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PART I LISTENING		
PART II – USAGE		
READING COMPREHENSION I & II	I	II
TOTAL		

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MINISTRY OF EDUCATION BAHAMAS JUNIOR CERTIFICATE EXAMINATION 2022

0042 ENGLISH LANGUAGE

PAPER II LISTENING COMPREHENSION; USAGE AND READING COMPREHENSION (60 Marks)

Friday **10 JUNE 2022** 9:00 A.M.–11:30 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 at the top of this page.

This paper consists of **TWO** parts:

PART I – Listening Comprehension

PART II – Usage and Reading Comprehension

For Part I, 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 Part II, there are two Reading Comprehension passages. One of them includes a cloze exercise, which is the Usage segment of the examination. Read each passage carefully, and 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 **15** printed pages and **5** blank pages.

BLANK PAGE



PART I
LISTENING COMPREHENSION

INSTRUCTIONS TO CANDIDATES

The passage will be read to you **TWICE**.

FIRST READING

Listen carefully to the **FIRST READING** to gain a general impression of what is being said. You **MUST NOT** look at the **NOTES SECTION** or the **QUESTIONS** during the **FIRST** reading.

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

SECOND READING

Listen again as the passage is read a second time. You may make additional notes as you listen. **AFTER THE SECOND READING** you will have 2 minutes to complete your note making.

You should spend at least 30 minutes answering the questions in **PART I (B) LISTENING COMPREHENSION**.

After completing **PART I**, you should go straight on to **PART II**.

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

PART I (A)**HOW TEENAGERS CAN IMPROVE THEIR SELF-CONFIDENCE****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

- What is said at the very beginning of the recording about **TWO** challenges that teenagers face

- Specific details about the different ways teenagers can use **body language** to show or increase their confidence

Making Eye Contact

Staying Visible

'Faking It' – Pretending



- The benefits the speaker says teenagers can gain from **joining athletic or sports clubs/teams**

- The benefits the speaker says teenagers can gain from doing **volunteer work**

- Advice the speaker gives on **specific** ways in which teenagers can focus on themselves

- The **specific** benefits the speaker claims teenagers can gain from focusing on themselves

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



PART I (B)

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, making eye contact shows that you are:

A.	☐	friendly
B.	☐	nervous
C.	☐	photogenic
D.	☐	respectful

[1]

2. In the recording the speaker says you should stay visible by doing all of the following, **except**:

A.	☐	facing others directly
B.	☐	introducing yourself to others
C.	☐	keeping your hair off your face
D.	☐	sitting tall

[1]

3. According to the recording, a slouching or hunched body suggests that you are: _____.

A.	☐	assertive
B.	☐	self-confident
C.	☐	timid
D.	☐	tired

[1]

4. The speaker in the recording says that when you volunteer for different causes you can:

A.	☐	become much friendlier than before
B.	☐	easily blend into a large crowd
C.	☐	gain many community service hours
D.	☐	help those who cannot help themselves

[1]



True or False

5. Next to each of the following statements, write the letter **T** on the space provided if the statement is **TRUE** or the letter **F** if the statement is **FALSE**, based on information in the recording.

- (a) _____ The recording was made for the friends of teenagers.
 (b) _____ The speaker feels ashamed of liking rake 'n scrape music.
 (c) _____ The speaker assumes that only females wear their hair long.

[3]

6. According to the passage, what are **TWO** different challenges teenagers face while growing up?

[2]

7. (a) Identify **TWO** benefits the recording mentions of joining an athletic team or club.

[2]

- (b) According to information in the passage, how can failing when they try new things affect teenagers?

Place a tick on the line next to the sentence that indicates the **best** answer to this question.

- _____ It makes them less mature about failing.
 _____ It makes them unable to share new experiences with others.
 _____ It teaches them that they should be embarrassed by failing.
 _____ It teaches them that they can overcome their fear of failing.

[1]

8. The table below presents problems being experienced by three teenagers. Complete the table so that it gives **ONE** piece of advice to each teenager about how best to deal with his/her problem. Your answer **must** be based on specific information from the recording.

The Teenagers and their Problems	Specific Advice for each Teenager
(a) Leo feels out of place in his English class because everyone is getting better grades than he is.	
(b) Mindy is a full-figured student who loves being a part of the school dance team, but some students constantly laugh at her.	
(c) Blair wants to go to a friend's party but cannot make up his mind because there is talk that a fight may happen.	

[3]

TOTAL MARKS = [15]

Now go straight on to PART II, which begins on page 10.



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PART II

USAGE AND READING COMPREHENSION

INSTRUCTIONS:

This section contains **TWO** passages. Read the passages carefully and answer the questions that follow. There is a cloze exercise based on the first passage, which is the usage part of the examination.

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.

PASSAGE I

How Parents Can Help Their Children to Form Long-Lasting Friendships

Children are not born with social skills. Child-rearing experts believe it is partially parents' responsibility to prepare children to interact successfully with their peers and learn how to be an individual others like to be around. That's right! *Parents* should actually help their children to develop long-lasting friendships. This means they can teach children skills such as how to apologize and accept apologies, how to meet and talk to people, how to cooperate, how to ask for favours, and how to be patient and respectful.

There are many specific ways in which parents can help their children to have long-lasting friendships. First, they can provide them with opportunities to spend time with other children by inviting them to their home, whether in-person or by using the internet. During such visits, the children can watch movies, cook and play games. When allowing their children to have these opportunities, parents must respect their privacy but give them specific guidelines for meeting with friends.

Parents can also let their children participate in clubs or teams, and *help* them to learn games and sports, all of which tend to be important for school-aged children. It is easier to join in and have fun with other children if they know the rules and have the basic skills to participate. In teaching these, parents should ensure that a sport or game does not turn into something that their children *must* do but do *not* enjoy doing.

Additionally, parents can set clear rules for appropriate behaviour because children learn social skills in part through family rules about how to treat others. How their parents treat them when they break a rule will influence how children respond to others. Because they often imitate their parents' actions, parents need to be firm but respectful during times of discipline.

Furthermore, although most parents teach their toddlers how to share and say 'please' and 'thank you', they should continue coaching them as they grow older and experience more challenging social situations. Instead of parents allowing children to run away crying or to become hostile during conflicts, they should help them to identify and manage negative feelings and situations, as well as solve problems, which are all important social skills that build maturity. For example, a parent can say, "Are you upset because Jamie didn't include you in the game?" Next, the child can be helped to brainstorm solutions, then discuss those solutions *she/he* comes up with and pick a reasonable one.

It is also important for parents to communicate with children, talking *with* them. This time is not for giving instructions or lecturing, but just for talking about things that interest both parent and child. Letting children talk *and* listening to them will help parents learn more about them, and it will let the young ones practise the very important social skill of holding a conversation.

Another skill parents can teach their children is learning to see others' points of view. Children can develop this ability by talking about different situations. For example, when their children tell them about problems at school, they should ask how they think the other people in the situation felt and why they acted as they did. This will help them put themselves in the other individual's shoes. Or, when parents are reading with their children, they should stop to ask how characters are feeling and why they do certain things.

Finally, fitting in with friends is very important to school-aged children, so they may do things that seem silly to adults, like wearing ripped, skinny jeans or dancing "the floss." However, if children's behaviour is not dangerous or offensive, parents do not need to fret over the small matters.

Friendships play a crucial role in developing social skills. Parents cannot make friends for their children. However, their love, patience, and support can help their children succeed at forming strong friendships.

9. According to **paragraph 1** of the passage, long-lasting friendships involve using specific skills. Give **ONE** specific skill mentioned in the paragraph that you would need to use when asking a friend's parent for a ride after school.

[1]

Answer question 10 by circling the letter next to the phrase that indicates the best answer.

10. According to **paragraph 1** of the passage, experts in bringing up children believe that parents:

- (a) are totally responsible for helping their children to form friendships.
- (b) must let only child-rearing experts help their children to form friendships.
- (c) should allow their children to form friendships all by themselves.
- (d) should share the responsibility of helping their children to form friendships.

[1]

11. Using information from between lines 1–10 of the passage, give **ONE** way in which children can visit one another.

[1]

12. Identify **TWO** ways in which parents can encourage conversations between themselves and their children.

[2]

13. When parents stop at several points when reading to children to ask them about a character, how are they teaching the children how to interact with other people?

[1]

14. Children imitate their parents' actions. **What** situation does the passage present when copying a parent's actions could be problematic and **why** could it be problematic?

[2]

15. Find the **SINGLE** word in the passage that has the same or nearly the same meaning as **TWO** of the following lists of words (a–d). The paragraph number has been provided for you. There is also an example.

Example: prepare arrange for; make ready; groom; lay the foundation for (paragraph 1)

- (a) _____ cooperate; relate to; socialise; work together (paragraph 1)
- (b) _____ correct; fitting; proper; suitable (paragraph 4)
- (c) _____ aggressive; hateful; mean; unfriendly (paragraph 5)
- (d) _____ central; essential; key; vital (paragraph 9)

[2]

16. Using information from the passage only, complete the table below so that it gives advice to parents who need to solve any **TWO** problems with their children listed in the left column.

PROBLEM	POSSIBLE ADVICE MENTIONED OR IMPLIED IN THE PASSAGE
(a) Paris calls herself a “princess” and does not wear any article of clothing unless it has pink in it.	
(b) The Millers have two sons who are five years apart. The older son wants to have his own way and believes that he is always right whenever the two disagree.	
(c) Martha’s son, Joe, prefers to stay in his room watching television and eating junk food after school.	
(d) Asia often comes home from school crying because she feels left out in her grade 6 class.	

[2]

TOTAL MARKS = [12]



USAGE CLOZE EXERCISE

The following sentences are based on information found in lines 1–39 of the passage on page 10. Fill in the blanks in each sentence 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. The blanks are numbered from 17 to 26.

How Parents Can Help Their Children to Form Long-Lasting Friendships

Children are not born with social skills. Child-rearing experts believe it is partially parents' responsibility to prepare children to interact successfully with their peers and learn how to be an individual others like to be around. Parents should actually help their children to develop long-lasting friendships. This means children can be (17) _____ (line 4) skills such as how to apologize and accept apologies, how to meet and talk to people, how to cooperate, how to ask for favours, and how to be patient and respectful.

There are many specific ways in which parents can help their children to have long-lasting friendships. First, they can do so by (18) _____ (line 7) them with opportunities to spend time with other children by inviting them to their home, whether in-person or by using the internet. During such visits, the children can watch movies, cook and play games. When allowing their children to have these opportunities, parents must respect their privacy but give them specific guidelines for meeting with friends.

Parents can also allow the (19) _____ (line 11) of their children in clubs or teams, and help them to learn games and sports, all of which tend to be important for school-aged children. It is easier joining in and (20) _____ (line 12) fun with other children if they know the rules and have the basic skills to participate.

Additionally, parents can set clear rules for appropriate behaviour because children learn social skills in part through family rules about the (21) _____ (line 16) of others. How their parents treat them when they break a rule will influence how children respond to others. Because there will be some (22) _____ (line 17) of their parents' actions, parents need to be firm but respectful when disciplining children.

Furthermore, although most parents teach their toddlers how to share and say 'please' and 'thank you', they should continue coaching them as they grow older and experience more challenging social situations. Instead of parents allowing children to run away crying or to become hostile during conflicts, they should help them with important social skills such as identifying and (23) _____ (line 22) negative feelings and situations, as well as solving problems. For example, a parent can say, "Are you upset because Jamie didn't include you in the game?" Next, the child can be helped to brainstorm solutions, then discuss those solutions *he/she* comes up with and pick a reasonable one.

It is also important for parents to communicate with children, talking *with* them. This time is not for giving instructions or a (24) _____ (line 27), but just for talking about things that interest both parent and child. Letting children talk *and* listening to them will help parents learn more about them, and it will let the young ones practise the very important social skill of holding a conversation.

Another skill parents can teach their children is learning to see others' points of view. Children can develop this ability by talking about different situations. For example, when their children tell them about problems at school, they should ask how they think the other people in the situation felt and why they acted as they did. Or, when parents are reading with their children, (25) _____ (line 34), to ask how characters are feeling helps children to put themselves in other individuals' shoes.

Finally, fitting in with friends is important to school-aged children, so they may do things that seem like (26) _____ (line 36) to adults, such as wearing ripped, skinny jeans or dancing "the floss." However, if children's behaviour is not dangerous or offensive, parents do not need to fret over the small matters.

Friendships play a crucial role in developing social skills. Parents cannot make friends for their children. However, their love, patience, and support can help their children succeed at forming strong friendships.

*Modified from an article by Laurie Futterman, Beyond the Classroom:
The Importance of Friendship for Success miamiherald.com 2016*

PASSAGE 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.

IMAGE ISN'T EVERYTHING

On the first day of school, after getting off the bus, I stared in awe at the building that seemed to tower over my head. This high school was colossal in contrast to the one I had previously attended. Over the summer I had moved from Mayaguana to Grand Bahama, after having lived on the southern island all my life. I could still hear Mummy saying, "May, don't cause your Auntie April any trouble!"

5 This was my second year in high school, but my *first* year in Freeport, so I was really nervous about attending a new school and making sure the students liked me. I had concluded that I would be much happier if I made friends that were so-called "popular". Befriending the right group of people would make my life much better, so I was determined to project the right image to the people at this school. I didn't care how much money it cost me. I would purchase a pair of shoes that was eye-catching and that would make everyone
10 envious. Saving my allowance, I bought those new shoes, invested in a manicure and had my hair styled, just so that the first day would be perfect. This was my opportunity to begin a new page at a new school, make new friends and build an image for myself.

Marching up the stairs to the front door of my new school, I walked down corridors crowded with excited, chattering students. Scared and nervous, I followed the signs on the yellow walls until I reached the
15 main office, where I received my schedule, filled out several forms and was on my way. My first class was mathematics, but where was that?

I stood in the hall, **bewildered**, until a girl with natural hair peered at me through thick-lens glasses, approached and questioned, "Are you new? You look lost. Do you want me to help you find your class? My name is Diane. What's yours?" Even though she looked rather strange and definitely not the kind of person I
20 wanted to be associated with, I decided to answer her anyway, as I needed assistance.

After our exchange of names, I followed her up a staircase and then down a corridor, making polite conversation all the while. When we reached my math classroom, she said, "Well, here you are. It was *really* nice meeting you. I hope your day goes well and that I'll see you again."

I looked down, mumbled an abrupt "thanks" and turned away. Once inside the classroom, my eyes
25 immediately lit upon a group of students **huddled** around someone who seemed to be telling a story. I got close enough to **eavesdrop**. All eyes were glued to the tall, handsome boy in the middle of the circle. He wore a well-starched shirt and straight-leg denim black jeans. He was describing how he and some friends had daringly climbed and jumped off a dilapidated dock on the beach, somersaulting into the deep water. I stood there, drinking in everything about him.

A few minutes later, the teacher walked briskly in, introduced herself as Mrs. Adderley, and instructed everyone to settle down at a desk. Of course, I managed to secure one right beside the boy in the stiffly-
30 starched shirt, due to some fast thinking and foot-work.

I whispered, "Hi, my name is May and I'm new here."

Shrugging his shoulders, he said, "Hi. I'm Johnny."

35 That class dragged on and on until, finally, the bell rang. Standing, I turned to him and asked, "I'm not sure where my next class is. Could you help me find it?" He glanced at me, stood, and then said a quick "no" before turning to his friends. As they were walking out I heard him say with a sneer, "Did you see the new girl trying to **smuggle** her way into our group? Who does she think she is? And that hairstyle and shoes are way too weird!" Their roaring laughter filled the air and some of the students in the group turned around and
40 stared me up and down. **Mortified**, I slowly gathered my books, at first not fully absorbing what had just happened. Eventually, I found my next class, barely able to lift my head.

45 The same type of response to me occurred all morning in my classes. By lunch time, I was too despondent to approach the company of others anymore, so I ended up sitting by myself on a bench outside, deep in reflection. I had snubbed a student who had been friendly to me and I had been ostracized by other students with whom I had tried to form friendships. I hadn't realized it then, but I had been really shallow in my attempts to make friends.

50 Finally, sixth period came around. As I hesitatingly made my way to the class, not even caring if the lesson had commenced, someone approached me from behind, tapping me lightly on the shoulder. "Hello again! How was your first day?" I spun around. It was the same short, chubby girl with puffy hair who had escorted me to my first class.

55 "Not so great," I muttered, fighting the tears that threatened to escape. Diane again walked me to class, distracting me with corny jokes. At that moment I realized just how much I had been wrong to target only students from the "in-crowd" as friends; those people did not consider me friendship-worthy and had actually ridiculed me, some to my face. On the other hand, there was at least one individual whom I had encountered that I now liked, and she seemed to like me. As I was about to enter the classroom, Diane asked me if I wanted to go out one day after school to "hang out" with some of her friends.

"Thanks. I'd like that. I'm sorry I was kind of cold to you this morning," I replied.

60 "It's okay. I understand. You didn't offend me. I was once new at this school myself," she said, smiling at me before she walked away.

With Auntie April's permission, I *did* go out with Diane and her friends that week and had a fabulous time. As the term passed, I made friends with lots of different people; some of them from the "popular crowd" and some not. My standards were different, though. The people I sought out as companions were the kind ones...period.

Adapted from a short story by Jamie Shockley

27. Who is the narrator of the story? Shade the box next to the letter that indicates the correct answer.

A.	☐	April
B.	☐	Diane
C.	☐	Johnny
D.	☐	May

[1]

28. Give **ONE** detail from the **first** paragraph which indicates that the narrator's new school is significantly different from the one she had attended previously.

[1]

29. Name **ONE** thing the narrator does in preparation for the first day at her new school.

[1]

30. Quote the **four-word phrase** from between lines 1–16 which indicates that administrators at the new school are interested in helping students who do not know their way around it.

_____ [1]

31. Explain **ONE** detail from the passage which indicates that the narrator comes from a supportive extended family.

_____ [2]

32. Using your own words as far as possible, state **why** the narrator showed a lack of courtesy to Diane and then explain **how** she was discourteous/rude.

_____ [3]

33. Using the lines provided, explain the meaning of any **THREE** of the following words or phrases as they are used in the passage:

- (a) bewildered (line 17) _____
 (b) huddled (line 25) _____
 (c) eavesdrop (line 26) _____
 (d) smuggle (line 38) _____
 (e) mortified (line 40) _____ [3]

34. At first, the narrator is obviously very impressed by Johnny. Give **TWO** pieces of evidence to support this statement.

_____ [2]



- Your answer should be paragraphed, using **NO MORE THAN 100** words.

I miss Mayaguana but my first day of school didn't go too badly. _____

[9]

[9]

TOTAL MARKS = [23]
PAPER TOTAL = 60

End]

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