

YEAR 7 ENGLISH

EXAMINATION - SEMESTER 1, 2019



**KINROSS
COLLEGE**

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EXAM BOOKLET

Student's name:
Teacher's name:
Date:

TIME ALLOWED FOR THIS PAPER:

Reading time **before** commencing work: 10 minutes
Working time for this paper: 1 hour & 30 minutes

MATERIAL REQUIRED / RECOMMENDED FOR THIS PAPER:

To be provided by the supervisor

- Exam Booklet

To be provided by the candidate

- Pens, pencils, eraser and / or correction fluid

IMPORTANT NOTE TO CANDIDATES

No other items may be taken into the examination room.

It is your responsibility to ensure that you do not have any unauthorised notes or other items of a non-personal nature in the examination room. If you have any unauthorised material with you, hand it to the supervisor **BEFORE** reading any further. All iPads and mobile phones must be turned off and, in your bag, along with any other devices and notes. Bags are to be closed and placed under the desk.

INSTRUCTION TO CANDIDATES

1. **Read** through the paper to familiarise yourself with all of the questions.
2. Use a **blue or black** ballpoint / ink pen. Do not answer in pencil.

AT THE END OF THE EXAMINATION

- Any planning sheets or other pieces of paper **MUST** be handed in with this booklet.
- At the end of the examination make sure that your name is on your booklet and any other pieces of paper used.

Structure of this paper

Section	Number of questions available	Number of questions to be attempted	Suggested working time (minutes)	Marks available
Section one: Writing	2	1	40	50
Section Two: Language Conventions	30	30	20	30
Section Three: Reading	20	20	30	20
			Total Marks	100

Instructions to candidates

1. Make sure you write the number of the question being answered.
2. Write your answers to each section in the appropriate space provided.
 - a. Section 1: **Write** answers on lined pages in this booklet
 - b. Section 2 and 3: **Shade** the appropriate bubble next to each answer for each question. **Cross out** any corrections or changed answer.
3. You must be careful to confine your responses to the specific questions asked and to follow any instructions that are specific to a particular question. If you fail to comply you will be penalised.

Note: Do not turn the page until you are asked to do so.

SECTION ONE: WRITING

Allow 40 minutes for this section (50 marks)

You have **40 minutes** to complete the task. You can write **up to 500 words**, although you may not need this many. You should leave yourself enough time to edit your work thoroughly. You can make as many changes as you would like to.

Choose **ONE** topic to write on from the options below;

Option 1: Persuasive Essay



It is important for children to play outside.

Think:
Do you agree or disagree? Can you think of ideas for both sides of this topic?

Plan:
Plan your writing before you begin and decide what your arguments are going to be.

Remember to include:

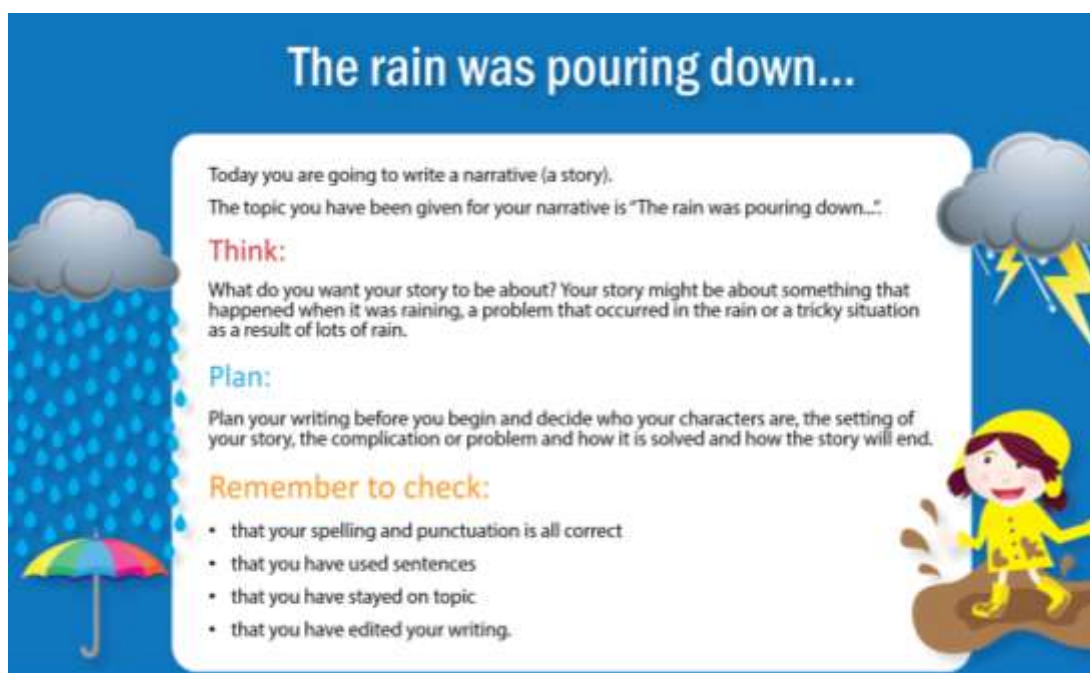
- an introduction – clearly state your choice
- your arguments with reasons or examples to explain them
- a conclusion summarising your main points
- strong language that will persuade your reader – *definitely, will*
- paragraphs – start a new paragraph for each new argument.

Remember to check:

- that your spelling and punctuation is all correct
- that you have used sentences
- that you have stayed on topic
- that you have edited your writing.



Option 2: Narrative



The rain was pouring down...

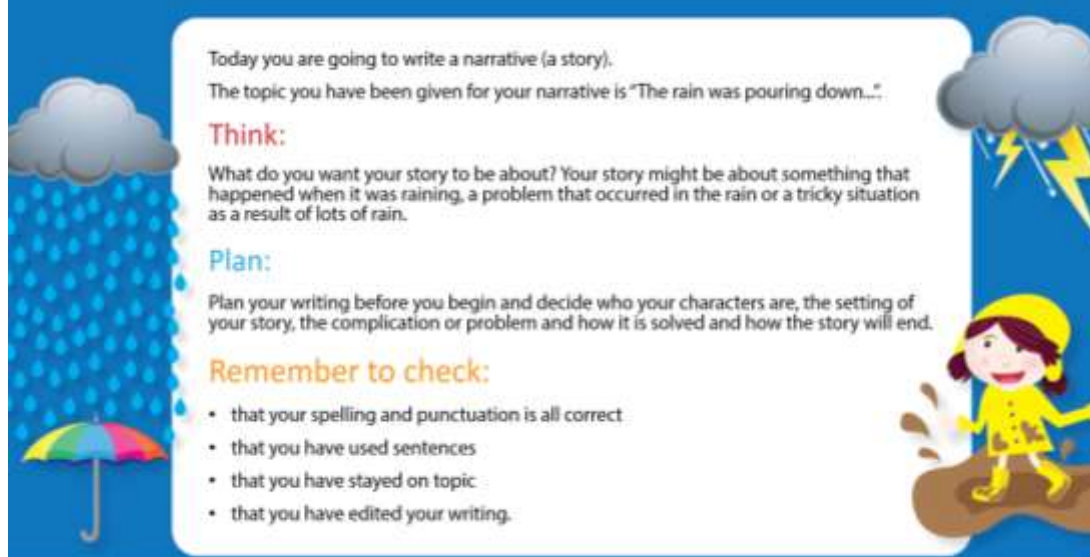
Today you are going to write a narrative (a story).
The topic you have been given for your narrative is "The rain was pouring down..."

Think:
What do you want your story to be about? Your story might be about something that happened when it was raining, a problem that occurred in the rain or a tricky situation as a result of lots of rain.

Plan:
Plan your writing before you begin and decide who your characters are, the setting of your story, the complication or problem and how it is solved and how the story will end.

Remember to check:

- that your spelling and punctuation is all correct
- that you have used sentences
- that you have stayed on topic
- that you have edited your writing.



SECTION TWO: LANGUAGE CONVENTIONS

Allow 20 minutes for this section (30 marks)

For Questions 1-10, the spelling mistakes in these sentences have been shaded. Write the correct spelling for each shaded word.		
1	Jason's father and uncel watched him play football.	
2	The student had ekselent results in the test.	
3	It is easy to have simpathie for the sad main character.	
4	The rain put an end to the drout.	
5	The boy had a bad reputashuns.	
6	Animal cruelty is unacceptible.	
7	The crowds are incuraged to yell.	
8	The enviroment needs to be protested for the future.	
9	They agreed in principal to the proposal.	
10	Geoffrey resieved his exam results in the mail.	
For Questions 11-15, each sentence has ONE word that is incorrect. Write the correct spelling of the word.		
11	Some talented art students were invited to submit their skechs.	
12	If the correct adress is not on the envelope, it will not be delivered.	
13	She was suprizied when her name was drawn in the raffle.	
14	The gard gave the police an accurate description of the situation.	
15	The residew at the base of the container revealed the undissolved chemicals.	

For questions 16-30, shade one bubble to show your answer.

16. Which word correctly completes this sentence?

One benefit of the increasing use of solar panels today ____ cheaper electricity.

- A is
- B are
- C was
- D were

17. Which sentence indicates that something is not certain?

- A The children will go to the beach when the pool is closed.
- B The children shall go to the beach when the pool is closed.
- C The children might go to the beach when the pool is closed.
- D The children must go to the beach when the pool is closed.

18. Which is the correct way to combine the following sentences into one?

Sandy likes shopping. Sandy likes visiting the museum. Sandy likes to go to the movies.

- A Sandy likes to shop, visiting the museum and movies.
- B Sandy likes shopping, visits the museum and the movies.
- C Sandy likes to go shopping, to the museum and to the movies.
- D Sandy likes shopping, visiting the museum and going to the movies.

19. Which letters or words from this sentence should be in brackets () ?

The United Nations UN headquarters is in New York, USA

- A United Nations
- B UN
- C New York
- D USA

20. Which sentence uses the apostrophe (') correctly?

- A These are not my sock's.
- B James' needs to go home.
- C Look at the cute puppies'!
- D He's going to be late again.

21. Which word or words correctly complete this sentence?

He _____ won if he had tried harder.

- A could
- B could of
- C could had
- D could have

22. Which word or words correctly complete this sentence?

It is requested that all phones _____ turned off during the show.

- A be
- B being
- C are being
- D have been

23. Which word is a pronoun?

- A ours
- B after
- C beside
- D kitchen

24. June wants to know whether she or her brother Richard will drive the car.

Which way of punctuating her sentence makes the meaning clear?

- A "Will you drive Richard or will I?"
- B "Will you drive Richard, or will I?"
- C "Will you, drive Richard or will I?"
- D "Will you drive, Richard, or will I?"

25. Which word or words could replace the underlined words in this sentence?

Other than her sisters and friends, no one knew about her hobby.

- A Including
- B As well as
- C Except for
- D In addition to

26. Which word is missing from the second sentence?

The party invitations failed to arrive. _____, the evening was a success because we phoned everyone to let them know.

- A While
- B Whereas
- C However
- D Although

27. Which sentence correctly uses brackets ()?

- A Dr Williams claims the project (is the cleverest solution) to the problem soil erosion and salinity that she has considered.
- B Dr Williams claims the project is the cleverest solution (to the problem) soil erosion and salinity that she has considered.
- C Dr Williams claims the project is the cleverest solution to the problem (soil erosion and salinity) that she has considered.
- D Dr Williams claims the project is the cleverest solution to the problem soil erosion and salinity that (she has) considered.

28. Which pair of words correctly completes this sentence?

The dog stopped chasing _____ tail and ran into _____ kennel.

- A its its
- B it's its
- C its it's
- D it's it's

For questions 29-30, read the text Oil slick. The text has some gaps. Choose the correct options to fill each gap.

Oil Slick

The oil slick spread very **29**. It could have done a great deal of damage.

However, actions **30** taken to make sure no beaches were polluted.

29. Choose the correct option to replace the number 29 in the text above.

- A quick
- B quicker
- C quickly
- D quickest

30. Choose the correct option to replace the number 30 in the text above.

- A is
- B was
- C were
- D will be

SECTION THREE: READING

Allow 30 minutes for this section (20 marks)

Animals and earthquakes

Earthquakes are massive in their force, devastating in their impact and, despite intensive scientific research, still largely unpredictable. If we could predict earthquakes reliably and early, we could warn people and hundreds of thousands of lives could be saved. Many people (including some scientists) hold out hope that predicting earthquakes will soon be achievable—not by creating sophisticated, super-sensitive equipment but by observing the natural behaviour of animals.

Perhaps this hope is being built on shaky ground.

There are certainly many reports of animals behaving strangely before earthquakes: dogs running away, cats hiding, caged birds growing restless, wild birds moving their eggs from their nests, hibernating snakes waking up, zoo animals howling. These behaviours, however, are generally reported *after* the event. How trustworthy are these reports?

Before massive evacuations are authorised on the basis of animal behaviour and before hundreds of thousands of people can be convinced to move great distances at a moment's notice, we need to be reasonably confident of two things:

- If an earthquake is about to happen, certain animals will act strangely.
- If an earthquake is *not* about to happen, these animals will act normally.

At the moment, we can't be sure of either of these things. There seems to have been erratic behaviour by snakes, birds, cows and rats before the earthquake in Haicheng, China in 1975. However, in the same region the next year, when another earthquake caused the death of more than 200 000 people, the animals displayed no such behaviour.

There are animals all over the world that *are* behaving strangely at this very moment—nervous dogs, quirky snakes, befuddled ants—but tomorrow, after the ground has remained stubbornly still, no one will recall this behaviour and think, 'Strange!' Let an earthquake happen, though, and listen for the cries of 'Rover knew!' and 'Those ants are smarter than scientists!'

Continue the research into animal behaviour by all means, if only because it may show up interesting evidence about how animals sense changes in the physical environment. But don't start building up hopes that will almost certainly come crashing down.

Answer Questions 1-4 on the text *Animals and earthquakes*

1. Look at the last sentence in the first paragraph.
What do the words in brackets suggest about this approach to predicting earthquakes?
 - A It is highly controversial.
 - B It is likely to be achieved soon.
 - C It is gaining more support all the time.
 - D It is most often supported by non-experts.

2. The text refers to two Chinese earthquakes. Why is the second one particularly important to the argument?
 - A It was tragically destructive.
 - B It was preceded by normal animal behaviour.
 - C It happened soon after an earlier earthquake.
 - D It happened in the same region as an earlier earthquake.

3. What does paragraph 6 suggest about how some people treat evidence?
 - A They are not interested in evidence.
 - B They notice evidence that scientists ignore.
 - C They provide scientists with false evidence.
 - D They interpret evidence according to their own ideas.

4. According to the last paragraph, what is the most likely outcome of further research into animals and earthquakes?
 - A saving a great many human lives
 - B knowledge of the causes of earthquakes
 - C knowledge of animals' sensory perception
 - D awareness of animals' welfare during disasters

Erik, the boat race, and the innovative propeller

Erik's young life had been beset by challenge and adversity. These were not the easily recognisable forms of adversity that might punctuate the plundering, pillaging, winner-takes-all lifestyle of your average Viking. Erik's struggles were of an entirely emotional and intellectual kind. You see, Erik, to be frank, was something of an outcast. His reluctance to act before thinking, combined with his pacifist tendencies, set him apart from every other person in his village, inevitably leading to misunderstandings and other social difficulties. Locally, Erik was known as 'Erik-the-fairly-unusual-one'.

However, Erik had analysed these social difficulties and decided on a course of action. The annual Up-the-Fjord-and-Back-Again Boat Race could provide a unique opportunity to demonstrate a practical application of his intellectual ability in front of the entire Nordaland Fylke community. For some months Erik had been calculating coefficients and angles of rotation for an innovative propeller which would bring them victory over their greatest rival, Sonderland Fylke. His plan was to direct some of the energy generated by the twelve oarsmen to a shaft leading to a submerged propeller which would supply a significant (and unobservable) advantage to the Nordaland Fylke team.

The propeller, crafted from elk horn for its light weight and strength and greased with a good dollop of fat, slid easily into place. Olaf (the boat leader) and Vodn (the chief oarsman), initially sceptical that such a contraption could provide any advantage, had nevertheless followed Erik's detailed installation instructions exactly. More or less exactly.

On race day Erik actually joined in the festivities, such was his expectation of acceptance by the townsfolk. He purchased an elk and duck-egg burger and settled in to survey the scene of his certain triumph. Two blasts on the ceremonial horn and the race began. The first strokes of the oars were critical: an early lead crucial.

The hot egg fell out of Erik's burger and onto his bare foot but he hardly felt the pain. Nothing could compare to the pain he felt as he watched the *Helda 2* shoot off across the water ... in the wrong direction. No amount of rowing could compensate for a propeller that had been fitted the wrong way around. Erik's hopes and dreams for adulation faded, almost as rapidly as Nordaland Fylke's boat disappeared backwards down the fjord in the annual Up-the-Fjord-and-Back-Again Boat Race.



Answer Questions 5-9 on the text *Erik, the boat race*

5. ... (*and unobservable*) ... (paragraph 2)

Why does the writer include this information?

- A to indicate the location of the propeller
- B to show it is to be kept secret from the
- C to explain the design for race spectators who cannot see it
- D to emphasise the sneakiness of Erik

6. *More or less exactly.* (paragraph 3)

What does this quotation reveal to the reader?

- A It shows that the propeller installation was difficult.
- B It implies that the installation instructions were not detailed enough.
- C It indicates that Olaf and Vodn were doubtful the propeller would work.
- D It hints that Erik's plans might not go as expected.

7. What unusual behaviour did Erik display on race day?

- A He was part of the crowd watching the race.
- B He bought food to eat in public.
- C For a change, he was not rowing in the boat.
- D He talked to people about the race.

8. What was Erik's *certain triumph*? (paragraph 4)

- A his unusual propeller design
- B a win for the boat fitted with his propeller
- C the trophy awarded for the boat race winner
- D the income from propeller sales

9. *Nothing could compare to the pain he felt as he watched the Helda 2 shoot off across the water ... in the wrong direction.*

In this sentence, the writer uses the points of ellipsis (...) to

- A indicate that there are some words left out.
- B show that the sentence is unfinished.
- C pause before unexpected information.
- D imply that the reader knows what occurs next.

Pet dogs – what do you think?

May 21

Dear Editor,

Dogs are working animals, not pets. They belong out on the farm, rounding up sheep and cattle. In the city they are just a smelly, noisy nuisance. They leave their mess all over the streets, and some of them never stop barking.

Where are their owners? Why are these supposedly wonderful friends left alone to pine and whine and dig up the garden, or to bark at anyone who dares to walk past 'their' house?

If we must have dogs in the city, they need to be trained properly. Aside from the street-poopers and the barkers, there are the chasers and the bounders. These dreadful creatures rush up and almost knock you flat before you have time to decide if they are greeting you or attacking you.

Farm dogs earn their keep, but these city slickers consume far more than their fair share of the world's resources. And of course, it's not just scraps. It's gourmet cuisine, individually tinned or freeze-dried, which the pampered darlings can eat at their leisure from personalised doggy bowls, before having a home-visit haircut and shampoo or retiring to their fur-lined baskets.

Sarah Williston



May 28

Dear Editor,

Yes, Sarah Williston (May 21), we do give dogs a good life, but they pay us back generously, with affection and intelligence and good humour.

Dogs are wonderful companions, loyal and trustworthy. They will play safely with the kids, or keep a house-bound person company all day long. Dogs are increasingly being used in nursing homes and hospitals as a welcoming and calming presence, and in some places, teachers even have a pet dog in the classroom.

It is true that training a dog takes considerable time and effort, but it is time well-spent. Taking responsibility for a canine pet builds character, as well as offering a lot of pleasure.

Sincerely,
John Bonavista



Answer Questions 10-14 on the text *Pet dogs- what do you think?*

10. What do the two writers agree about?

- A Dogs deserve good food.
- B Dogs should be properly trained.
- C Dog owners need a sense of humour.
- D Dog owners spend too much on their pets.

11. According to Sarah, bounders are dogs that

- A chase you
- B attack you
- C bark at you
- D jump at you

12. John suggests that having a pet dog in the classroom is

- A a good way of training a dog to be calm.
- B cruel for the dog but useful for the teacher.
- C disruptive for the teacher and the students.
- D a way of making classrooms happier places.

13. Which sentence best describes John's attitude to dog training?

- A It is hard work for the dog.
- B It is not hard for the owner to do.
- C It is a good thing for both the dog and the owner.
- D It is unnecessary because dogs easily understand humans.








14. John writes, *we do give dogs a good life.*

Which paragraph of Sarah's letter is he responding to most directly?

- A paragraph 1
- B paragraph 2
- C paragraph 3
- D paragraph 4

Space Exploration: Is it worth it?

Participants in an online forum were asked whether space exploration was worthwhile. Here are some of the comments they posted:

Planet Girl 7.17 pm	
	Our world is ravaged by war, famine and poverty. Billions of people struggle just to survive from day to day. Meanwhile the US space agency has US\$16 billion to play with every year. We must deal with the world's urgent problems. Space exploration is a luxury we cannot afford.
Dragon 7.18 pm	
	That \$16 billion spent on space is nothing compared to the \$370 billion spent on the military.
JJ 7.20 pm	
	Exploring space is investing in the future. Everyone knows we're running out of resources. There's massive over-population too. The solar system has heaps of resources we can use for mining, and maybe we can colonise other planets. If we don't do it now, it might be too late.
Planet Girl 7.22 pm	
	We have to tackle problems of over-population and resource depletion here on Earth, instead of chasing science fiction dreams. Otherwise we will just export our unsustainable lifestyle to another planet. We might consume the whole universe!!
JJ 7.23 pm	
	Space explorers rock! They know what they are in for, and they still do it anyway. That's what I call courage! We humans have always struggled to expand our horizons. We want to know what else is out there. Who knows, maybe we'll discover the solution to all our problems out there!
Switched-on 7.25 pm	
	Space exploration has had a huge effect on our lives. Want to talk to someone halfway around the world? Sure. Get the weather forecast? Coming right up. Check exactly where you are? Absolutely. It's all possible, thanks to satellite technology, global positioning systems, and the rest. If there was no space exploration, we'd be sitting around in the dark, not talking online!
Penny 7.50 pm	
	Satellites are launched by private companies — for profit. Planet Earth doesn't always benefit. Exploring remote planets certainly does not contribute to life on Earth.

Answer Questions 15-20 on the text *Space Exploration: Is it worth it?*

15. Which aspect of space exploration does Switched-on mainly write about?

- A its costs to the community
- B its capacity to encourage heroes
- C its effect on ecological sustainability
- D its contribution to technology in everyday life

16. Planet Girl writes that *Space exploration is a luxury we cannot afford.*

She means that space exploration is

- A expensive but necessary.
- B expensive and unnecessary.
- C very important but too expensive.
- D not very important but affordable.

17. Planet Girl wrote: *Meanwhile the US space agency has US \$16 billion to play with every year.*

What do the words '*play with*' add to the tone of Planet Girl's argument?

- A variety
- B sadness
- C criticism
- D approval

18. What is the most likely reason that JJ does not discuss the cost of space exploration?

- A He knows Planet Girl is wrong about the cost of space exploration.
- B He thinks space exploration is worthwhile, whatever the cost.
- C He does not know how much space exploration costs.
- D He agrees that space exploration costs too much.

19. What is one point that Planet Girl and JJ are most likely to agree about?

- A Earth's resources are fast disappearing.
- B Spending money on war is unnecessary.
- C Space exploration encourages creativity.
- D Living on other planets is a real possibility.

20. Find ONE example of a persuasive technique in the text.

Persuasive technique	Quote from the text

--- END OF EXAM ---