

JUNIOR LYCEUM ANNUAL EXAMINATION 2002

Educational Assessment Unit – Education Division

FORM 4

ENGLISH
LISTENING COMPREHENSION

Teacher's Paper

Instructions for the conduct of the Listening Comprehension Examination

The teacher should instruct the candidates to answer the questions on the paper provided. The following procedure for reading the Listening Comprehension passage is to be explained to the candidates immediately before proceeding with the examination.

You have been given a sheet containing the Listening Comprehension questions. You will be given three minutes to read the questions based on the passage. I shall then read the passage at normal reading speed. You may take notes during the reading. After this reading there will be a pause of another three minutes to enable you to answer some of the questions. The passage will be read a second time and you may take further notes and answer the rest of the questions. After this second reading you will be given a further three minutes for a final revision of answers.

- a. 3 minutes - Read questions
- b. 3 minutes - First reading aloud of passage while students take notes
- c. 3 minutes - Answer questions
- d. 3 minutes - Second reading of passage and possibility to answer questions
- e. 3 minutes - Final revision

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TIME: 15 minutes

James is 10. He has a never-ending list of after-school activities. On Mondays he is driven to his tutor for an English lesson; Tuesday is football practice; Wednesday it's Judo; Thursday is violin lesson night; and on Friday there's an hour long lesson – this time with his maths tutor.

At first glance James is obviously doing too much. He's tired and never knows how to occupy himself, especially when he has no planned activities mapping out nearly every hour of his day.

Yet his crowded time-table is no different to that of thousands of middle-class children up and down Britain. Every day at 3.30 p.m. when the school bell rings, children cram into cars to be ferried off to maths, English, modern languages, drama, art, dance, sport: there is an entire national curriculum of after school activities out there in clubs and classes.

But how good are all these activities? Should children who are the most tested in Europe really be doing so much after school? Opinions differ. An education policy adviser believes that as long as these clubs and classes include the essential element of play, they can be good. However, Linda Blair a clinical psychologist believes excessive amounts of extracurricular activity can limit a child's ability to develop creative intelligence. Elizabeth Hartley, the author of a book on how to bring up children, believes it is good for parents to open doors for their children through extracurricular activity. In this way talent can be discovered that might not have been found at school.

Whatever the advantages of extracurricular activity, most parents still believe that what their children are getting at school is not enough and in general prefer that after school their children should do more sums and sentences.

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TIME: 15 minutes

Name: _____

Class: _____

State whether the statements from 1 to 5 are TRUE (T) or FALSE (F). (5 marks)

T	F	
<input type="checkbox"/>	<input type="checkbox"/>	1. James goes to an English class on Mondays.
<input type="checkbox"/>	<input type="checkbox"/>	2. Many children in Britain go to after-school activities.
<input type="checkbox"/>	<input type="checkbox"/>	3. The education policy adviser believes in the importance of play.
<input type="checkbox"/>	<input type="checkbox"/>	4. According to Elizabeth Hartley all children's talents are discovered at school.
<input type="checkbox"/>	<input type="checkbox"/>	5. Parents believe that their children are being prepared well enough at schools.

In question 6 - 10 tick (✓) the correct answer. (5 marks)

6. James has a planned after-school activity

- a. everyday.
- b. on every day from Monday to Friday.
- c. on every Monday and Friday.
- d. on every day from Friday to Monday.

7. When he has no planned activities James

- a. thinks of new things to do.
- b. plays football.
- c. spends an hour studying maps.
- d. does not know what to do.

1. Children in Britain

- a. do not do any tests.
- b. do more tests that in any other part of the world.
- c. do more tests than other children in Europe.
- d. only do tests in sums and sentences.

2. Linda Blair believes

- a. in the benefits of extracurricular activity.
- b. extracurricular activities should include play.
- c. too many extracurricular activities can restrict a child's creative intelligence.
- d. children should study more maths and English after school.

10. Children travel to after-school activities

- a. on a ferry.
- b. on a tram.
- c. by car.
- d. on foot.

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FORM 4

ENGLISH LANGUAGE

TIME: 2 hours

Name: _____

Class: _____

- A. Fill in the spaces with a word formed from the one in brackets. The first one (0) has been done for you. (5 marks)

Life on other planets

There has long been a (0)fascination (fascinate) with (1)_____ (out) space, and man has often wondered if there are intelligent life-forms elsewhere, which we might be able to contact. (2)_____ (Nature), we've all seen space creatures on our TV and cinema screens, but 'aliens' resembling human beings owe more to the (3)_____ (convenient) of using human (4)_____ (act) to play the parts than to any real form of (5)_____ (science) investigation. However, many serious space (6)_____ (research) are now beginning to turn their attention to the question of what alien life might (7)_____ (actual) look like. One early result is Arnold the Alien, (8)_____ (design) by biologist, Dougal Dixon. This strange being, (9)_____ (like) humans, has its eyes, ears and limbs in groups of three instead of pairs but, despite its odd (10)_____ (appear), its behaviour is not very different from our own.

- B. Re-write each sentence so that it has the same meaning as the sentence printed before it. (5 marks)

Example: I last saw him at my 21st birthday party.
I haven't seen him since my 21st birthday party.

1. John's behaviour at the party annoyed me.

I _____.

2. "Where have I left my sunglasses, David?" asked Susan.

Susan _____.

3. Let's visit the Museum this afternoon.

Why _____?

4. It's a good thing you lent me the money or I would have had to go to the bank.

I would _____.

5. I hope to see you at the concert.

I am looking forward to _____.

C. Fill in each of the spaces with ONE word. The first one has been done for you.

(10 marks)

There are people who (0)believe they are not influenced (1)_____ advertisements. They buy only (2)_____ they want to buy and they know what they (3)_____. Usually, however, they buy goods that are familiar (4)_____ them because the brands (5)_____ have appeared (6)_____ often in newspaper advertisements and television commercials (7)_____ they recognise them immediately when they see them on the (8)_____ of the supermarket. Shoppers are slow to change their habits and it (9)_____ a long and persistent campaign on the part of the advertiser to (10)_____ them that a new product is (11)_____ trying. Possibly the easiest products to sell are (12)_____ which claim to alter our physical (13)_____. Most of us dream of (14)_____ more attractive, stronger and healthier than we (15)_____ are. (16)_____, if we had the self-confidence of the people we see smiling at us from advertisements, all our problems would be (17)_____, or at (18)_____ that is what we think. We only half believe it, (19)_____ we still go out and buy the product all the (20)_____.

D. Comprehension.

(30 marks)

Read the following passage carefully and then answer the questions below.

Nightmare of the Monster Cities

It is a sweltering afternoon in the year 2000, in the biggest city ever seen on earth. Twenty-eight million people swarm about an 80-mile wide mass of smoky slums, surrounding high-rise areas of power and wealth. One-third of the city's work-force is unemployed. Many of the poor have never seen the city centre. In a nameless, slum area with open sewers, the victims of yet another cholera epidemic are dying slowly, without any medical attention. And from the parched countryside a thousand more hungry peasants a day pour into what they think is their city of hope.

That nightmare could be Cairo or Jakarta or any of a dozen other urban monsters. Already Mexico City, Sao Paolo, and Shanghai are among the largest, most congested cities on earth. Over the last two decades, they – and many others – grew to almost double in size, **generating** economic and social problems that far outstripped all previous experience. 700 million people lived in cities in 1950. By 1980 the number stood at 1,800 million, and by the end of the twentieth century it topped 3,000 million – more than half the world's estimated population.

The flood of 'urbanites' is engulfing not the richest countries, but the poorest. By the year 2000 an estimated 650 million people crowded into 60 cities of five million or more – three-quarters of them in the developing world. Only a single first-world city – metropolitan Tokyo, which had 24 million people – featured among the global top five. London, ranked second in 1950 with ten million people, did not even make 2000's top 25.

In places where the increase of natural population exceeds three per cent annually – meaning much of the Third World – that alone is enough to double a city's population within 20 years. But equally powerful are the streams of hopeful migrants from the countryside. More often than not, they live in very appalling urban conditions which are still an improvement on what they have left behind. What **confounds** urban planners is the enormity of these trends. There have never been cities of 30 million people, let alone **ones** dependent on roads, sewer and water supplies barely adequate for urban areas a tenth their size.

The great urban industrial booms of Europe and America in the nineteenth and twentieth centuries sustained the cities that they helped to create. But in today's swelling Third World cities, the flood of new arrivals far outstrips the supply of jobs – particularly as modern industries favour technology rather than manpower. So it was **virtually** impossible to find permanent employment for 30 to 40 per cent of the 1,000 million new city dwellers in the year 2000.

Optimists maintain that very rapid urban growth can be stemmed by making rural or small-town life more attractive. Some say that the trend is self-correcting, since conditions will eventually get bad enough to convince people that city life is no improvement after all. But pessimists see a gloomier correction: epidemics, starvation and revolution. In the end, both sides agree that the world's biggest cities are mushrooming into the unknown.

Yet some cities still manage to cope. Seoul, taking advantage of south Korea's economic boom, has built a 2,500 million pound sterling underground railway system that should ease some of the worst traffic problems in the world. Over the last decade Tokyo has cleared up much of **its** legendary smog.

Hong Kong has rehoused 1.3 million people in new high-rise towns such as Sha Tin. Built on land reclaimed from the sea and paddyfields, Sha Tin and its sister towns are totally self-contained, with playgrounds, industrial areas and a railway line leading to the main business district.

One solution is to ban migration into the cities. Both China and the Soviet Union used internal passports or residence permits to try to control urban growth, the Soviets with rather more success.

The essence of the larger problem is that despite the dreadful conditions that urban squatters face, their numbers are growing at rates as much as twice that of the cities themselves – and every step taken to improve living conditions in the slums only attracts more migrants.

Adapted and updated from *Reader's Digest* July 1984

1. Tick (✓) the correct answers. **(3 marks)**
Which 3 of the following topics does the article deal with?
 a. The need for better urban planning.
 b. Why cities are becoming overcrowded.
 c. Why developed countries should contribute more to the underdeveloped countries.
 d. Population growth in Europe in the 21st century.
 e. The growth of rural areas.
 f. The success story of certain cities.

2. Put True (T) or False (F) in front of the following statements. **(3 marks)**
 - a. _____ The number of people living in cities doubled during the second half of the 20th century.
 - b. _____ The majority of the large cities will be in Third World countries.
 - c. _____ There is mixed opinion over what the best solution to urban growth is.
 - d. _____ Some people say that death and revolution is a possible solution to urban growth.
 - e. _____ Tokyo does not suffer from smog any longer.
 - f. _____ The Soviets have succeeded in controlling urban growth.

3. Explain the meaning of 'high-rise areas of power and wealth' (lines 2-3). **(1 mark)**

4. Where could the ‘nameless, slum area with open sewers’ (line 4) be? **(2 marks)**
- a. _____
- b. _____
5. What do the following refer to? **(2 marks)**
- a. ones (line 25) _____
- b. its (line 41) _____
6. Mention four economic and social problems facing the nightmare city. **(4 marks)**
- a. _____
- b. _____
- c. _____
- d. _____
7. Why do hopeful migrants from the countryside still move to the cities? **(2 marks)**
- _____
- _____
8. What are the problems that face urban planners in large cities? **(2 marks)**
- a. _____
- b. _____
- c. _____
- d. _____
9. Why do modern industries have an effect upon employment in large cities? **(2 marks)**
- _____
- _____
10. Explain the meaning of the following in the context: **(3 marks)**
- generating (line 11) _____
- confounds (line 24) _____
- virtually (line 30) _____



