

# JUNIOR LYCEUM ANNUAL EXAMINATION 2001

Educational Assessment Unit – Education Division

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FORM 5

ENGLISH  
LISTENING COMPREHENSION

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## 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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**FORM 5**

**ENGLISH**  
**LISTENING COMPREHENSION**

**TIME: 15 minutes**

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Africa can still feed herself, just about, in a good year. The abundant rains that fell almost everywhere in 1985 produced record harvests, and in theory there was enough food for almost everyone. After the horrors of 1984, which reduced some 150 million people to the verge of starvation, the world's worst fears turned out to be slightly premature. The threats to survival from rising population, worsening soil conditions and misguided farming policy have not yet proved completely disastrous. But, though mildly reassuring, this is certainly no guarantee that the famine threat has disappeared. For many, like the four million people who live in West Sudan, the abundance of crops harvested in areas like Niger and Zambia meant nothing. Their own sowings had once again failed and because of shortage of transport, appalling roads and washed-out bridges, they could not even benefit from the million-tonne surplus of crops reaped elsewhere in their own country.

The threat to people's survival still continues. Tradition, early marriage, and high fertility combine to keep family sizes at almost seven children per household across the continent. Thus the net number of mouths to feed is increasing at well over three per cent per year. The capacity to meet this demand progressively diminishes. In some places the desert is still advancing; in others, the overuse of forests, soils and water has resulted in damage which could become irreversible. Land, once cleared of vegetation, starts to parch and blow away; what rain there is pours away into rivers and the sea, rather than refreshing the soil; and with less water to re-evaporate fewer clouds are formed and the already arid landscape dries out even more.

The nightmare prospect is that the whole desperate struggle for survival – the unreplaced trees cut down for fuel, the overgrazing of the land – may itself be contributing to a permanent decline in rainfall. It is not that nothing is being done but that the scale of the problem is so huge and the urgency in many cases so immediate that there is little room for patient experiment. Even with the best will in the world things do not always turn out as hoped.

# JUNIOR LYCEUM ANNUAL EXAMINATION 2001

Educational Assessment Unit – Education Division

**FORM 5**

## **ENGLISH LISTENING COMPREHENSION**

**TIME: 15 minutes**

**Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

1. Write if the following sentences are TRUE (T), FALSE (F) or NO INFORMATION GIVEN (NIG). **(5 marks)**

- a. In 1984 about 150 million people almost starved to death. \_\_\_\_\_
- b. The people in West Sudan had abundant harvests. \_\_\_\_\_
- c. High fertility rates in Africa are now helping to produce more food. \_\_\_\_\_
- d. Clearing of forests leads to less evaporation and therefore to less rainfall. \_\_\_\_\_
- e. Experiments are being carried out in order to help provide food for Africa. \_\_\_\_\_

2. Underline the correct answer. **(1 mark)**

“Africa can still feed herself, just about, in a good year.” This means:

- a. Africa can produce enough food for one year.
- b. Africa can eat well this year, without anyone’s help.
- c. Africa produces just enough food when things go well.
- d. Africa can feed itself now as it always has done.

3. Give two reasons for the increase in population in Africa. **(1 mark)**

- a. \_\_\_\_\_.
- b. \_\_\_\_\_.

4. The decline in rainfall is due to: **(2 marks)**

- a. \_\_\_\_\_.
- b. \_\_\_\_\_.

5. Fill in the blanks with words taken from the text you have listened to. **(1 mark)**

After the tragedy in Africa in 1984, people thought of a worst possible outcome. But their fears were (a)\_\_\_\_\_ exaggerated. So far, the situation has not been totally (b)\_\_\_\_\_. However, over-population is straining Africa’s resources; the damage to the land could become irreversible.

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**FORM 5**

**ENGLISH**  
**LISTENING COMPREHENSION**

**MARK SCHEME**

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*Half marks are not to be rounded up at this stage. See Mark Scheme for the written paper.*

1. Write if the following sentences are TRUE (T), FALSE (F) or NO INFORMATION GIVEN (NIG). **(5 marks)**

- a. True
- b. False
- c. False
- d. True
- e. No Information Given

2. Underline the correct answer. **(1 mark)**

- c. Africa produces just enough food when things go well.

*Do not penalise spelling in questions (3.), (4.) and (5.). The answers required can be written in the students' own words and need not be verbatim quotes.*

*Award half a mark for every correct part answer in questions (3.) and (5).*

3. Give two reasons for the increase in population in Africa. **(1 mark)**

*Accept any two of the following:*

- a. tradition.
- b. early marriage.
- c. high fertility.

4. The decline in rainfall is due to: **(2 marks)**

- a. unreplaced trees cut down for fuel.
- b. overgrazing of the land.

5. Fill in the blanks with words taken from the text you have listened to. **(1 mark)**

- a. slightly
- b. disastrous

# JUNIOR LYCEUM ANNUAL EXAMINATION 2001

Educational Assessment Unit – Education Division

**FORM 5**

**ENGLISH LANGUAGE**

**TIME: 2 hours**

**Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**A. Fill in the blanks with ONE appropriate word. The first one (0) has been supplied. (10 marks)**

I'm getting (0) too fat and I really need to (1)\_\_\_\_\_ weight. I wasn't worried about it (2)\_\_\_\_\_. I went to the doctor, who said that I (3)\_\_\_\_\_ probably have a heart attack (4)\_\_\_\_\_. I started eating less. When you are (5)\_\_\_\_\_ a diet you have to resist the temptation to eat even though you feel hungry. This (6)\_\_\_\_\_ be very hard to do and you (7)\_\_\_\_\_ a lot of will-power to (8)\_\_\_\_\_. I'm going to a health farm for a month where I (9)\_\_\_\_\_ not be able to eat and where I'll have to stick (10)\_\_\_\_\_ my diet. They'll also make me take (11)\_\_\_\_\_ of exercise. People say that health clinics are like prisons, (12)\_\_\_\_\_ conditions are hard and inmates survive (13)\_\_\_\_\_ carrot juice and lettuce. In fact that's exactly the kind of discipline I need (14)\_\_\_\_\_. I am terribly influenced by other people. If I see someone (15)\_\_\_\_\_ a drink in a TV programme I feel (16)\_\_\_\_\_ a drink (17)\_\_\_\_\_. It's the same with cigarettes and food. So (18)\_\_\_\_\_ me luck: when you see me again I'll be so (19)\_\_\_\_\_ that you won't (20)\_\_\_\_\_ me.

**B. Put the verbs given in brackets into the correct tense. The first one (0) has been supplied. (5 marks)**

We (0) had been planning (plan) this holiday for ages. Now the time (1)\_\_\_\_\_ (arrive). Soon we would be on our way to the lovely island of Capri. If things (2)\_\_\_\_\_ (go) well, we would enjoy a few weeks in the sun before returning to our studies. I (3)\_\_\_\_\_ (be) sure this break would give us back the energy we (4)\_\_\_\_\_ (need) for the examinations that lay ahead. By the end of June the exams (5)\_\_\_\_\_ (finish) and we could look forward to a relaxing summer.

**C. Finish each of the following sentences in such a way that it means exactly the same as the sentence printed before it. (5 marks)**

**Example:** You can't visit Russia unless you get a visa.  
If you don't have a visa, you can't visit Russia.

1. She started working as a secretary five years ago.  
She has \_\_\_\_\_.
2. "I don't love you any more," said John to his girlfriend.  
John told his girlfriend that \_\_\_\_\_.
3. I'm sorry that I didn't phone you as soon as I heard the news.  
I wish \_\_\_\_\_.
4. I would like you to help me to carry all these bags inside.  
Do you mind \_\_\_\_\_?
5. We didn't go to the concert because it rained so hard.  
If it hadn't \_\_\_\_\_.

**D. Comprehension - Read the following passage carefully. (30 marks)**

Manu National Park, in the Peruvian jungle, is said to be the home of more species of animals and plants than any other region in the world. After centuries of depending on hunting and small-scale farming, the Matsigenka tribe, an isolated native community of 300 people, has entered the tourist business. Last year the tribe opened an ecolodge\*, which was built from  
5 rainforest materials, in traditional bamboo sticks and thatched-roof style.

The Matsigenkas hope to profit from tourism without polluting their own fragile way of life. Contact between tourists and locals is kept to a minimum, photography is controlled and the number of tour groups restricted. Funds generated from the enterprise go entirely to the Matsigenkas to be used as they choose. Recently, tribal representatives received their first  
10 cash payment from the venture.

In Africa, retired industrialist Noel de Villiers is aiming to set up a chain of cross-border parks linking protected areas from Cairo to the Cape of Good Hope. Known as the Open Africa Initiative, and approved by former South African President Nelson Mandela, the project aims to bring local communities directly into the vast global tourist market. "What  
15 we're saying is that it's about time that Africa turned conservation into an industry for Africans," says de Villiers. "Our product is the world's widest variety of plant and animal life. These resources are being destroyed by poverty. But this is something with which Africa can rejuvenate itself."

Around the world, ecotourism is the new remedy to save threatened environments, tackle  
20 poverty and make wealthy travellers feel less guilty. Environmental leaders such as the World Wide Fund for Nature, Earthwatch and Discovery Initiatives still offer ecotourist

adventures for the genuine nature lover – studying bees in Brazil, tracking snow leopards in the Himalayas, or helping captive orangutans in Borneo rainforests. But these people are no longer alone in the jungle or on the savannah.

25 Since surveys show that most people in Europe and North America prefer travel with an environmental touch, major travel companies, hotels and airlines have introduced scores of environmentally friendly initiatives. Airports and airlines are reducing pollution and noise impact, cruise lines practise marine conservation, hotels are attacking energy waste, and car rental firms use fuel-efficient vehicles. On offer today within the ecotourist programme is  
30 everything from hikes in a nature reserve in the south of Italy to InRuh, a new ecologically correct hotel not far from Berlin. Consumers are currently very sensitive to the environment and tour operators are taking that into account.

No other aspect of the tourist industry is more debated. “Originally ecotourism meant  
35 tourism that had no impact on the environment. But it’s a contradiction really,” says Richard Leaky, director of Kenya’s Wildlife service. “The best way to enjoy nature without hurting it is to stay at home and watch it on television.”

Most developing countries now sell ecotourism aggressively, while few foreign aid programmes are complete without an ecotourism element. Two years ago Brazil launched a programme to develop ecotourism in the Amazon region because the Brazilian government  
40 believes that people will get rid of nature if they do not profit from it.

In some places ecotourism has become a matter of survival. A project to build a visitor centre, upgrade trails and construct walkways has saved Ghana’s Kakum rainforest from logging and other human activities. The park now employs 2,000 locals and attracts 40,000 tourists a year. Entry fees from about 1,600 visitors each day are financing the Xcaret  
45 ecopark in Mexico and also funding the 50 scientists who work there. The island of Chumbe is preserving its local coral and fish species through tourist income.

Ecotourism does not always produce such favourable results. In Ladakh, a remote Himalayan region in northern India, rural communities are crowded each summer by trekkers and their hungry ponies, which are destroying the limited vegetation. Nowhere does the fine  
50 balance between tourism and conservation seem more difficult than in Kenya’s famed Masai Mara Reserve. In the mid-1990s the local council earned \$1 million a month for schools and hospitals from gate receipts, but at a price. “If you have 20 to 30 four wheel drives in the park, is that ecotourism? It’s so crowded it’s a nightmare.”

For strict environmentalists, ecotourism may be a widely abused term which does not mean  
55 much any more. But for all this, ecotourism now has global appeal; even most critics concede it is less destructive than forestry, mining and other forms of development.

\*ecolodge – an environmentally friendly inn

(Adapted from *Time* Magazine June 21, 1999)

**Answer the following questions. Use your own words wherever possible.**

1. Continue the following sentence by underlining the correct statement. **(2 marks)**

Nowadays most developing countries

- a. grumble about the effects of ecotourism.
- b. reject travellers who spoil the environment.
- c. try hard to sell their country as an ecotourist destination.
- d. offer ecotourist adventures for genuine nature lovers.

2. State whether the following statements are TRUE (T), FALSE (F) or NO INFORMATION GIVEN (NIG). **(2 marks)**

- a. De Villiers' initiative for Africa was supported by Nelson Mandela. \_\_\_\_\_
- b. Many Europeans are opting for environmental friendly holidays. \_\_\_\_\_
- c. Travel companies and other large enterprises refuse to co-operate with ecotourism. \_\_\_\_\_
- d. Brazil started an ecotouristic programme because people started destroying nature. \_\_\_\_\_

3. How are the Matsigenkas trying to protect their traditional way of life? **(3 marks)**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

4. What is the purpose of the Open Africa Initiative? **(2 marks)**

\_\_\_\_\_  
\_\_\_\_\_

5. What are claimed to be the purposes behind ecotourism? **(3 marks)**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_



6. List THREE activities which true nature lovers can practise during a real ecological holiday? **(3 marks)**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

7. In what way has ecotourism helped some developing countries? **(4 marks)**

Country	How?

8. Give the meaning of the following as used in the text: **(2 marks)**

- a. restricted (line 8) \_\_\_\_\_
- b. impact (line 29) \_\_\_\_\_

9. What do the following refer to in the text: **(2 marks)**

- a. the enterprise (line 8) \_\_\_\_\_
- b. These resources (line 17) \_\_\_\_\_

10. In a paragraph of about 75 words write about how business has tried to benefit from the new interest in environmentally friendly holidays; mention also the complaints about ecotourism mentioned in the text. **(7 marks)**

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**E. Composition - Write a composition of about 350 – 400 words on ONE of the following: (40 marks)**

1. Leisure time.
2. The Broken Promise.
3. Write a story which ends with the following sentence:  
*She felt a hand on her shoulder; she turned, gasped, and then fainted.*
4. What are the advantages and disadvantages of using public transport?
5. You are going to Britain to stay with your friend, Jo, and you have received this letter in connection with the visit.

Read carefully Mrs Richardson's letter and the notes which you have made for yourself (see below). Then write a letter accepting her invitation for you to visit the class, checking the details in your notes and offering any useful suggestions you can make regarding the exhibition.