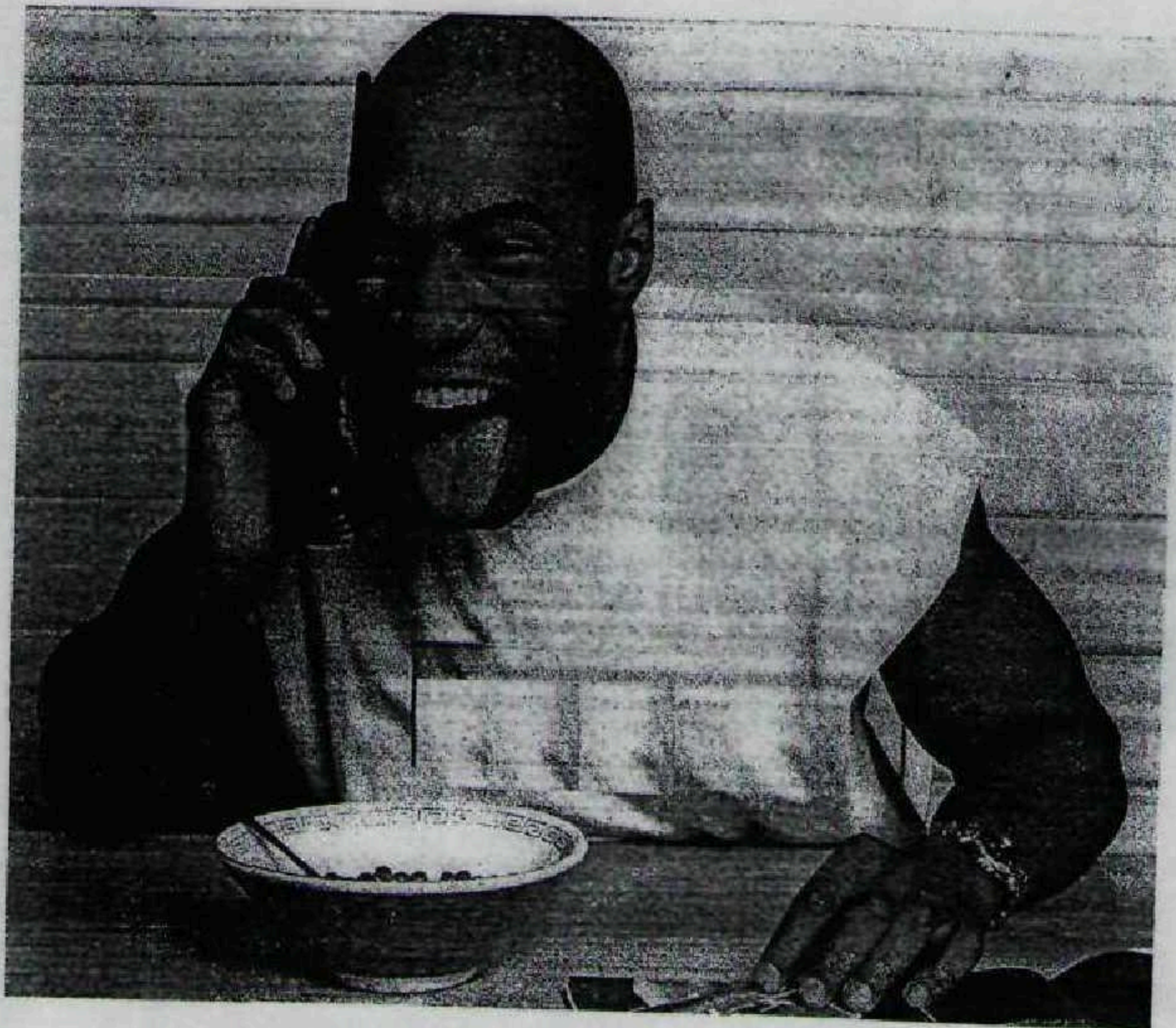
- (d) Write a story which includes the following:

- a flight attendant
- a frightened passenger
- a hijacker
- cloudy skies

- (e) Schools should continue to hold Fun-Days. Do you agree or disagree with this statement? Support your answer with at least **THREE** well-developed reasons.

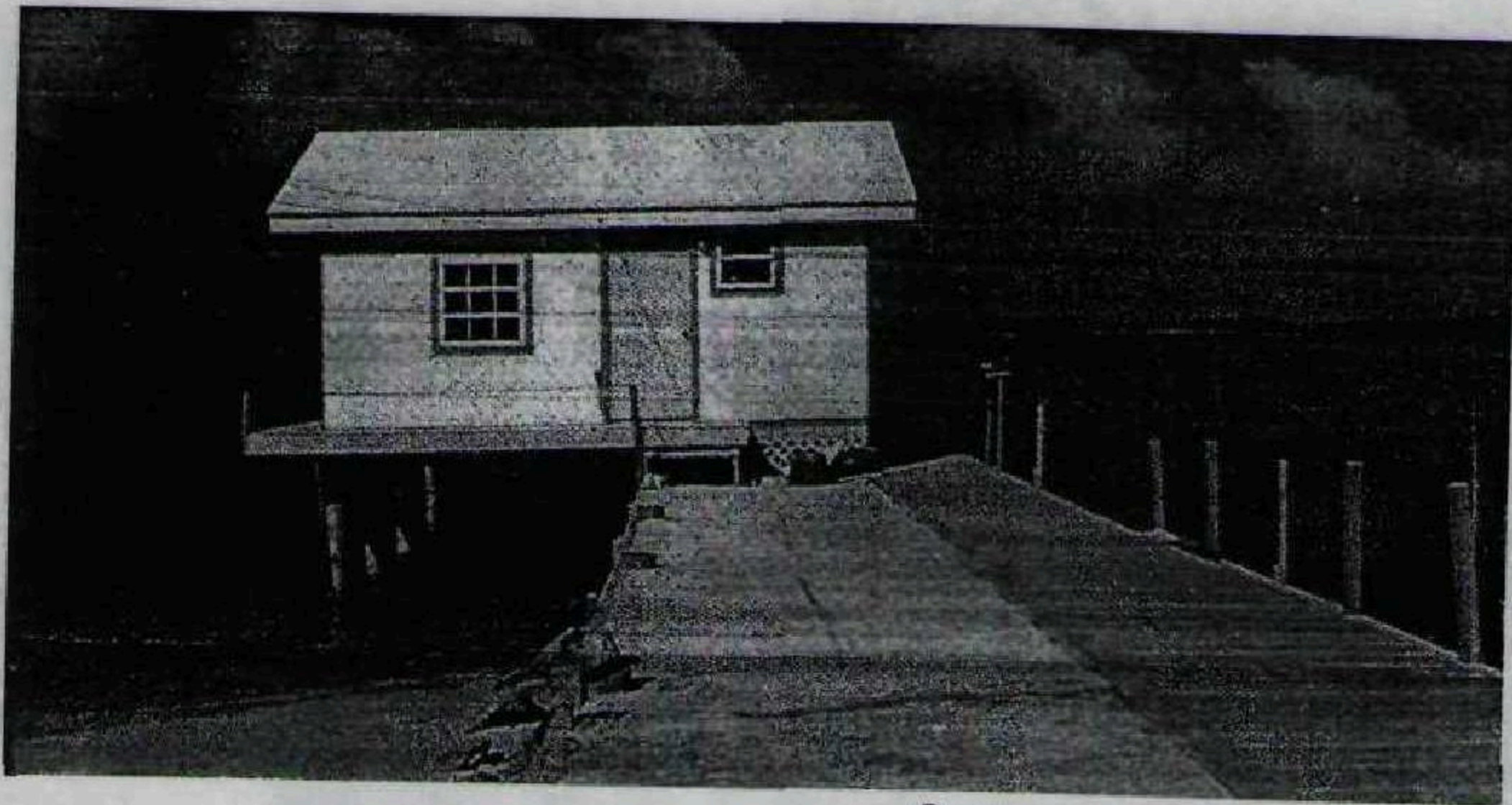
- (f) Study the photographs on pages 3 and 4 carefully and use **ONE** of them to write a composition of your own.

(i)

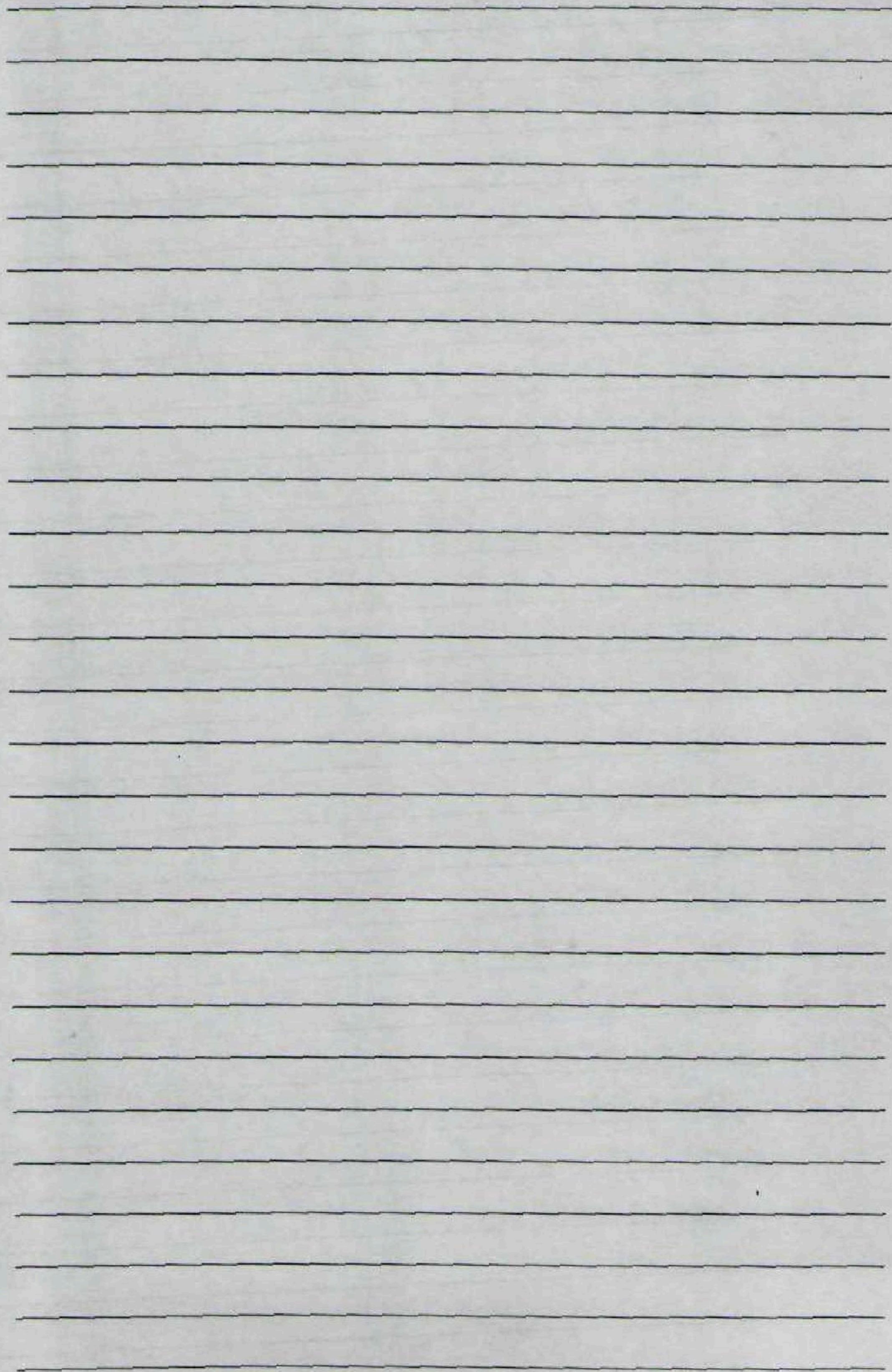


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(ii)



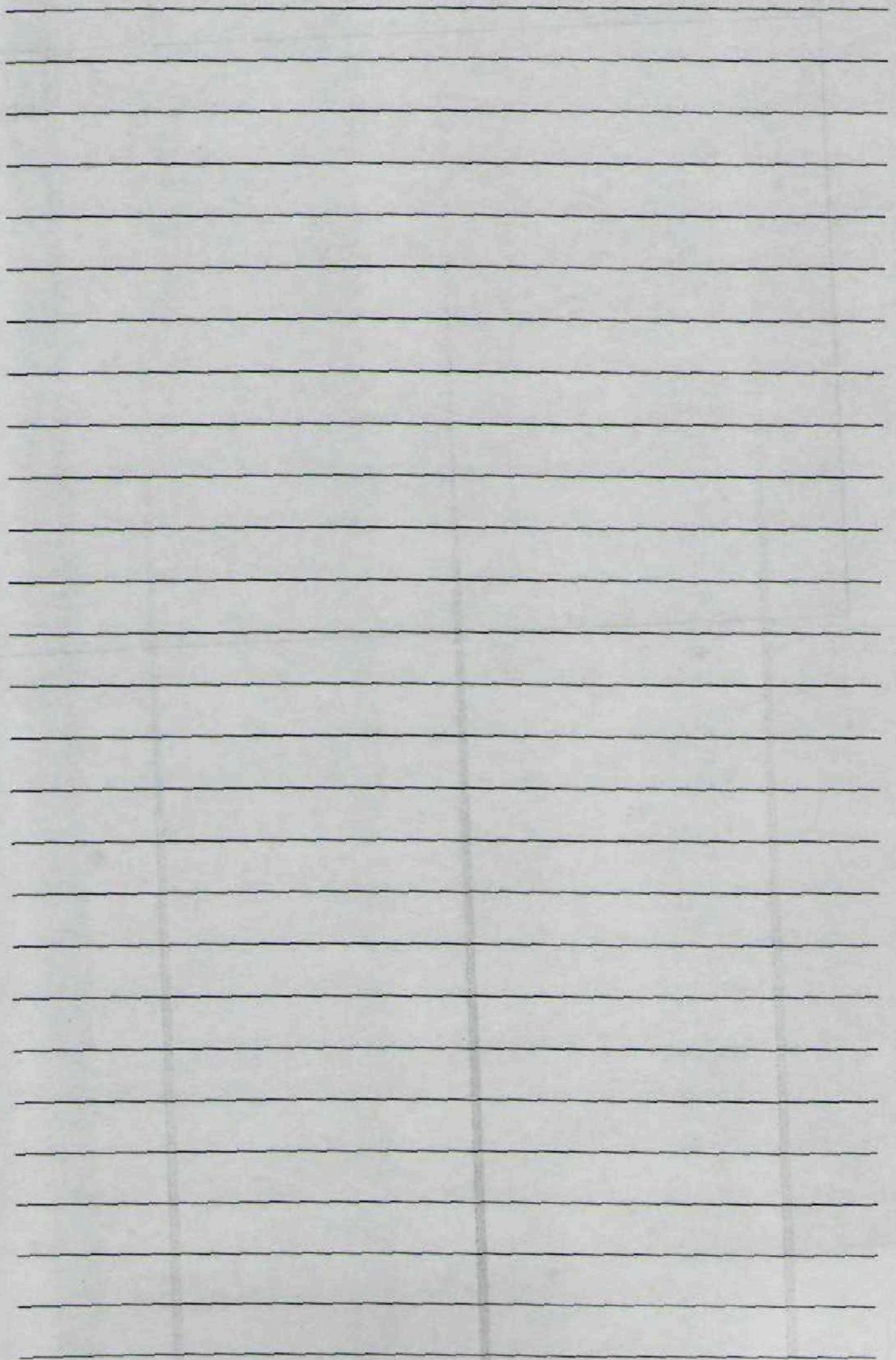
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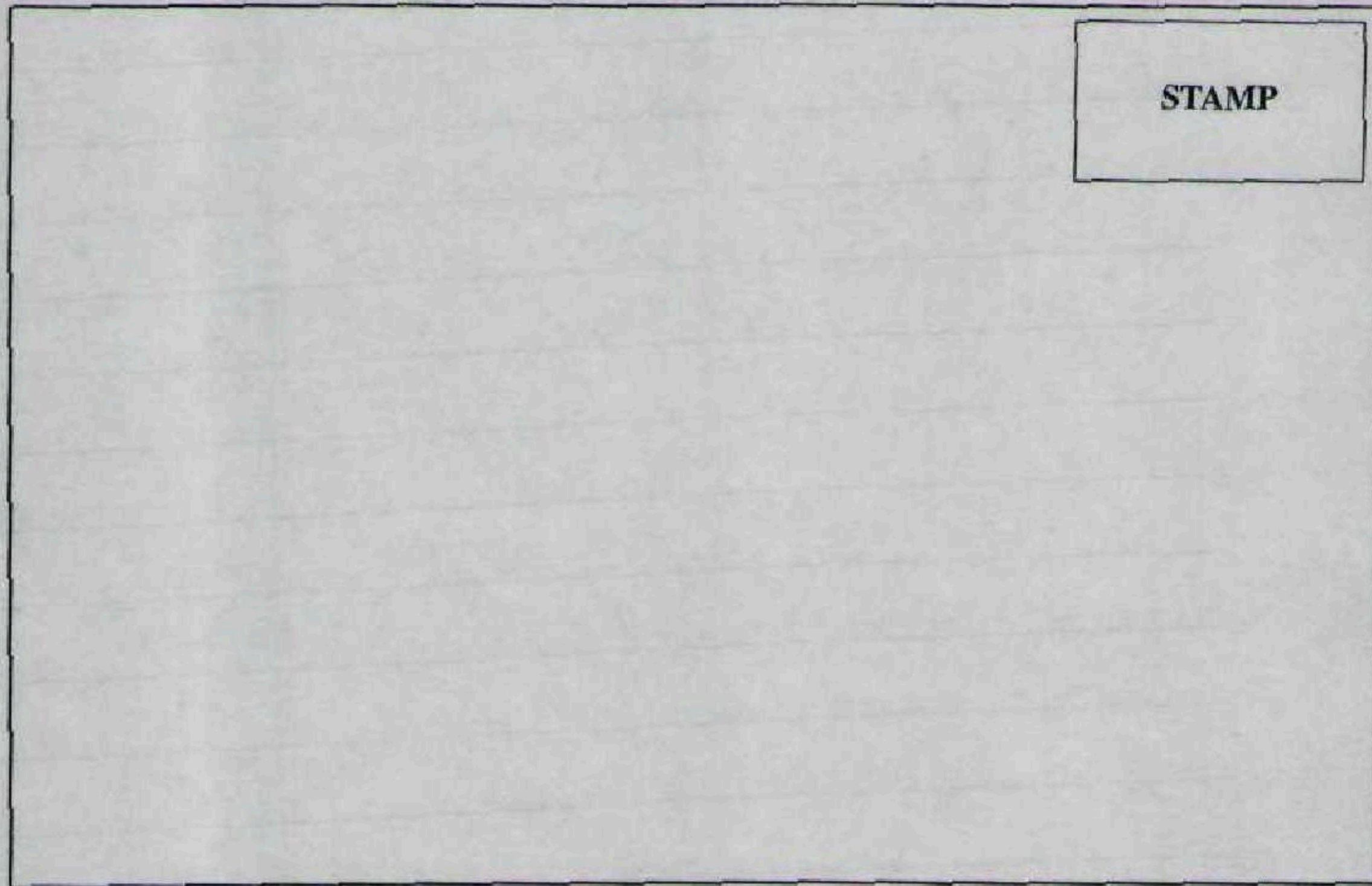
QUESTION 2 – FORMAL LETTER-WRITING (10 MARKS)**INSTRUCTIONS:**

Write **ONE** of the following letters. The body of the letter should contain approximately 100 words. Please begin your letter on a new page. Write **only** on the topics below.

- 2A
- (a) There have been lots of violent activities happening on your school campus lately. Write a letter to the Superintendent of Police, inviting him to speak about conflict resolution and anger management at your school's "Teens against Violence" special assembly.
 - (b) Your school has had a shortage of Language Arts teachers since the beginning of the term. Write a letter of complaint to the Director of Education expressing your concern. Request that this problem be fixed in a specific time frame.
 - (c) The Guidance Counsellor at your school has helped you through a very difficult situation. Write a letter of thanks to him/her expressing your appreciation. Be sure to briefly mention what the difficulty was and how he/she helped you.
 - (d) The Ministry of Youth, Sports and Culture is recognising outstanding young people who are positive role models in their school and community. Write a letter to the Positive Youth Committee nominating an outstanding student at your school. You should mention at least **THREE** reasons why this student should be chosen to receive the award.



- 2B Address this envelope correctly to correspond with the letter you have written. If you make a mistake addressing the envelope, draw a line through it and draw another envelope in any remaining space in this booklet.



STAMP

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SECTION	MARKS
SECTION 1	
SECTION 2	
TOTAL	

SCHOOL No.	CANDIDATE No.
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MINISTRY OF EDUCATION BAHAMAS JUNIOR CERTIFICATE EXAMINATION 2011

0042 LANGUAGE ARTS PAPER II USAGE AND APPRECIATION (25 Marks)

Tuesday **31 May 2011** 10:40 – 11:50 A.M.

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your school number, candidate number, surname and initials in the spaces provided on the question booklet.

This paper consists of **TWO** sections: Section **ONE** examines skills in **GRAMMAR and USAGE** while **LITERARY APPRECIATION** skills are tested in Section **TWO**.

Candidates are required to answer **ALL** questions in **EACH** section.

All answers must be written in the spaces provided in the booklet.

Number your answers clearly.

Special attention should be given to the directions for each question.

Work should be neat and well organised.

This question paper consists of 7 printed pages.

SECTION 1 – GRAMMAR AND USAGE

INSTRUCTIONS:

Read the following passage carefully, then answer the questions that follow.

WHO PUT THE ICE CREAM INTO THE CONE?

- 1 Everyone enjoys tasting cool, velvety ice cream and munching the sweet cone. Whoever invented the ice cream cone is surely deserving of an award. As you may guess, there is more than one story about who first put ice cream into a cone.

- 5 The best-known legend gives the credit to Ernest Hamwi, an immigrant to the United States. Hamwi, a baker from Syria, was one of the many food vendors at the St. Louis World's Fair in 1904. It was a major international fair that ran for seven months.

There were millions of fairgoers who got quite hungry after walking around. They stopped at the numerous food stands. Hamwi was selling a pastry similar to a thin, crisp waffle. Nearby was an ice cream vendor named Arnold Fornachou. Back then, ice cream was sold in small, inexpensive dishes.

- 10 One day, the ice cream vendor ran out of dishes. Hamwi helpfully rolled his pastry into a cone shape and plopped a scoop of ice cream from Fornachou's stall into it. This was said to have been the first waffle cone. The combination of ice cream and pastry was the perfect match. Soon ice cream eaters were strolling around the fairgrounds, nibbling the crunchy treat.

- 15 A second version of the legend says that Arnold Fornachou came up with the invention of the ice cream cone. Another version says it was Italo Marchiony.

Before the St. Louis World's Fair even opened, Italo Marchiony, an ice cream salesman, had applied for and received a patent, which is the sole right, to sell ice cream cones. Mr. Marchiony sold ice cream in New York City in the late 1800s. He did not sell ice cream in the usual glass dishes, but instead placed the ice cream in an edible, cup-shaped container with a flat bottom and tapered sides.

- 20 More than a century later, have people come to an agreement about the one true inventor of the cone? No, they have not, despite all the discussion! In general, however, it is accepted that ice cream cones became a big hit only *after* the St. Louis World's Fair.

Adapted from www.zingersicecream.com/history.htm

Fill in the blanks in each of the following sentences with a single word so as to complete the sense. The word you use should be made out of a word **already used** in the passage.

There's nothing as delicious as an ice cream cone on a hot summer day. Tasting the cool, velvety ice cream and munching the sweet cone is (1) _____ (line 1) for everyone. Whoever invented the ice cream cone surely (2) _____ (line 2) an award!

The prize could go to Ernest Hamwi, or to Arnold Fornachou, or maybe to Italo Marchiony, or to . . . As you may have guessed, there is more than one story about who first put ice cream into a cone.

The best-known legend credits Ernest Hamwi, who (3) _____ (line 4) to the United States from Syria. At the St. Louis World's Fair in 1904, there were millions of fairgoers stopping at the food stands who were (4) _____ (line 7) than when they first arrived.

That day, an ice cream vendor called Arnold Fornachou had (5) _____ (line 10) out of the small, inexpensive dishes in which the ice cream was sold. The legend says Hamwi rolled one of his pastries into a cone shape and plopped a scoop of ice cream into it.

Another version suggests that Arnold Fornachou had (6) _____ (line 14) the inventor of the ice cream cone.

Italo Marchiony is also thought to have invented the cone because, instead of selling ice cream in the glass dishes in which it was (7) _____ (line 18) sold, he placed it in a cup-shaped container that could be (8) _____ (line 19). More than a century later, many still (9) _____ (line 20) about who the true inventor of the cone was. However, it is (10) _____ (line 21) accepted that the ice cream cones became a big hit only after the St. Louis World's Fair.

Section 1 – Total Marks [10]

SECTION 2 – LITERARY APPRECIATION

INSTRUCTIONS:

Read the following poem at least twice, then answer questions 11–21. Your answers should be based on the poem, and unless otherwise indicated, expressed in your own words.

The Buzzard

By Susan Wallace (*Island Echoes*)

1 I've got a sneaking feeling
That the devil must have been
The maker of the buzzard,
For he's uglier than sin.

5 His black and clumsy body
Has a cherry for a head,
And two dingy yellow talons
That go hunting for the dead.

10 This ugly, cawing creature
Has two eyes, a nose and beak
That so clutter up his mini head,
It makes the bird a freak.

15 When he soars above the tree tops
And keeps hovering in one place,
You can bet your bottom dollar
That below's a hopeless case.

20 For this vulture though he's soaring,
Has such keen and piercing eyes
That he'll never miss that second
When his victim falls and dies.

Then he swoops him down so gracious,
For these vultures have the knack
You'll mistake him for an angel,
For some angels must be black!

25 As the buzzard lands in splendor
Within inches of his prey,
He attacks the lifeless eyelids,
Making sure death had its way.

30 When he's sure the proof is given,
Then that vulture falls him to,
Tearing flesh from bony framework,
For it's all he has to do.

35 But although the buzzard's habit
Is repulsive, it's true,
When he cleans the beach and bushes,
We must give the devil his due.



11. Besides "buzzard", state **TWO** (2) other names in the poem by which this animal is called.
- _____
- _____ [2]
12. What is the rhyme scheme of stanza five?
- _____ [1]
13. From the poem, quote **TWO** (2) words or phrases which indicate where the buzzard can be found.
- _____ [2]
14. Which two words vividly express the buzzard's ability to spot his victim from a distance?
- _____
- _____ [2]
15. The author uses two metaphors in stanza 4. Explain what she means when she says:
- (a) You can bet your bottom dollar
- _____
- _____ [2]
- (b) A hopeless case
- _____
- _____ [2]

16. (a) Quote and identify the first figure of speech used in stanza two.

_____ [2]

- (b) Explain what this quoted figure of speech means.

_____ [1]

17. (a) Quote and identify the figure of speech used in stanza seven.

_____ [2]

- (b) Explain what this quotation means.

_____ [2]

18. "cawing creature"

What **TWO** figures of speech are used in this phrase from line 9 of the poem?

_____ [2]

19. (a) Quote **TWO** negative words from stanza two which describe how the buzzard looks.

_____ [2]

- (b) Quote **TWO** lines from the poem which indicate how the buzzard moves.

_____ [2]

20. Using your own words, contrast the movement of the buzzard with how it looks.

[2]

21. Read the last stanza of the poem. What is the speaker's attitude towards the buzzard in this stanza? Why does he/she feel this way?

[4]

Section 2 – Total Marks [30]

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SECTION A	
SECTION B – PART I	
– PART II	
TOTAL	

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MINISTRY OF EDUCATION BAHAMAS JUNIOR CERTIFICATE EXAMINATION 2011

0042 LANGUAGE ARTS

PAPER III LISTENING AND READING COMPREHENSION (35 Marks)

Wednesday **1 June 2011** 9:00 – 11:10 A.M.

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your school number, candidate number, surname and initials in the spaces at the top of this page.

This paper consists of **TWO** sections:

SECTION A – Listening Comprehension

SECTION B – Reading Comprehension

For Section A, you will be required to listen to a passage, which will be read twice, then answer the questions found on pages 6, 7 and 8 of the booklet.

For Section B, there are two passages. Read each passage carefully, then answer the questions which follow.

Answer all questions in the spaces provided in the question booklet.

Number your answers clearly.

Special attention should be given to the directions for each question.

Work should be neat and well organised.

This question paper consists of **16** printed pages.

SECTION A**LISTENING COMPREHENSION*****INSTRUCTIONS TO CANDIDATES***

The recording will be played twice.

FIRST PLAYING

Listen carefully to the **FIRST PLAYING** to gain a general impression of what is being said.

AFTER THE FIRST PLAYING, turn to the **NOTES SECTION** of the paper. Read through the suggested points then make notes on the points listed. You will have two (2) minutes. Your notes will not be marked.

SECOND PLAYING

Listen again as the recording is played a second time. You may make additional notes as you listen. **AFTER THE SECOND PLAYING** you will have two (2) minutes to complete your note making.

You should spend at least thirty (30) minutes answering the questions in **SECTION A, PART II**.

After completing **SECTION A**, you should go straight on to **SECTION B**.

[DO NOT TURN OVER UNTIL YOU ARE TOLD TO DO SO]

SECTION A – PART I

KEYS TO GOOD CONVERSATION

INSTRUCTIONS:

Make notes on the following points. Remember that you will need these notes in another part of the test; therefore, make them as full and accurate as you can.

Listen carefully

YOUR NOTES ON THE PRESENTATION

- Definition of “conversation”

- Ways to show interest in a speaker

- (a) Subjects/Specific questions to **include** in a conversation

- (b) Subjects/Specific questions to **avoid** during a conversation

- The role of compliments in a conversation

- Details about conversing with relatives

[DO NOT TURN OVER UNTIL YOU ARE TOLD TO DO SO]

SECTION A – PART II

INSTRUCTIONS:

All answers in this section must be based on information in the recording.

For questions 1–3, shade the box next to the letter that indicates the best answer.

1. According to the recording, one of the keys to being a good conversationalist is to:

- A ☐ listen
- B ☐ talk a lot
- C ☐ daydream
- D ☐ fidget

[1]

2. Based on information in the recording, our conversation **SHOULD** be centered around:

- A ☐ our families
- B ☐ ourselves
- C ☐ other people
- D ☐ our work

[1]

3. What advice does the speaker in the recording give for when you are asked a personal question that you do not want to answer?

- A ☐ Walk away without answering.
- B ☐ Think, then respond intelligently.
- C ☐ Immediately change the subject.
- D ☐ Say you don't want to talk about it.

[1]

4. Next to each of the following statements, write the letter **T** if the statement is **TRUE** or the letter **F** if the statement is **FALSE**, based on the recording.

- a. ____ Look directly at the person speaking.
- b. ____ Asking questions is a rude form of conversation.
- c. ____ You should grunt when answering a question/people.
- d. ____ You should always talk about what interests you.
- e. ____ Respond to the speaker when having a conversation. [5]

5. Based on the recording, what is the definition for the word "conversation"?

 [2]

6. According to recording:

- (a) When is the best time for a family to "enjoy a good conversation"?

 [1]

- (b) Why is this the best time?

 [2]

7. The recording mentions a "simple way" to let others know we care about them. What are the **THREE** things the speaker recommends that we do?

 [3]

8. Fill in the table below by listing **TWO** topics mentioned in the recording that should be avoided **AND** included in a conversation.

TOPICS TO AVOID	TOPICS TO INCLUDE
(1)	(1)
(2)	(2)

[4]

Total marks = [20]

SECTION B

READING COMPREHENSION

INSTRUCTIONS:

This section contains **TWO** passages. Read them carefully and answer the questions that follow.

ALL questions must be answered in complete sentences and in your own words unless otherwise indicated.

All answers must be based on information in the passages.

Special attention should be given to the directions for each question.

SECTION B – PART I

Study the passage provided, then answer questions 9–16.

NATURAL BEAUTY

Two years ago, I decided that I had had enough – enough perms, rollers, hot irons, blow dryers and hair spray. I decided that it was time to stop putting products that were not meant for me on my hair. From birth, I had been influenced by society on what is the proper way to look. Today, I strongly disagree with society's opinions about how people should care for their hair. Two years ago, I got
5 personal with life – my life – and took a stand.

I had been so proud of my shoulder-length, processed hair. “No weaves are going in this baby,” I would say. I was convinced that my hair was absolutely hassle-free. Every few months I contentedly sat in my aunt's beauty salon chair getting smelly white stuff plastered on my hair. As I was being plastered, my scalp would be stinging and my aunt would inquire, “Is it burning yet?” “No, no,” I would
10 reply. You see, I was making sure I'd get a good perm. Then, in a few minutes, I would be begging to have my head dunked in water because it was on fire. After a “wonderful” time in the beauty salon, I could look forward to home hair-do's and treatments.

Many nights, I would spend thirty minutes setting rollers in my hair and later felt as if I had thirty miniature speed-bumps for a pillow. I'd awake the next morning with lustrous curls that would take
15 fifteen minutes to style. Then I'd spend five minutes wondering how the style looked. I'd also spend a total of at least two hours throughout the day ensuring that it stayed looking just the way I wanted it. It was gorgeous hair but I paid a great price for it.

My mother had first permed my hair when I was about eight years old. I guess she had wanted me to have more manageable hair. “Your hair looks good. Now you can fix it up,” were some of the remarks
20 from family and friends. I was excited. For me that meant that it would be longer and stronger, even though it would fall out if I didn't perm it regularly. Also, if I did not put some other chemical treatment in it, it would regularly “drop off”. On top of that, if my hair was exposed to too many dry or windy days, it would become dry and brittle, with split ends, and that would cause it to break. Yes, that was my easy, breezy, long and “strong” hair.

Today as I travel the island on which I live, I meet acquaintances who knew me when I had processed hair. They show shocked expressions at the thick mass of vibrant kinks that I have once again
25 claimed. “Girl, what happened to all that nice hair you had?” is the usual comment. I look at them and wonder if they realize that such comments reveal their narrow way of defining beauty. When I am looking for a job, I see the question mark on the prospective employers' bemused faces when they see my appearance. My family constantly tells me that I cannot expect to get a decent job looking the way
30 I do. I am often tempted to ask them if a person thinks with the hair or the brain. Besides, if our hair could think, it would demand not to be tortured by harsh chemicals.

I consider my natural unprocessed hair to be an expression of who I am and what I want to be: a real person with real feelings and real flaws. I want to get personal with life by being free, not allowing
35 society to determine how I should look or what my character should be. To me, the total remedy for beautiful hair is washing it, moisturizing it with natural products and eating properly. Processing or perming my hair only gave me a false sense of security and a misguided view of beauty.

Adapted from an essay published in a
Manual for English 119, College English
Skills, College of The Bahamas

9. List **TWO** (2) items that the narrator used to maintain her processed hair.

 _____ [2]

10. "Permed hair is **NOT** strong." Give **TWO** details from the passage that support this statement.

 _____ [2]

11. Quote the sentence from the first twenty-five lines of the passage which tells us that the narrator was obsessed with ensuring that her processed hair stayed stylish.

 _____ [1]

12. Next to each of the following statements, write the letter **T** if the statement is **TRUE** or the letter **F** if the statement is **FALSE**, based on the passage.

a ____ The writer feels that her society approves of females having processed hair.

b ____ The writer's family prefers females to have natural hair.

c ____ When she was very young, the writer thought permed hair was better than natural hair.

d ____ The perm eased the burning of the writer's scalp. [4]

13. Why do you think the narrator compared the hair rollers to miniature speed bumps?

 _____ [2]

14. The narrator is often faced with various reactions to her natural hair. Identify **TWO** different reactions and the persons who reacted in these ways.

Type of reaction to her hair	People who reacted to her hair in this way
i.	
ii	

[4]

15. Identify a **SINGLE WORD** from the passage that means the same or is similar in meaning to the following words:

- a. shiny; glossy; radiant; gleaming (para. 3) _____
- b. fragile; weak; frail; delicate (para. 4) _____
- c. confused; puzzled; bewildered; baffled (para. 5) _____ [3]

16. The writer has a strong, determined personality. Explain how you know this, using support from the passage.

[2]

SECTION B – PART II

INSTRUCTIONS:

Read the passage carefully and answer the questions that follow. **ALL** questions must be answered in complete sentences and in your own words unless otherwise indicated.

All answers must be based on information in the passage. Special attention should be given to the directions for each question.

SAVED BY THE BELT

As a single mother, I have been blessed. I have a friendly, intelligent, good-looking son who has given me much pleasure over the years. In the months leading up to Alan's 16th birthday, there was a lot of excitement and commotion about his upcoming rite of passage – the driver's license.

5 About a month before his birthday, there was an assembly about seat-belt safety presented at his high school. One of the presenters in this program, Kathy Hezlep, had lost her son in a horrendous car crash the year before. When Kathy was first asked to speak at this assembly, she was reluctant. Her son's death had been extremely difficult for her. She often felt traumatized, helpless and discouraged, and she wasn't sure how she could make a difference by speaking with this group.

10 But the school had convinced her to talk to the students. Kathy spoke about how hard it had been since the loss of her son. There were days when it was an effort just to get out of bed. She spoke directly from her heart and my son took her words straight into his heart. I remember Alan coming home that day and the two of us discussing the crash. We thought it was interesting that she was a single mother and that her son, Ryan, was her only child.

15 Well, the big day finally arrived. The state of Florida, in its infinite wisdom, granted my "child" a license to take a loaded weapon and drive it! At the time, I thought the worst feeling I could possibly experience was watching my only child drive off *alone* in my car. I was wrong.

20 Alan had his license exactly one week when the call that is every parent's worst nightmare came. The police told me my son had been driving down a curving road, lost control of the car and, because he was an inexperienced driver, didn't know how to come out of the spin. He managed to miss a lake and a traffic sign that were in his path, but went full force into a light pole. Thank God he wasn't going faster, because if he had struck the pole any harder, he and his two passengers could have been electrocuted.

25 When I was taken to the scene of the accident and saw the wrecked car, I felt physically sick, nauseated. I couldn't believe three individuals had walked away from that car alive. I thought, "*My son must have a guardian angel.*" I was right.

30 When I got to the hospital, I conversed with Alan about the accident. He told me that none of the young people had been wearing their seat belts when he started the car. But Kathy Hezlep's words, spoken so sincerely and eloquently about her terrible loss, had impressed him so deeply that he insisted that everyone put on their shoulder and lap belts before he would pull off. That is what saved their lives.

My family is one of the fortunate ones. We still have what we consider most precious – each other. I have unending admiration, respect and love for Kathy Hezlep. She is not a celebrity but an everyday person; a mother who, despite her immeasurable loss, had the courage to speak out and make a difference that saved three lives. To me, Kathy is a superstar.

Adapted from an article by Randee Goldsmith
Chicken Soup for the Mother's Soul

17. Who is the narrator of the story?

_____ [1]

18. State **TWO** characteristics that the mother believes her son possesses.

_____ [2]

19. Quote a sentence from the passage which shows that the car accident could have been a fatal one.

 _____ [1]

20. Using numbers 1–5, place the events in the order in which they occur in the passage.

a. ____ The narrator visits Alan at the hospital.

b. ____ Kathy speaks to the students about seat belt safety.

c. ____ The narrator visits the scene of the car crash.

d. ____ Alan gets his driver's license.

e. ____ The narrator receives a call telling her Alan has been in a car accident. [5]

21. Why is "Saved by the Belt" a suitable title for the story?

 _____ [2]

22. What qualified Kathy Hezlep to be one of the guest speakers at the assembly?

 _____ [2]

23. Give **TWO** similarities between Kathy Hezlep and the narrator.

 _____ [2]

24. Give **TWO** reasons why the narrator compares the car to a "loaded weapon".

 _____ [2]

25. What are **TWO** pieces of evidence from the passage that show that Alan was a responsible driver?

 _____ [2]

26. Do the narrator and her son have a close relationship? Provide **THREE** pieces of evidence from the passage to support your answer.

[4]

27. Using ideas from the passage, write the words of a speech on the importance of wearing a seat belt.

[7]

Total Marks = 30

Paper Total = 70

End1