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SECTION	MARKS
FORMAL LETTER	
ESSAY	
TOTAL	

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MINISTRY OF EDUCATION BAHAMAS JUNIOR CERTIFICATE EXAMINATION 2013

0042 LANGUAGE ARTS

PAPER I (WRITING SKILLS) (40 Marks)

Monday **27 May 2013** 9:00 A.M.–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 initial 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.

This question paper consists of **10** printed pages.

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 penalised.

QUESTION 1

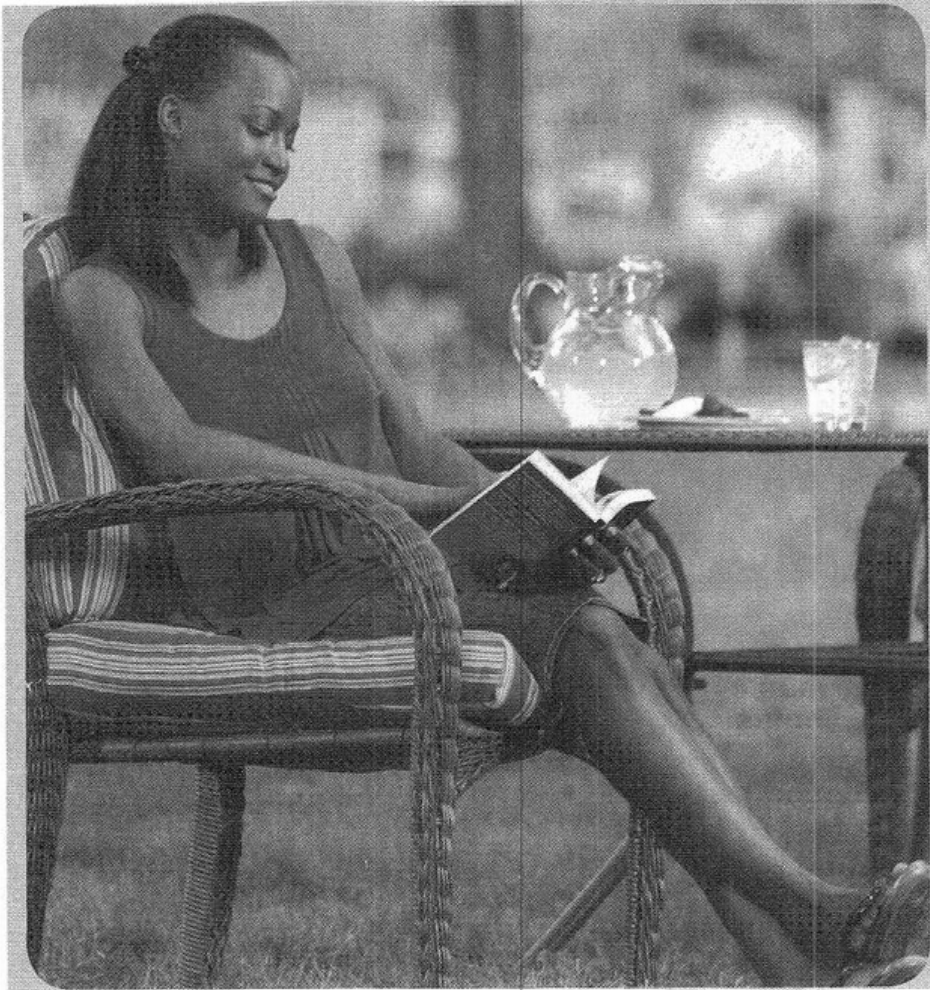
COMPOSITION (30 MARKS)

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) Write a letter to a friend or relative explaining the advantages of using the Internet.
 - (b) "I heard a window shatter downstairs. I was terrified because I was alone in the house. Suddenly...."
Continue the story.
 - * (c) You and your friend planned on going on a boat cruise but he/she got sick and was unable to go. Write a letter to him/her describing the fun that you had. Be sure to include a description of activities that occurred.
 - (d) School Fun Days do more harm than good. Do you agree or disagree? Either give **THREE** reasons why such days are harmful **OR** give **THREE** reasons why they are beneficial.
 - (e) Bus Ride of Terror
 - (f) Study the photographs on pages 3 and 4 carefully and use **ONE** of them to write a composition of your own. The composition may be narrative, descriptive, expository or argumentative/persuasive. There must be a clear connection between the photograph and the composition.

(i)



© Essence 2008

(ii)



© Upscale July, 2008

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.

- 2A (a) The United States Ambassador to The Bahamas visited your school and donated a number of computers and printers for your newly built computer lab. Write a letter thanking him or her for these generous contributions.
- (b) You have noticed that a number of outsiders have been loitering around your school. Write a letter expressing your concern to the Commanding Officer of the police station in your school's district.
- (c) The janitress who cleans your classroom has been named the District Janitress of the year 2012–2013. Write a letter congratulating her on this success. Be sure to include why you feel she deserves the award.
- (d) The annual Awards Ceremony at your school is fast approaching. As the Head Boy or Head Girl of your school, you have been asked to write a letter inviting The Minister of Education to be the guest speaker at this assembly. Be sure to include the location, date and time of the assembly and any other information that may be important.

- 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.

A large rectangular box for drawing an envelope. In the top right corner of this box, there is a smaller rectangular box labeled "STAMP".

FOR EXAMINERS' USE ONLY	
SECTION	MARKS
SECTION 1	
SECTION 2	
TOTAL	

SCHOOL No.	CANDIDATE No.
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MINISTRY OF EDUCATION BAHAMAS JUNIOR CERTIFICATE EXAMINATION 2013

0042 LANGUAGE ARTS

PAPER II (USAGE AND APPRECIATION) (25 Marks)

Monday **27 May 2013** 10:45 A.M.–11:55 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 initial 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, and then answer the questions that follow.

THE NASSAU PUBLIC LIBRARY AND MUSEUM: A CRASH COURSE IN HISTORY



If you want to increase your knowledge of the history of Nassau and The Bahamas, you should visit the Nassau Public Library and Museum, which is a three-floor structure on Shirley Street. There, the enthusiastic and knowledgeable staff will ensure that your trip is worthwhile.

5 In fact, if you wish, your history lesson may begin with a brief study of the library itself, as it is one of Nassau's more historic buildings.

Between 1798 and 1799, it was constructed as a jail and workhouse, the second prison in New Providence. In 1873, the structure was converted to a library, the first library in New Providence.

10 Although a few alterations have been made to the building occupying the Nassau Public Library and Museum since its construction, its original physical features basically remain the same.

One of its remaining original features is its octagonal or eight-sided shape. The octagonal shape made it possible for the building to be divided into eight prison cells on the first and
15 second floors. These cells now contain books and other library materials. Each cell has its own window, allowing for cross breezes – which is a much appreciated feature in a crowded room without air conditioning!

In days of old, a bell would be rung in the cupola, the round structure at the top of the building, to summon Members of Parliament to parliamentary meetings. However, this does
20 not happen today, although the House of Parliament is still only a stone's throw away.

From the third floor you can enjoy a postcard view of one of Nassau's busiest shopping areas. The Nassau Public Library and Museum has been renovated to include modern technology, like the computer and internet. Repairs are being made and workmen are restoring the building and furniture.

25 Now that you have been given a smidgen of the library's history, you may consider researching a bit more history of The Bahamas. There's no need to worry, for the library contains a variety of materials, including The Bahamas' first newspaper, "The Royal Gazette", published in the 1700's. The library also safe-keeps other documents and artifacts, all of which are several hundred years old. You can rely on these to enlighten you about The
30 Bahamas and its people.

Adapted from *What's On – the Ultimate On Line Guide to The Bahamas*
www.whatsonbahamas.com

CLOZE EXERCISE

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.

If you want to increase your knowledge of the history of Nassau and The Bahamas, the Nassau Public Library and Museum, a three-floor- structure on Shirley Street, should be visited. The staff's (1) _____ (line 3) and knowledge will ensure that your trip is worthwhile.

Between 1798 and 1799, the building was constructed as a jail and workhouse, the second prison in New Providence. In 1873, the structure was converted to a library, the first library in New Providence. Although the Nassau Public Library and Museum has been (2) _____ (line 10), its original physical features basically remain the same.

One of its remaining original features is its octagonal or eight-sided shape. The octagonal shape made it possible for the (3) _____ (line 14) of the building into eight prison cells on the first and second floors. These cells now contain books and other library materials. Each cell has its own window, which (4) _____ (line 16) cross breezes. This is a much appreciated feature in a crowded room without air conditioning!

In the (5) _____ (line 18) days, a bell could be heard (6) _____ (line 18) in the cupola at the top of the building. It rang to summon Members of Parliament to parliamentary meetings. However, this does not happen today, although the House of Parliament is still only a stone's throw away.

From the third floor you can enjoy a postcard view of a very (7) _____ (line 21) shopping area in Nassau. The Nassau Public Library and Museum has been renovated to include modern technology, like the computer and internet. Repairs are being made and workmen are restoring the building and furniture.

Now that you have been given a smidgen of the library's history, you may consider researching more about The Bahamas. There's no need to worry, for the library contains (8) _____ (line 27) materials, including The Bahamas first newspaper, "The Royal Gazette", published in the 1700's. The library also safe-keeps other documents and artifacts which are several hundred years old. There are a number of documents and artifacts that are quite (9) _____ (line 29) in enlightening people about the (10) _____ (line 30) people.

Adapted from *What's On – the Ultimate On Line Guide to The Bahamas*
www.whatsonbahamas.com

SECTION 2

LITERARY APPRECIATION

INSTRUCTIONS:

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

“THE VOICE WITHIN”

*Talk is cheap, they say.
Not if you stutter, I say.*

Stanza 1

Not if each syllable is a bottomless pit to cross,
And every word takes an eternity to utter.
It seems that way,
Eternity I mean.
When what you want to say
Never seems to come out the right way.

*Talk is cheap, they say.
Not if you stutter, I say.*

Stanza 2

I've seen too many ruined lives,
Too many dreams unrealized.
And heard the cruel laughter
From school days on,
When I opened my mouth
To utter my name,
Only my name.
But all I could do was stutter.

*Talk is cheap, they say.
Not if you stutter, I say.*

Stanza 3

There is no cure, no magic potion
That will break into fragments
All the fears and frustrations
That well up inside
Bursting forth in vicious blocks,
That rock your very being to the core.
And like a monstrous earthquake
Shatter the fragile self inside
Like insignificant bits of stone.

*Talk is cheap, they say.
Not if you stutter, I say.*

Stanza 4

It costs a lot.
How much, I'll never forget.
Yet regrets are past,
And what good does it do anyway
To dwell on what was yesterday?

Stanza 5

Instead, I've learned to move on,
And to inhabit a new house
Filled with hope and understanding.
Listening to the voice of faith
That's deep within me,
Listening to the voices of encouragement,
Cutting through each day's clutter,
So that, without a stutter,
I say, "Yes, I can"
"YES, I CAN"

Adapted from a poem by Bennett Gross

11. The speaker of the poem has to cope with a physical difficulty. What is this physical difficulty?

 [1]

12. Give the rhyme scheme of stanza 1.

 [1]

13. *Talk is cheap, they say.*
Not if you stutter, I say.

The above quoted lines are spoken several times in the poem.

- (a) What literary technique/device is being used when this happens?

 [1]

- (b) Explain fully what the speaker means when he makes the statements that are quoted in the two lines above.

 [3]

14. *Not if each syllable is a bottomless pit to cross (stanza 1)*

- (a) Identify the figure of speech used in the line quoted above.

 [1]

- (b) In this line from the poem the speaker compares saying just one syllable to crossing a bottomless pit.

Explain how, for a person who stutters, the two things are alike.

 [3]

15. *"Every word takes an eternity to utter"*

Identify the figure of speech used in this line from stanza 1.

_____ [1]

16. Stanza 2 mentions a number of ways in which stuttering can have a negative impact on a person's life. What are **TWO** of these ways?

_____ [2]

17. Explain **fully** why the speaker uses the word "only" in the phrase "Only my name". (stanza 2)

_____ [3]

18. Quote the single line from stanza 3 which tells you that it is difficult for an individual to stop stuttering.

_____ [1]

19. *"And like a monstrous earthquake
Shatters the fragile self inside
Like insignificant bits of stone"*

(a) Name the figure of speech used in the **first** line quoted above.

_____ [1]

(b) In the lines above, the speaker compares his stuttering to "a monstrous earthquake". What does the word "monstrous" suggest about how the speaker views his stuttering? Give **TWO** ideas.

_____ [2]

(c) Quote **TWO** words from the three lines quoted above that reflect the speaker's low self-esteem as a result of his stuttering.

_____ [2]

20. The speaker says he has “learned to move on” and now “inhabits a new house”.

(a) Give the **literal** meaning of the phrase “inhabits a new house”.

[2]

(b) Explain the **figurative** meaning of the **two** phrases: “learned to move on” and “inhabits a new house”.

[2]

21. Reread stanza 1 and stanza 5.

Then, explain fully **how** the speaker’s personality at the end of the poem has changed from what it is at the beginning.

[2]

Next, explain fully **why** this change in personality takes place.

[2]

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 2013

0042 LANGUAGE ARTS

PAPER III (LISTENING AND READING COMPREHENSION) (35 Marks)

Tuesday **28 May 2013** 9:00 A.M.–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 recording, which will be played 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 **17** printed pages.

BLANK PAGE

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. You **MUST NOT** look at the **NOTES SECTION** or the **QUESTIONS** during the **FIRST** playing of the recording.

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 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 minutes to complete your note making.

You should spend at least thirty 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**MOTHERING: THE GREATEST EXPRESSION OF LOVE*****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

- Positions Ms. Roker has held during her lifetime

- Ms. Roker's hobbies

- Details about Ms. Roker's childhood

- (a) Information about lunch concerning children in the past

- (b) Information about lunch concerning children in the present

- Advice Ms. Roker gives to parents

- Words that could be used to describe Ms. Roker's personality

[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 1–4, shade the box next to the letter that indicates the best answer.

1. According to the recording, which of the following is **ONE** of the jobs Ms. Roker performed in her lifetime?
- A. ☐ school secretary
- B. ☐ guidance counsellor
- C. ☐ district superintendent
- D. ☐ Sunday School bus driver [1]
2. According to the recording, how many brothers and sisters did Ms. Roker have?
- A. ☐ only one sibling
- B. ☐ ten brothers and sisters
- C. ☐ no brothers and sisters
- D. ☐ two brothers and one sister [1]
3. According to the recording, which of the following is **ONE** of the skills Ms. Roker has enjoyed sharing with others over the years?
- A. ☐ cooking
- B. ☐ crocheting
- C. ☐ dancing
- D. ☐ playing the guitar [1]

4. How did the speaker in the recording learn so much about Ms. Roker?

A. ☐ Ms. Roker wrote her a lengthy letter.

B. ☐ The speaker and Ms. Roker attend the same church.

C. ☐ The speaker watched a television show about her.

D. ☐ The speaker interviewed Ms. Roker.

[1]

5. 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) _____ Ms. Roker is an elderly woman.

(b) _____ Ms. Roker has ten children of her own.

(c) _____ Ms. Roker prefers having money over having a family.

(d) _____ Ms. Roker feels children should share bedrooms.

(e) _____ Ms. Roker has loved children for all of her life.

[5]

6. Place a tick (✓) in the space next to the **TWO** words that best describe Ms. Roker.

Selfish _____

Wise _____

Inconsiderate _____

Materialistic _____

Generous _____

[2]

7. Ms. Roker gives parents advice about what to do and what not to do in raising their children. Write **TWO** "Dos" and **ONE** "Don't" in the appropriate spaces below.

What Parents Should Do	What Parents Should <u>Not</u> Do
(a) _____	(a) _____
(b) _____	_____

[3]

8. Lunchtime for children who grew up during Ms. Roker's childhood was different from lunchtime for children who live in today's society. Using information from the recording, explain **TWO** of these differences.

[6]

Total marks = [20]

⌈ NOW GO ON TO SECTION B. ⌋

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 9–15.

READING CHANGED MY LIFE: THE JULIA BURNEY STORY

Julia Burney was afraid of Fridays as a child. Her mother and father would return home from the clubs in Racine, and then the brawling would begin. “Call the police!” her mother would often scream. “Julia Mae, do something!” the younger children would shriek. Eight-year-old Julia, the oldest of eventually twelve siblings, would try to dodge her father to reach the phone. If she made it, she would dial the number of the police department. Then, she remembers, it was as if a miracle happened.

“The moment the officers appeared, everything changed. My dad would sit up, listen to them, and act right. My home would be peaceful again. So that became my dream,” Julia says today. “Someday, I would do that for another child.”

Julia would achieve her dream, but she had a lot to go through first. She lived in Racine, Wisconsin, where her parents had moved from Mississippi when she was four to look for better jobs. Neither of her parents could read nor write well. Their daughter says her relationship with them was bittersweet. “They were hard-working people, well-respected,” she says. “They were generous – they taught us to share whatever we had, and to look down on no one. They had plenty of common sense, what my father called ‘mother-wit’. But they were so young when they had us and there were so many of us. I am amazed that they accomplished what they did. They raised us and kept us together. With all they had to cope with, I can understand why they drank. But alcohol ruined a large portion of our lives. I loved my parents but I hated their drinking.”

As the oldest of so many children, Julia was expected to take on a great deal of responsibility. “I remember playing outside with friends, but those memories are few,” she says. “After just a few minutes it was, ‘Julia Mae, get in here and start dinner.’” When she was nine years old, she was giving children baths, fixing their hair and calling the gas company to get an extension on the bill. The electricity was turned off many times. In Racine, Wisconsin, the winter wind chill can plunge to 60 below zero. Unlike today, public utilities had the right to turn off people’s heat for non-payment of bills. Consequently, Julia’s family spent many frigid winters trying to warm themselves with candles and extra layers of clothing.

School became a refuge for Julia. “I loved school from day one,” she says. “And reading came naturally to me. But any encouragement to read stopped at our front door.” The idea of reading for pleasure was foreign to her parents, for whom a book might as well have cost a million dollars. If she did take home a borrowed book, they would secure it on the top of the refrigerator.

However, Julia found a place where she could read to her heart’s content – her aunt Ruby’s house, where she would go to babysit. Her aunt had a sizeable personal library and encouraged Julia to read and discuss what she was reading. Julia’s passion for reading helped her to become a fine student, one determined to prepare for a better future. She simply ignored anyone who suggested she should neglect her schooling. She also declares that, in a way, her parents taught her a great lesson about smoking and drinking. She looked at their example and thought, “That’s what I’d become.”

Despite her strong will, Julia stumbled. She says, “Mom and Dad never said, ‘I love you’. They never hugged or kissed us. To them, putting a roof over our heads and food on the table was love. But I wanted someone to *tell* me.” When she was seventeen, a boy fulfilled this yearning, and Julia found herself pregnant.

40. Shortly after her baby was born, at eighteen Julia moved out from home into her own apartment, transferred to a school that offered night classes to finish her high school diploma and worked two jobs. As the years passed, she raised three more children on her own. Julia worked as a restaurant chef and then as a teacher's assistant. In 1979, she was employed as a clerk by the Racine Police Department. Five years later, she had become a police officer.

From "*Reading Changed my Life: Three True Stories*", by Beth Johnson © 2003

9. Where did Julia's parents go on Friday nights?

[1]

10. Why did Julia view the police officers as miracle workers?

[2]

11. Give **TWO** pieces of evidence from the passage to show that Julia's parents were poor.

[2]

12. Julia's parents gave her many duties/responsibilities.

(a) Identify **THREE** of these responsibilities.

[3]

(b) What effect did all of Julia's responsibilities have on her?

[1]

13. Using numbers 1–5, place the events listed below in the order in which they happened in Julia's life.
- (a) _____ The police officers visited Julia's parents in Racine.
 - (b) _____ Julia got her high school diploma.
 - (c) _____ Julia began babysitting for her aunt.
 - (d) _____ Julia's parents moved from Mississippi to Wisconsin.
 - (d) _____ Julia became a police officer. [5]

14. Quote the sentence located between lines 30 and 44 in the passage which tells that Julia made mistakes even though she was determined to succeed.

 [2]

15. In some ways Julia's parents were very good role models for their children but in other ways they were not.

- (a) Give **TWO** examples of positive behaviours that Julia's parents modelled for their children.

 [2]

- (b) Give **TWO** examples of negative behaviours that Julia's parents modelled for their children.

 [2]

Total marks = [20]

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.

Today, Julia Burney is a retired police officer who speaks beautifully, with a large vocabulary at her command, as she recalls her past. She points to her four educated children (a dentist, a police officer, a business woman and a soldier) as proof that the children of young mothers can succeed, especially if their mothers make them their number-one priority. She says that at the police station, she was frequently
5 complimented on her well-written arrest reports.

Not surprisingly, Julia proved herself to be adept at dealing with calls to homes where fighting was occurring. “I’d go into those homes, and I’d know there were children hiding, **petrified**,” Julia says. “I’d get backup and go into the bedrooms and sit with the children, hugging them, promising them that things would be better and that they didn’t have to live like this forever. Every time I comforted a child
10 like that, it was like comforting a piece of myself.”

When Julia went into those homes, she often noticed something: if there were any books in the house, they were on top of the refrigerator or **inaccessible** on high shelves. The sight tore at her heart. She knew what the young occupants of the homes were being denied: not only books, but the hopes and dreams that books could inspire.

“You *cannot* thrive in this society without reading well,” she states emphatically. “I arrested people who were unable to read their rights, and I’d think how hopeless life must look for them. I write well because I read. If you read, you learn correct grammar; you learn to speak standard English. Using language well becomes second nature.”

Thinking of children growing up ignorant of the magic of books, Julia knew she had to try to acquire for them what her Aunt Ruby had got for her. “But I didn’t know where the books were going to come from. Then I went on a burglary call and God gave them to me.”

It was on a night in 1997 that Julia responded to a false alarm at a Racine warehouse. When the warehouse owner unlocked the door, Julia saw a beautiful sight: boxes and boxes of children’s books with slight imperfections. The books were going to be shredded and recycled, so the warehouse owner agreed to let her have them. Julia and some of her fellow officers began **hauling** the books around in the
25 trunk of their squad cars. They called their program *The Cops ‘n Kids Program* and gave books away during school visits, in local parks, when children came to the police station and even during traffic stops. At Christmas, a merchant provided a storefront and the officers hosted a book giveaway. Local newspapers covered their efforts, resulting in community groups holding drives to collect used books,
30 and donating money and time to help sort the books.

“I knew inner-city people didn’t have an agreeable taste in their mouth about the police,” Julia recalls. “My goal was to make people realize that there was a human being behind the badge. I wanted them to know that I’d arrest you if I had to, but what I wanted to do was make our community a better place to be. Make no mistake. I was never a ‘soft cop’. I won my share of law-enforcement awards for doing what had to be done. If I had to be tough I was tough. But I always tried to treat people the way I’d want an officer to treat my own children.” Therefore, for Julia and the other officers, it was heartwarming to witness the radiance on children’s faces when they saw a uniformed officer.

All this was wonderful. Yet it was not enough for Julia, who began searching for a building that the children could come to. She found it – a brick building which had been boarded up for twenty-eight
40 years. The owner donated it! Best of all, a local newspaper article about *Cops ‘n Kids* was picked up by the Associated Press and reprinted all over the world. Julia ended up on the NBC’s *Today Show*, followed by the *Oprah Show* in 1999, where Oprah Winfrey, the famous and generous Chicagoan, presented her with a cheque for \$100,000. Julia purchased supplies to renovate the building into the *Cops ‘n Kids Reading Center*. Community members volunteered labour for the task, working arduously
45 until the **dilapidated** building became a clean, safe home for *Cops ‘n Kids*. There wasn’t much inside the building, but it was a start.

Then, in March 2001, the Oprah organization called to say they wanted her to update the audience on the *Cops 'n Kids Reading Center*. They kept an anxious Julia in Chicago for three days, and when she finally went on the show it was to discover that an army of Oprah's people had been extremely busy in Racine. Invited to look at the *Cops 'n Kids Reading Centre* over a video monitor on stage, Julia and many in the audience sobbed as they gazed at the comfortable sofas and office furniture, crafts tables and supplies, lovely paintings, bright murals, a baby grand piano and a complete computer lab.

Today, the *Cops 'n Kids Reading Center* is as beautiful as it is busy. More than 5,000 books are waiting there to be read and borrowed. Children stream through its doors every day to be greeted by scores of **volunteers**. As a retiree, Julia now devotes all her time and energy to the *Center*, repaying the debt she says she owes to her beloved aunt. "I believe in these kids because Aunt Ruby believed in me," she says. The front of the *Center* is brightly lit twenty-four hours a day, a glowing symbol of Julia Burney's loving commitment to the children of her city.

Adapted from "Reading Changed my Life: Three True Stories", by Beth Johnson © 2003

16. Why is *Cops 'n Kids* a suitable name for Julia's reading programme?

[2]

17. In paragraph seven of the passage, there are two sentences which show that people in the community have contrasting or differing views about the police. Quote these **TWO** sentences.

[2]

18. Based on what you have learnt about Julia, including her opinions about reading, identify **THREE** benefits of being able to read well.

[3]

19. Choose **ANY FOUR** of the following words and explain the meaning of each one as it is used in the passage.

- (a) petrified (*paragraph 2*): _____
- (b) inaccessible (*paragraph 3*): _____
- (c) hauling (*paragraph 6*): _____
- (d) dilapidated (*paragraph 8*): _____
- (e) volunteers (*paragraph 10*): _____ [4]

20. Julia and her fellow officers were not the only persons who contributed to the success of the Cops 'n Kids Program after it had been started. Fill in the table below by

- (a) first identifying **THREE** persons, groups, businesses or companies that made contributions;
- (b) writing what their contributions were.

Persons/Groups/Companies/Businesses that Contributed	The Contributions They Made
(a)	(a)
(b)	(b)
(c)	(c)

[6]

21. Using your own words, identify **TWO** of Julia's emotions while she was in Chicago in 2001.

[2]

22. Why did the Oprah organization keep Julia in Chicago for three days during her second visit to the city?

[2]

23. Imagine that you are one of Julia's friends and a former co-worker on the Police Force. You have been asked by a news reporter to describe Julia. Write the words you would say to the reporter as you explain **what a good person Julia is** and **what an excellent police officer she was**. Remember to base your response on information from the passage. You should give specific details. Your answer should be written in paragraphs, using **NO MORE THAN** 150 words.

[9]

Total Marks = 30

Paper Total = 70

End]