



Centre Number	Candidate Number

MINISTRY OF EDUCATION AND HUMAN RESOURCE DEVELOPMENT

SOLOMON ISLANDS YEAR 9 EXAMINATION

2020

ENGLISH

QUESTION AND ANSWER BOOKLET

TUESDAY 10TH NOVEMBER 9:00 AM

TIME: 2 HOURS plus 15

Minutes reading time

<u>QUESTION</u>	<u>CONTENT</u>	<u>MARKS</u>
1	Listening Comprehension	10
2	Reading Comprehension 1	10
3	Reading Comprehension 2	20
4	Fill in blank spaces	10
5	Grammar	30
6	Written Composition	20
TOTAL MARKS		100

INSTRUCTIONS TO CANDIDATES

1. Do not open this booklet until you are told to do so.
2. Write both your Centre Number and Candidate Number in the box provided at the top right hand corner of this page and at the end of this Booklet.
3. Before you begin each part, read through the instructions carefully.
4. Write your best answer letters to questions **1, 2** and **5** in the boxes provided at the end of this booklet.
5. Write your answers to questions **3, 4** and **6** in the spaces provided in this booklet
6. Do NOT use correction fluid.
7. Mobile phones are NOT allowed in the examination room.
8. Page **18** is left blank deliberately.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

THIS BOOKLET CONTAINS 20 NUMBERED PAGES

QUESTION 1: LISTENING COMPREHENSION**(10 MARKS)**

READ THE FOLLOWING QUESTIONS CAREFULLY AND WRITE YOUR BEST ANSWERS (A, B, C OR D) IN THE BOXES PROVIDED AT THE END OF THIS BOOKLET. EACH QUESTION IS WORTH ONE (1) MARK.

1. This story is about a/an?
 - A. Hunter.
 - B. Old man.
 - C. Wood-cutter.
 - D. Lazy young man.

2. This story happened in
 - A. Japan.
 - B. Africa.
 - C. Australia.
 - D. Solomon Islands.

3. The wood cutter was sad because
 - A. he lost his axe.
 - B. his parents died.
 - C. he earned little money.
 - D. he has lost all his money.

4. Taro was even sadder when
 - A. his father was sick.
 - B. other young boys stole his axe.
 - C. he realised there were no more trees to cut.
 - D. his poor old father wished for a cup of sake'.

5. The wood-cutter suddenly stopped chopping when
 - A. he was thirsty for a drink.
 - B. someone called his name.
 - C. he heard the sound of rushing water.
 - D. he heard a loud noise coming from the trees.

6. How did the villagers know about the story of the magic fall?
- A. A messenger told them.
 - B. Another villager informed them.
 - C. Taro's father informed them about it.
 - D. One of them discovered for the whole village.
7. Why were the villagers disappointed?
- A. There was only a magic water fall.
 - B. Taro's family collected all the sake'.
 - C. Taro did not want to show them the magic fall.
 - D. They found out that it was just water, and not sake'.
8. When the villagers were looking for the woodcutter, he was
- A. hiding in their house.
 - B. hiding in the bushes.
 - C. returning to the village.
 - D. hiding behind a big stone.
9. The Emperor named the most beautiful fountain in the city after the wood-cutter because he
- A. was the Emperor of Japan at that time.
 - B. wanted to make the wood-cutter famous.
 - C. wanted the people to remember the wood-cutter.
 - D. wanted all children to honour and obey their parents.
10. According to the story, Taro is described as a
- A. hunter.
 - B. troublemaker.
 - C. thoughtful son.
 - D. lazy young man.

READ THE STORY BELOW AND ANSWER QUESTIONS (11 TO 20) THAT FOLLOW BY WRITING YOUR BEST ANSWER (A, B, C, OR D) IN THE BOXES PROVIDED AT THE END OF THIS BOOKLET. EACH QUESTION IS WORTH ONE (1) MARK.

Solomon Islanders kill dolphins for their teeth.

Residents of the tiny village of Fanalei in the Solomon Islands killed more than 1,600 dolphins in 2013 for their teeth, a local currency and popular adornment, researchers said.

And despite the efforts of environmentalists to stop the practice, the local price of a dolphin tooth rose from the equivalent of 18c in 2004 to about 90c in 2013.

The Solomon Islands, particularly the island of Malaita where Fanalei is located, have a long history of “drive hunting” dolphins.

Hunters in groups of 20 to 30 canoes drive dolphin schools from deep to coastal waters by hitting stones together under the ocean surface to create a sound barrier which the animals – mainly spinner and spotted dolphins – cannot escape.

Across the Solomon Islands, the dolphins’ teeth are used as currency, for bride price and as jewellery. They are also sold for cash. The meat is consumed in the hunting villages or sold to other islands.

The age-old practice appeared to have stopped around the middle of the 19th century, possibly with the introduction of Christianity, according to the study.

But it was revived in 1948, and by the mid-1960s several thousand dolphins were being killed every year. In recent years, villagers have also been capturing live dolphins for export to marine entertainment parks.

In 2010, the US-based conservation group Earth Island Institute reached a deal with the community of Fanalei to stop the cull in exchange for cash.

But by 2013, the hunt resumed as villagers claimed the green group had failed to deliver on its promises.

While none of the hunted species is listed as vulnerable or endangered, the large toll pointed to a danger of over-exploitation and an urgent need to improve the monitoring of these catches.

Source: adapted from *The Guardian: Marine life, 2015.*

11. What is the passage about?
 - A. Fishing
 - B. Driftnet fishing
 - C. Dolphin hunting
 - D. Feeding dolphins

12. According to this report, dolphin hunting is done by the
 - A. Europeans.
 - B. people of Fanalei.
 - C. people of Malaita.
 - D. big scale fishing companies.

13. Dolphins were killed mainly for
 - A. feasting.
 - B. their teeth.
 - C. selling overseas.
 - D. their meat and skin.

14. What is dolphin teeth used for?
 - A. Bride price, jewellery and cash
 - B. Bride price and selling overseas
 - C. Jewellery and house decorations
 - D. Selling at the international market.

15. How do villagers frightened dolphins to the coast?
 - A. Using bait.
 - B. Using a big fishing net.
 - C. Hitting two stones under the ocean surface.
 - D. Chasing the school of dolphins by out- board motor engines.

16. Why do they capture live dolphins?
- A. To kill later.
 - B. To trade overseas.
 - C. To farm on the shores.
 - D. To feed for future feasting.
17. According to the report, the two **main** Dolphins hunted were
- a. bottlenose and spinner.
 - b. spotted and bottlenose.
 - c. bottlenose and sharks fin.
 - d. spinner and spotted dolphins.
18. One possible reason why dolphin hunting has stopped around the middle of 19th century was,
- A. there were no more dolphins.
 - B. the introduction to Christianity.
 - C. the supply of dolphins decrease.
 - D. the Government stopped dolphin harvesting.
19. In 2013, the villagers resume dolphin hunting because of the
- A. high demand for jewellery.
 - B. price of dolphin tooth increase.
 - C. population of dolphins increased.
 - D. green group did not keep to their promise.
20. The species of dolphin hunted is **not** vulnerable or endangered but the team of researchers were concerned with
- A. eating the dolphins.
 - B. stop hunting dolphins.
 - C. swimming with the dolphins.
 - D. over exploitation of this dolphins.

READ THE STORY BELOW AND ANSWER QUESTIONS (21 TO 30) ON THE SPACES PROVIDED. THE MARKS ALLOCATED ARE WRITTEN IN THE BRACKET BESIDE EACH QUESTION.

A different kind of school

¹I had heard a great deal about Miss Beam's school. But not till last week did the chance come to visit it.

I asked about her teaching methods which I had heard were simple.

³"No more than is needed to help them to learn how to do things – simple spelling, adding, subtracting, multiplying and writing. The real aim of this school is not so much to teach thought as to teach thoughtfulness- kindness to others and being responsible citizens".

"Look out of the window. What do you see?" Miss Beam asked.

⁵"I see some very beautiful grounds and a lot of jolly children. It pains me, though, to see that they are not all so healthy and active-looking. When I came in, I saw one poor little girl being led about. She has some trouble with her eyes. And there's a girl with a crutch. She seems to be hopeless cripple".

Miss Beam laughed. "Oh no! She's not really lame. This is only her lame day, the other is not blind either. It is only her blind day".

⁷"This is a very important part of our system. To make our children appreciate and understand misfortune, we make them share in misfortune too. Each term every child has one blind day, one lame day, one deaf day, one injured day and one dumb day".

During the blind day their eyes are bandaged overnight so they wake blind. This means that they need help with everything. Other children are given the duty of helping them and leading them about. They all learn so much this way – both the blind and the helpers.

⁹“There is not misery about it. Before the day is over, even the most thoughtless child realizes what misfortune is”.

“Some of the children tell me that the dumb day is the most difficult. We cannot bandage the children’s mouths, so they really have to exercise their will-power”.

¹¹Miss Beam led me to one of the bandaged girls.

“Don’t you ever peep?” I asked the girl.

¹³“Oh no!” she exclaimed. “That would be cheating! But I had no idea it was so awful to be blind. You can’t see a thing. You feel you are going to be hit by something every moment”.

“Are your helpers kind to you?” I asked. “Fairly. But they are not as careful as I shall be when it is my turn”.

¹⁵“Shall I lead you anywhere?” I asked.

“Oh yes”, she said. “Let’s go for a little walk. Only you must tell me about things.

¹⁷And so we walked on talking about everything I saw in the garden. Gradually I discovered that I was ten times more thoughtful than I ever thought I could be. I also realized that if I had to describe people and things to someone else, it made them more interesting to me.

When I finally had to leave, I told Miss Beam that I was very sorry to go.

¹⁹“Ah!” She replied, “then there is something in my system after all”.

Source: adapted from *Advance-Africa.com*

WRITE YOUR ANSWERS IN COMPLETE SENTENCES IN THE SPACES PROVIDED.

21. What was the passage about? (1 mark)

22. Who owned the school? (1 mark)

23. Why was the school referred to as “A different kind of school?” (2 marks)

24. List THREE (3) **aims** of the school. (3 marks)

- (i) _____
- (ii) _____
- (iii) _____

25. Explain how the school achieved its **aims** in question 24 above. (2 marks)

26. Quote a **phrase** in paragraph 9, which said something about the change in the children’s attitude. (2 marks)

27. Why did some children say that a 'dumb day' was the **most** difficult?
(2 marks)

28. In paragraph 6, explain why Miss Beam laughed when the visitor described what he saw in the school grounds.
(2 marks)

29. Describe **one** (1) experience the visitor had after walking the blind girl around the garden.
(2 marks)

30. Explain what Miss Beam meant when she said, "then there is something in my system after all".
(3 marks)

QUESTION 4: FILL-IN THE BLANKS**(10 MARKS)**

EACH NUMBERED SPACE STANDS FOR A MISSING WORD. READ THROUGH IT CAREFULLY FIRST, AND THEN CHOOSE THE MOST SUITABLE WORD FROM THE WORD LIST BELOW. WRITE THE CHOSEN WORDS ON THE CORRECT SPACES PROVIDED ON THE NEXT PAGE.

Word list

King	behind	across	very	pearls	narrow
said	him	servant	by	black	slaves

A True Servant

A King had a large number of slaves. One of them was 31 black. He was true to the King. So the King loved him greatly.

One day the 32 went out on a camel. Some slaves walked in front of the King. Others went 33 the King. The black slave rode on a horse by the side of his master – The King.

The King had a box. There were pearls in it. On the way the box fell down in a 34 street. It broke into pieces. The 35 rolled on the ground.

The King said to his slaves. “go and take the pearls. I do not want them any longer, “ 36 the King.

The slaves ran and gathered the pearls. They took those pearls. The 37 slave did not leave his place. He was 38 the side of his master. He guarded his master. He cared for the life of his master. He did not care for the master’s pearls. He was the true 39.

The King observed the attitude of the servant and gave 40 many gifts.

Correct Answers (Fill in Blanks)

31.		36.	
32.		37.	
33.		38.	
34.		39.	
35.		40.	

PART A: Multiple Choice (10 marks)

Read the following questions carefully and write the best answer (A, B, C or D) in the boxes provided at the end of this booklet. Each question is worth one (1) mark.

41. John and Peter _____ going to the market.

- A. is
- B. are
- C. will
- D. have

42. The cat jumped _____ the bucket.

- A. in
- B. by
- C. into
- D. out

43. I will _____ tomorrow in the flight.

- A. fly
- B. flew
- C. come
- D. came

44. He enjoyed listening _____ the music.

- A. in
- B. to
- C. by
- D. with

45. John got his hand burnt _____ the fire.

- A. in
- B. at
- C. by
- D. with

46. She needs to jump_____ the bar.

- A. on
- B. in
- C. at
- D. over

47. Mary loves to dance _____ her partner.

- A. to
- B. by
- C. with
- D. from

48. The dog barked_____ the thief.

- A. to
- B. at
- C. by
- D. with

49. The tiny islands of the Solomon lie next_____ the main lands.

- A. in
- B. by
- C. to
- D. of

50. It is not kind of you to gossip _____ other people.

- A. to
- B. at
- C. for
- D. about

PART B: Subject-verb Agreement (10 marks)

Choose the **best** answer from the words given in bracket to complete each sentence. Write your answers on the lines provided. Each item is worth one (1) mark.

51. Each of these students _____ his own strengths. (has, have)
52. Running 15 kilometres _____ an example of a long distance event. (is, are)
53. One of the students _____ hard to pass his/her entrance exam. (try, tries)
54. A few students _____ present in the class today. (is, are)
55. The decorations in her house _____ impressive. (look, looks)
56. David, the dancer _____ leaving for Australia next week. (is, are)
57. A number of people _____ reported to be affected by the cyclone. (were, was)
58. Most of my friends _____ working for the Government. (is, are)
59. Mathematics _____ not an easy subject. (is, are)
60. Either boys or girls _____ telling lies. (is, are)

QUESTION 6: WRITING SKILLS

(20 MARKS)

CHOOSE ONLY ONE (1) OF THE ESSAY TOPICS BELOW AND WRITE YOUR ESSAY ON THE LINES PROVIDED. REMEMBER TO MAKE A PLAN OR AN OUTLINE OF YOUR IDEAS FOR THE INTRODUCTORY, CONTENT, AND CONCLUSION PARAGRAPHS BEFORE YOU PROCEED ON WITH YOUR ESSAY WRITING. YOUR ESSAY MUST BE APPROXIMATELY 200 WORDS (1-2 PAGES) IN LENGTH.

71. Write about any **one (1)** of the following topics;

Choose an appropriate title for your essay.

Either;

A) Have you ever experienced a successful moment in your life?

Write your story describing;

- i) what was the achievement/success?
- ii) how did you achieve this?
- iii) why was it a successful event?
- iv) what did you learn from this moment?

OR

B) Think about something you want to do after completing your schooling.

Write to explain;

- i) what you would want to do?
- ii) why would you want to do it?
- iii) how are you going to do what you plan to do?
- iv) how would this improve your livelihood in your community?

(This page is reserved for planning of the writing only)

SIY9 – ENGLISH 2020

CENTRE NUMBER

CANDIDATE NUMBER

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ANSWER SHEET- Qtn 1, Qtn 2 & Qtn 5 A.

Write clearly the letter of the correct answer in the box provided. Make sure your answer is put alongside the right question number.

FOR MARKER AND CHECKER USE ONLY

QUESTION 1.		QUESTION 2.		QUESTION 5. Part A.	
1	<input type="text"/>	11	<input type="text"/>	41	<input type="text"/>
2	<input type="text"/>	12	<input type="text"/>	42	<input type="text"/>
3	<input type="text"/>	13	<input type="text"/>	43	<input type="text"/>
4	<input type="text"/>	14	<input type="text"/>	44	<input type="text"/>
5	<input type="text"/>	15	<input type="text"/>	45	<input type="text"/>
6	<input type="text"/>	16	<input type="text"/>	46	<input type="text"/>
7	<input type="text"/>	17	<input type="text"/>	47	<input type="text"/>
8	<input type="text"/>	18	<input type="text"/>	48	<input type="text"/>
9	<input type="text"/>	19	<input type="text"/>	49	<input type="text"/>
10	<input type="text"/>	20	<input type="text"/>	50	<input type="text"/>

QUESTIONS	MARKS	MARKER MARKS	CHECKER MARKS
1	10		
2	10		
3	20		
4	10		
5	30		
6	20		
TOTAL	100		
Marker and Checker Initials			