This is a Class 2 exam

Lebanon Evangelical School for Boys and Girls

Lebanon Evangelical School
for Boys and Girls Loueizeh - Baabda

SE01 Exam

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Do NOT write in this box. Your MARK will be placed here.

Subject :	English
Class :	6E
Teacher :	Mr. Omar Meho
Duration :	1 hour
You are to answer the questions to this exam on : this exam paper	

Your name :		*Time taken to complete exam*
Your Class :		
Exam Room :		
How many sheets, including cover sheet :		

- Do not open this paper until the teacher in charge instructs you to do so.
- The most important thing to remember in taking an exam is NEVER PANIC.
- If you are caught cheating in this exam, you will be awarded zero for ALL exams that are taken on this day.

Comprehension:

Read the following text and answer the questions below:

Changing the Environment

Sara Hayden discovered her private perch on a large boulder about two weeks after her family moved to Poplar Springs. It was the first Friday in April, and Sara's school had early dismissal. She tossed her jacket over the sofa, dumped her backpack on the floor, and put on her heavy hiking boots. She grabbed a banana and a juice box and hustled out the back door. She still had not made a single friend at her new school; arriving late in the term had been challenging. She felt isolated and alone. As Sara's loneliness at school continued, trekking through the tract of deep woods behind her house relieved the frustration that had built up in her.

That day Sara chose a particularly mucky route **adjacent** to Willow Creek. Early spring mud squished beneath her boots like clay and splattered brown specks on her jeans. Through the woods close to Willow Creek, Sara heard the creek splashing down the falls. Pale green buds announced the late-arriving spring.

About half a mile from the house, Sara noticed something rather peculiar—a whittled, pencil-shaped stump where a tall poplar sapling had stood the previous week. She looked around and saw a narrow path marked by broken branches and crushed leaves. Sara carefully picked her way through the underbrush, snagging her jeans on prickly vines.

Sara reached Willow Creek and realized immediately what had happened to the poplar sapling. A pair of industrious beavers was actively damming Willow Creek. Sara sat on a boulder about 20 yards from the partially built lodge. As yet, the dam could not stop Willow Creek in full rush, but the beavers had major construction in mind. Sara wondered how long it would take them to finish. One beaver, hauling a heavy branch in its teeth, appeared on the creek bank. For the first time in weeks, Sara was interested in something.

Over the next few weeks, Sara monitored the progress of the beavers' timber-cutting endeavor. She noticed that poplar, birch, and willow saplings had been gnawed into stumps. The newly clear-cut plots allowed sunlight to reach the forest floor, where wildflowers painted the greenery and vines shimmied up narrow tree trunks.

The dam increased in size and reduced Willow Creek to a mere trickle. The beavers followed a remarkable work ethic. The dam was never sufficient, never big enough, never strong enough to suit the active beavers. Sara wondered whether the husky adult beavers had newborn kits in their lodge. If so, the offspring had not yet emerged into the open. She did not expect to see any for several weeks.

The stone perch gave Sara a front-row seat as the ecosystem engineers converted a rushing stream into a still-pond habitat. Sara scanned the pond daily to see what had changed. It did not occur to her that what had changed the most was her own attitude. She had exchanged loneliness for curiosity, frustration for fascination.

As the dam changed the pond's environment, the population changed as well. A pair of wood ducks became the first visitors to set up housekeeping. The "whoo-eek, whoo-eek" of the green-headed male echoed through the woods. The female replied with a "crreck, crreck, crreck." Duckweed sprouted

around the edges of the pond. Scrawny reeds popped up on the banks, and frogs, salamanders, and a slender snake found their way to the pond. Dragonflies and mayflies buzzed in the warm spring air.

In school, Sara's science class was studying ecosystems. "Pair up and do a report on habitats. Be prepared to give a presentation two weeks from Friday," said Mr. Hoffinger.

Seated alphabetically, Sara sat directly behind Kayla Hammond. Kayla turned around in her seat and whispered, "Do you have a partner?" Sara shook her head. "Want to work together?" asked Kayla. Sara smiled. "I have an inspiration. Come over to my house after school, and I'll show you."

The day of the presentation came; Sara and Kayla were ready. Kayla ran the slide show while Sara narrated. "This spring, two ecosystem engineers moved to Willow Creek. These engineers have no college degrees, yet they build elaborate habitats. They are Castor canadensis, American beavers."

The slides were impressive and, along with the chart, very instructive. The other students had so many questions and comments that both Kayla and Sara talked with almost everyone in class. The beaver dam had changed both the environment of the pond and Sara herself.

Choose the best answer. (10 points)

1. What does the word adjacent mean in paragraph 2?
   a) Nearby
   b) Far behind
   c) Smoothly paved
   d) Slightly curving

2. Which word best describes Sara after her presentation?
   a) Relaxed
   b) Curious
   c) Responsible
   d) Confident

3. What may the reader best conclude about Sara and Kayla's science presentation?
   a) The teacher is surprised by the detail of the project.
   b) The other students have already seen the beavers.
   c) The other students are fascinated by the information.
   d) The teacher will plan a field trip to see the beavers in action.

4. Based on the last sentence in the story, the reader may best conclude that —
   a) Sara will begin to feel comfortable at her new school
   b) the beaver dam will become a gathering spot for students
   c) the newborn kits will grow into ecosystem engineers
   d) Mr. Hoffinger will plan a lesson on beavers

5. The beavers help Sara by —
   a) clearing the forest so she can see more easily
   b) making her school appear more inviting
   c) giving her an activity to look forward to each day
   d) creating a path so she can return home

6. Willow Creek is important to the plot because Sara —
   a) likes to be alone
   b) develops a new attitude there
   c) is new to the area
   d) thinks of ideas for her assignment there

7. In the story, Sara is best described as —
   a) excitable and anxious
   b) restless and disappointed
   c) stubborn and shy
   d) intelligent and adventurous

8. Which sentence from the story shows why Sara is frustrated?
   a) She still had not made a single friend at her new school; arriving late in the term had been challenging.
   b) Sara carefully picked her way through the underbrush, snagging her jeans on prickly vines.
   c) Sara reached Willow Creek and realized immediately what had happened to the poplar sapling.
   d) It did not occur to her that what had changed the most was her own attitude.

9. Which of these is the best summary of the story?
   a) Sara enjoys hiking to her special spot in Willow Creek to observe nature.
   b) Sara is assigned a presentation in science class and takes her partner to Willow Creek to prepare.
   c) Sara makes a new friend after going to Willow Creek to watch nature at work.
   d) Sara teaches her class about what she has observed at Willow Creek and makes a friend in the process.

10. According to the text, what direct ecological change allowed wildflowers and vines to grow more abundantly on the forest floor?
   a) The beavers built a sturdy dam that completely blocked Willow Creek from flowing.
   b) The newly clear-cut plots created by the beavers allowed sunlight to reach the forest floor.
   c) Heavy spring rains and melting snow fertilized the soil around the boulder where Sara sat.
   d) Sara cleared away the brush and thorny vines to make a clear path to her private perch.

Answer the following questions in complete sentences. (6 points)

11. What is the primary internal conflict Sara faces at the beginning of the story, and how do her visits to Willow Creek help her overcome it? Include specific details from the text to support your answer.

_____

_____

_____

12. How do the actions of the beavers physically change the surrounding ecosystem, and what new plant and animal life appear as a result of these changes?

_____

_____

_____

13. The story is titled *"Changing the Environment."* Beyond the physical changes made by the beavers, in what other ways does the title apply to Sara's journey throughout the text?

_____

_____

_____

Grammar:

A) Fill in the gaps with **a**, **an**, **the**, or **X** (no article). (4 points)

Last weekend, Maya decided to visit **(1)** _____ old bookstore located downtown. As she walked through **(2)** _____ heavy wooden front door, **(3)** _____ pleasant smell of aging paper filled the room. **(4)** _____ owner of the shop greeted her warmly from behind the counter. After spending **(5)** _____ hour browsing through crowded shelves, Maya finally spotted **(6)** _____ rare copy of a novel she had been searching for. It cost **(7)** _____ twenty dollars, but she felt it was worth **(8)** _____ price for such a special find.

B) Read the paragraph below and fill in each blank with the correct **personal pronoun** or **possessive adjective**. (4 points)

Yesterday afternoon, Liam and Clara went to the park to practice for their upcoming school play. **(1)** _____ had both memorized their lines, but Clara wanted to go over the final scene one more time. She asked Liam if **(2)** _____ would read the line with **(3)** _____. Liam smiled and agreed, handing his script to Clara while **(4)** _____ retrieved his water

bottle from his bag. Just then, a friendly dog ran up to the pair and dropped a tennis ball right at **(5)** _____ feet. The dog barked happily as if **(6)** _____ wanted to play fetch with the students. Clara threw the ball across the lawn, and the dog chased after **(7)** _____ excitedly. After playing for a few minutes, Liam turned to Clara and said, "I think **(8)** _____ need to get back to rehearsing!"

C) Read the paragraph below and fill in each blank by adding either **'s** or **'** to the noun shown in parentheses to make it possessive. (4 points)

Yesterday was a busy afternoon at the school playground. The **(1)** _____ (children) laughter filled the air as they ran toward the swing set. Near the park benches, several **(2)** _____ (teachers) laptops were set up while they supervised the area. Maya noticed her **(3)** _____ (brother) shoelace was untied, so she called out to warn him. At the same time, the **(4)** _____ (coach) whistle blew loudly from the soccer field to start practice. On the sidelines, all the **(5)** _____ (players) bags were lined up neatly in a row. A small bird landed on top of a **(6)** _____ (student) backpack, looking for stray snack crumbs. By five o'clock, the **(7)** _____ (parents) cars began arriving in the pickup zone. Before leaving, Maya stopped by the **(8)** _____ (principal) office to return a lost jacket.

D) Decide whether the bolded noun in each sentence is used correctly. If it is correct, write **Correct** on the line. If it is incorrect, rewrite the word correctly. (4 points)

1) She bought three new **chairs** for the living room. _____
2) The chef needed more **flours** to bake the bread. _____
3) The firefighters showed incredible **courage** during the rescue. _____
4) How much **informations** did you find for your research project? _____
5) The farmer gathered five **cartons** of eggs from the coop. _____
6) We packed our **luggages** into the trunk before leaving for the airport. _____
7) Two **mice** ran across the kitchen floor. _____
8) Modern **technologies** changed the way we communicate. _____

Writing:

A) Read each sentence. Add the correct ending punctuation mark (. , ? , or !) on the first line, then identify the sentence type on the second line as **Declarative**, **Imperative**, **Interrogative**, or **Exclamatory**. (4 points)

1) Please hand in your homework assignments before leaving the room ___

   Type: _____

2) What a breathtaking view from the top of the mountain ___

   Type: _____

3) Have you decided which book you want to read for your report ___

   Type: _____

4) The local library stays open until eight o'clock on weekdays ___

   Type: _____

B) Combine each pair of sentences into one compound sentence using the coordinating conjunction provided in parentheses. (4 points)

1) The rain started to fall heavily. The outdoor soccer match was canceled. **because**

   _____

   _____

2) Lucas trained hard for the track competition. He did not win first place. **But**

   _____

   _____

3) You can finish your assignment in class today. You can complete it for homework tonight.

Or

_____

_____

4) The electricity goes out during a storm. We use candles to light up the room. **whenever**

_____

_____

SE01 English Answer Key

Comprehension:

1. a) Nearby
2. d) Confident
3. c) The other students are fascinated by the information.
4. a) Sara will begin to feel comfortable at her new school
5. c) giving her an activity to look forward to each day
6. b) develops a new attitude there
7. b) restless and disappointed
8. a) She still had not made a single friend at her new school; arriving late in the term had been challenging.
9. d) Sara teaches her class about what she has observed at Wildlife/Willow Creek and makes a friend in the process.
10. b) The newly clear-cut plots created by the beavers allowed sunlight to reach the forest floor.
11. Sara faces isolation, loneliness, and frustration after arriving late in the term at her new school. Her daily visits to Willow Creek give her a sense of purpose and curiosity as she monitors the beavers, shifting her mindset from frustration to fascination and ultimately giving her a creative topic to share with classmate Kayla, helping her build a friendship.
12. The beavers build a dam that turns a rushing stream into a still-pond habitat. As a result, duckweed, scrawny reeds, wood ducks, frogs, salamanders, a slender snake, dragonflies, and mayflies appear in and around the new pond.
13. Beyond the physical environment of Willow Creek changing from a stream to a pond, the title reflects the internal transformation in Sara herself—she "changes her environment" of isolation by actively engaging with nature, which transforms her attitude from lonely and frustrated to curious and confident, allowing her to connect with her peers.

Grammar:

A) Articles

1. an
2. the
3. a
4. The
5. an
6. a
7. X
8. the

B) Pronouns & Possessive Adjectives

1. They
2. he
3. her
4. he
5. their

6. he
7. it
8. we

C) Possessive Nouns
1. children's
2. teachers'
3. brother's
4. coach's
5. players'
6. student's
7. parents'
8. principal's

D) Plurals
1. Correct
2. flour
3. Correct
4. information
5. Correct
6. luggage
7. Correct
8. technology

Writing:

A) Sentence Types & Punctuation
1. . (Period) — Imperative
2. ! (Exclamation mark) — Exclamatory
3. ? (Question mark) — Interrogative
4. . (Period) — Declarative

B) Combining Sentences
1. The outdoor soccer match was canceled because the rain started to fall heavily.
   Because the rain started to fall heavily, the outdoor soccer match was canceled.

2. Lucas trained hard for the track competition, but he did not win first place.

3. You can finish your assignment in class today, or you can complete it for homework tonight.

4. Whenever the electricity goes out during a storm, we use candles to light up the room.
   We use candles to light up the room whenever the electricity goes out during a storm.